

2020-2021



Los Angeles  
Southwest  
College

*Catalog*



@LASCCampus



@LASCcougars



@LASouthwestCollege



@LASCcougars

LOS ANGELES SOUTHWEST COLLEGE  
1600 West Imperial Highway  
Los Angeles, California, 90047  
[www.lasc.edu](http://www.lasc.edu)

Los Angeles Southwest College

# Welcome to Los Angeles Southwest College!

I want to welcome you to Los Angeles Southwest College, home of the Cougars and one of nine colleges in the Los Angeles Community College District, and thank you for taking the time to review our 2020-21 Catalog. No matter if you are a current or potential student or a visitor who seeks to learn more about the Cougars, this document is your gateway to our college and within it, we believe, you will understand why LASC is the place to be.

Throughout your exploration of our Catalog, you will be introduced to our departments, programs, resources, and services that all aim to provide you with the knowledge and skills to ensure you find success at our college and then throughout the next steps in your journey no matter where it takes you.

Our Catalog offers detailed descriptions of the many credit and noncredit programs as well as customized and workforce training programs at LASC that are aligned with changing labor market needs. Take time to review each of these educational opportunities so you can find the seamless pathway that best fits you as an individual and will allow you to support yourself and the people that you hold closest.

You will also find contact information for all areas on our campus and I encourage you to reach out to our employees who are prepared to provide you with thorough and thoughtful answers to your questions. You are not alone in this journey through higher education. We are all here for you.

I would be remiss if I didn't specifically recognize our online and remote-learning opportunities that have taken on increased importance in 2020 with the coronavirus (COVID-19) outbreak. The ability to learn away from our campus has taken on a greater significance and we are ready to assist you in this effort. LASC was ranked as one of the top 20 colleges in California for online education by EdSmart in 2019 and, thanks to resources from our district, we also offer all students 24/7 online tutoring through the free NetTutor. If you take a class remotely at LASC, please know that you will receive quality instruction and reinforcement.

For over 50 years, LASC has been a beacon of hope for the cities and communities in Gardena, Hawthorne, Inglewood, South Los Angeles and beyond. Our college has evolved greatly during that time, but our main objectives have not changed. We are here to empower students and the community to achieve their academic and career goals. At LASC, we want you to be an active participant in shaping our local community and the changing global world. We are prepared to support you in accomplishing this and so much more.

I welcome you to learn more about us and, if you have not done so already, to join us. Go, Cougars!

Seher Awan, Ed.D, MBA, MPA  
President, Los Angeles Southwest College  
#LASCThePlaceToBe  
#BeTheBest



## 2020-21 Term Dates

|  |   |
|--|---|
| Summer Period Begins<br>Summer Ends                  | <b>6/15/20 Monday</b><br><b>8/30/20 Sunday</b><br>actual summer instruction<br>schedules vary by campus |
| Fall Instruction Begins<br>Fall Finals End           | <b>8/31/19 Monday</b><br><b>12/20/19 Sunday</b>   |
| Winter Instruction Begins<br>Winter Instruction Ends | <b>1/4/21 Monday</b><br><b>2/7/21 Sunday</b>  |
| Spring Instruction Begins<br>Spring Finals End       | <b>2/8/21 Monday</b><br><b>6/7/21 Monday</b>  |
| Summer Period Begins<br>Summer Period Ends           | <b>6/14/21 Monday</b><br><b>8/29/21 Sunday</b><br>actual summer instruction<br>schedules vary by campus |

## LACCD Holidays and Non-Instruction Days

|                   |           |                    |
|-------------------|-----------|--------------------|
| July 3, 2020      | Friday    | Independence Day   |
| August 29, 2020   | Saturday  | Non-Instruction    |
| August 30, 2020   | Sunday    | Non-Instruction    |
| September 7, 2020 | Monday    | Labor Day          |
| November 11, 2020 | Wednesday | Veteran's Day      |
| November 26, 2020 | Thursday  | Thanksgiving       |
| November 27, 2020 | Friday    | Thanksgiving       |
| November 28, 2020 | Saturday  | Non-Instruction    |
| November 29, 2020 | Sunday    | Non-Instruction    |
| December 21, 2020 | Monday    | Non-Instruction    |
| December 22, 2020 | Tuesday   | Non-Instruction    |
| December 23, 2020 | Wednesday | Non-Instruction    |
| December 24, 2020 | Thursday  | Holiday            |
| December 25, 2020 | Friday    | Holiday            |
| December 26, 2020 | Saturday  | Non-Instruction    |
| December 27, 2020 | Sunday    | Non-Instruction    |
| December 28, 2020 | Monday    | Non-Instruction    |
| December 29, 2020 | Tuesday   | Non-Instruction    |
| December 30, 2020 | Wednesday | Holiday            |
| December 31, 2020 | Thursday  | Holiday            |
| January 1, 2021   | Friday    | Holiday            |
| January 18, 2021  | Monday    | Martin Luther King |
| February 12, 2021 | Friday    | Presidents'        |
| February 13, 2021 | Saturday  | Non-Instruction    |
| February 14, 2021 | Sunday    | Non-Instruction    |
| February 15, 2021 | Monday    | Presidents'        |
| March 31, 2021    | Wednesday | Cesar Chavez       |
| April 2, 2021     | Friday    | Non-Instruction    |
| April 3, 2021     | Saturday  | Spring Break       |
| April 4, 2021     | Sunday    | Spring Break       |
| April 5, 2021     | Monday    | Spring Break       |
| April 6, 2021     | Tuesday   | Spring Break       |
| April 7, 2021     | Wednesday | Spring Break       |
| April 8, 2021     | Thursday  | Spring Break       |
| April 9, 2021     | Friday    | Spring Break       |
| May 31, 2021      | Monday    | Memorial Day       |
| July 5, 2021      | Monday    | Independence Day   |



## Los Angeles Community College District

770 Wilshire Boulevard  
Los Angeles, CA, 90017  
213-891-2000

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## Los Angeles Southwest College

1600 West Imperial Highway  
Los Angeles, CA, 90047  
323-241-5400

### College Administration

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Dean, Student Services

Laura I. Perez  
Dean, Academic Affairs

Kristi Blackburn  
Dean, Academic Affairs

Dr. Jamail Carter  
Dean, Academic Affairs

## Los Angeles Unified School District

333 South Beaudry Avenue  
Los Angeles, CA 90017  
213-241-1000

Middle College High  
1600 West Imperial Highway  
Los Angeles, CA, 90047  
323-418-4700  
Betty Washington  
Principal

## Bright Star Secondary Charter Academy

1600 W. Imperial Highway  
Los Angeles, CA 90047  
Phone: (323) 954-9957  
Darryl Garris  
Principal

## Accuracy Statement

The Los Angeles Community College District and Los Angeles Southwest College (LASC) have made every effort to make this catalog accurate and may, without notice, change general information, courses or programs offered. The reasons for change may include student enrollment, level of funding, or other issues decided by the District or College. The District and College also reserve the right to add, change, or cancel any rules, regulations, policies and procedures as provided by law.

## ACCREDITATION

Los Angeles Southwest College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC). Accreditation is a status granted to an educational institution that has been found to meet or exceed stated criteria of educational quality. Institutions voluntarily seek accreditation and it is conferred by non-governmental bodies.

Accreditation has two fundamental purposes:

- To encourage institutions to improve academic quality, institutional effectiveness, and, ultimately, student success.

Accreditation of an institution by an institutional accrediting body certifies to the general public that the institution:

- Has clearly defined objectives appropriate to higher education;
- Has established conditions under which their achievement can reasonably be expected; and
- Has the resources needed to accomplish its objectives.
- Can demonstrate that it is accomplishing its objectives.
- Gives reason to believe it will continue to accomplish its objectives.

Every seven years, ACCJC institutions must undergo a comprehensive self-study to be submitted to ACCJC for reaffirmation of accreditation status.

Information about filing a complaint is available at <http://www.accjc.org/complaint-process>.

|  |   |
|--|---|
| 10 Commercial Boulevard, Suite 204<br>Novato, CA 94949 | Telephone: (415) 506-0234<br>Fax: (415) 506-0238<br>Website: <a href="http://www.accjc.org/">http://www.accjc.org/</a><br><br>Email: <a href="mailto:accjc@accjc.org">accjc@accjc.org</a> |
|--|---|

The Los Angeles Southwest College Nursing Program is accredited through the California Board of Registered Nurses. Information concerning the commission or the Los Angeles Southwest College's accreditation status can found by contacting:

|   |   |
|---|---|
| Board of Registered Nursing<br>P.O. Box 944210<br>Sacramento, CA 94244-2100 | Telephone: (916) 322-3350<br>Fax: (916) 574-7697<br>Website: <a href="http://www.rn.ca.gov/index.shtml">http://www.rn.ca.gov/index.shtml</a><br><br>Email: <a href="mailto:BRN.Licensing@dca.ca.gov">BRN.Licensing@dca.ca.gov</a> |
|---|---|

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# How to Use This Catalog



This catalog should be used as a road map through your experience at Los Angeles Southwest college (LASC). Throughout the catalog, you will find information about LASC's academic programs and standards, Los Angeles Community College District (LACCD) policies, and helpful information regarding student-support services and student life.

Use the catalog to:

- Learn about our academic program offerings. For each program, you will find information about program requirements, required and elective courses, potential career and/or transfer opportunities, expected learning outcomes, and graduation requirements. Academic advisors and counselors are available to help you learn more about programs that are aligned with your interests, work skills and personal goals.
- Follow the Student Success and Support Program process. Read the "ATTENDING LOS ANGELES SOUTHWEST COLLEGE " section, page 20, to familiarize yourself with the steps required to become a student at LASC.
- Explore course descriptions. Proper course selection begins with knowing what a course is about and how it will fit into your academic program.
- Plan for transfer to a four-year college or university. Transfer opportunities and services information can assist you as you select your coursework and make decisions about moving ahead in your academic career.
- Prepare for entry into your selected career. Visit the [Career Center](#) and [Career & Technical Education](#) for insight into how to select and prepare for a career.
- Become a successful student. Many resources are available at LASC to help you succeed. Visit the [Student Life](#) and [Student Resources](#) sections on our website to learn more about tutoring, assistance programs, and other services that can assist you. Also, review the [Academic Calendar](#), [Academic Standards](#), and [District Policies](#) sections for important information that will help you remain in good academic standing.
- Learn campus offerings, policies and procedures. The catalog will help you locate resources and assist you in becoming familiar with policies and procedures. Use the Table of Contents and the Index to locate information on Admissions, Financial Aid, and much more.

*The college catalog is essential for academic planning. It is a useful supplement for career and course advising and guidance. While the information in this catalog is current at the time of publication, LASC reserves the right to change or delete any courses of study, course offerings, schedule, tuition, and other charges, policies or programs of the College at any time and without any notice. The LASC Catalog is published online annually. Information about courses and programs may be modified throughout the year. Students should always consult with an academic advisor or counselor to ensure that the most current information is available when making academic decisions.*



# LASC

Est. 1967

Spanning 53 years and counting, Los Angeles Southwest College is the product of decades of hard work, vision and perseverance to achieve the dream of its principal founder, Odessa B. Cox.

The Cox family and a small group of community members started fighting in 1947 to bring a comprehensive community college to South Los Angeles. The path to today was not easy and the result of the dedication of many.

Today, Los Angeles Southwest College, part of the Los Angeles Community College District, houses state-of-the-art facilities, including its recently renovated Library and Little Theater as well as the brand new School of Science building, where students receive top-notch instruction from a dedicated group of educators.



Cox and her husband, Raymond Cox, married in 1941 in Bessemer, Alabama, moved to Los Angeles in 1943, and in 1945 opened Utopia Cleaners in Watts, which remained in business for 48 years. They were staunch believers in education and continuously sought knowledge in formal and informal educational settings. The couple also worked on projects such as to increase the hiring of African-Americans and Mexican-Americans at banks and grocery stores in Watts.

Odessa Cox would eventually join the area's Parent Teachers

Association where she pushed for an improved educational experience for local students. Specifically, she worked diligently with others to change the image of African-Americans in state-adopted textbooks. Cox and supporters also lobbied tirelessly for a college to be located in a neighborhood in South Los Angeles. For years, Cox and other residents of Watts would have to ride a trolley downtown and then catch a bus in order to attend Los Angeles City College. The trip took two hours just one way.

According to the Los Angeles Times, Cox surveyed students in all of the area's high schools and found that many of them would go to college if they could get there by foot or bicycle.

The first steps toward the realization of this dream of having a college in the area were taken in 1950 when Cox and others formed a citizen's group -- The South Central Junior College Committee. The diverse group was influential in getting the Los Angeles Unified School District Board of Education, which oversaw Los Angeles community colleges, to purchase 54 acres of land for \$3,500 per acre in 1950 from the Union Oil Company at the corner of Western Avenue and Imperial Highway -- the eventual site of LASC. Another 16 acres would be purchased for \$14,230 per acre from Union Oil in 1964.

A sign was placed on the site in 1950 announcing the college's expected arrival, but many years would pass before construction started.



That day arrived rather quickly after the "Watts Rebellion." During the unrest from August 11-17, 1965, 34 people died - 23 of whom were killed by police and National Guard. Two law enforcement officers and a fireman were also among the dead. More than 1,000 people were injured.

A California commission, under Gov. Pat Brown, later determined that the rebellion was caused by police resentment as well as a lack of jobs and educational opportunities for African-Americans.

Sandra Cox, daughter of Odessa Cox, and others believed the riots caught the attention of the Los Angeles Unified School District.

"If there was no rebellion, there would be no Southwest College," Sandra Cox, who currently serves as a Los Angeles Southwest College Foundation member, told the Los Angeles Times in 2001.

In January 1967, the Board of Education would earmark \$2 million to open the college campus at Western and Imperial.

At 3:30 a.m. July 11, 1967, Odessa Cox and her colleagues, including Adele Cannon, Dr. Agnes Moreland Jackson and Sue Acosta, met at Western and Imperial to watch as the first of 13 bungalows were delivered from Los Angeles City College.

Classes started Sept. 11, 1967 with more than 600 students registered and 22 full-time faculty members, according to media reports. LASC's first president was Dr. John Grasham, and the original curricula revolved around liberal arts and academic transfer.

By 1976, LASC had seen a steady growth in its student body as well as faculty, staff and facilities. The number of students had increased to more than 5,000 and the faculty consisted of more than 100. The 13 original bungalows increased to 31 and construction had started on permanent facilities

"I didn't do this alone. I might have conceived the idea, but from the beginning to end it took a lot of dedicated souls to bring the physical property you see today from an idea to a reality ... and it was a team effort all the way," Odessa Cox told The Sentinel newspaper in 2001. "All the way we bolstered one another's spirit, viewed the setbacks as stepping stones and moved ahead."

New facilities were eventually developed, including a library, theater and student services center. They all provided a sense of permanence and symbolism of a new era in higher education in the community.

On Feb. 20, 1987, the college's Building B was renamed the Odessa Cox Building as a result of campaign spearheaded by Los Angeles Community College District Trustee Marguerite Archie Hudson.

LASC would continue to expand in the years ahead with the construction of the Technical Education Center.

"It feels so good to see the things we have fought for so many years finally coming to pass," Odessa Cox said at the groundbreaking ceremony for the \$7 million center in January 1990.

Her comments were met with a standing ovation, according to media reports.

**“IT FEELS SO GOOD TO SEE THE THINGS WE  
HAVE FOUGHT FOR, FOR SO MANY YEARS,  
FINALLY COMING TO PASS.”**

*Odessa B. Cox*

Currently, the LASC campus is undergoing a major transformation with more than \$500 million in funds from the Los Angeles Community College District Bond Construction Program. The college's modernization efforts include updating existing buildings with new technology and building new "green" facilities.

Completed projects included the Thomas G. Lakin Physical Education Center, Student Services Building, Child Development Center, athletic stadium and field house, Maintenance and Operations facility, central plant, Cox Annex and a multi-level parking structure and a new School of Science building. LASC will now set its sights on the construction of a new Student Union.

The campus is also the site of Middle College High School, part of the Los Angeles Unified School District. Many Middle College High students take college courses at LASC to obtain their Associate's Degree while meeting the requirements for a high school diploma.

In Fall 2019, LASC welcomed and became the new site for the Bright Star Secondary Charter Academy. Like Middle College High School, Bright Star students will share in the enhanced high school experience complete with college courses at LASC.

Since its opening, LASC has established itself as a key force in the educational, recreational and cultural development for the region. Several academic and occupational programs have distinguished themselves over the years, including the Nursing and Child Development departments.

Today, LASC's student body has increased to more than 8,000. There are more than 300 faculty, staff and administrators looking to help students find academic success.



*Evolution of the Spirit  
Community Artist: Elliott Pinkney*

More and more students each year are also taking part in online Distance Education courses, providing a new avenue in which students are receiving an LASC education.

Odessa Cox passed away in October 27, 2001, but even in her later years, she campaigned for the passage of a bond initiative so the campus could be improved.

On April 2, 2015, the college celebrated the new School of Career and Technical Education building as well as the renovated, modernized and upgraded Cox Building, which includes the remodeled Little Theater and Library. Throughout 2017, LASC celebrated its 50<sup>th</sup> Anniversary.

The vision of Odessa Cox is getting closer to being fully realized.

## ENGLISH, ESL, and MATH Placement

California Assembly Bill (AB) 705, a law which took effect January 1, 2018, requires that California Community Colleges use multiple methods of placing students into transfer-level English, English as a second language (ESL) and math courses. These methods must include the use of *high school cumulative grade point average (HSGPA)*, *high school course grades*, and *high school courses taken*. The law also requires that the method that yields the highest placement overrides all other methods.

In response to the AB 705 law, the California Community Colleges Chancellor's Office established "default" (standardized) HSGPA ranges for colleges to use as the basis for placing students in English and math courses. Colleges may depart from these standardized HSGPA ranges, but they must provide statistical evidence that such departures meet or exceed the standardized targets set by the California Chancellor's Office, and that students placed into any pre- or corequisite for a transfer-level course are *highly unlikely to pass the course without it*.

Additional resources on AB 705:

- Assembly Bill 705: ([https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705))
- Assembly Bill 1805: ([https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB1805](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1805))
- CCC Chancellor's Office Memo AA 18-40: (<https://assessmentplacement.squarespace.com/s/0718-AB-705-Implementation-Memorandumpdf.pdf>)
- CCC Chancellor's Office Memo AA 18-41: ([https://assessmentplacement.squarespace.com/s/AA-18-41-AB-705-Initial-Guidance-Language-for-Credit-ESL\\_.pdf](https://assessmentplacement.squarespace.com/s/AA-18-41-AB-705-Initial-Guidance-Language-for-Credit-ESL_.pdf))

Students who apply to the Los Angeles Community College District (LACCD) using CCCApply or updated their placement information using the LACCD MMAP Web Form on their To-Do Checklist will be placed into tiers (groups) of courses in English; math for business, science, technology, engineering, and mathematics (BSTEM) programs; and statistics or liberal arts math (SLAM). Those who choose to complete ESL placement will be placed into an ESL tier, as well. Each tier includes the transfer-level courses cleared for enrollment, as well as optional or required support courses intended to help students succeed in transfer-level coursework in that tier. These tiers will be combined to produce an "E" placement level (English plus ESL, if completed) and "M" placement level (SLAM plus BSTEM), which will be shown on the online Student Portal Assessment Page.

### ENGLISH and ESL Placement Criteria

#### English

The following criteria is used for placement into transfer-level English composition courses. Assignment to a tier is based on the student's HSGPA (US high school cumulative grade point average). All students who provide placement data may enroll in transfer-level English composition (English 101) *with or without* the optional support courses or services listed in the placement message.

| Tier  | Placement Criteria                   |
|-------|--------------------------------------|
| ENG 1 | HSGPA $\geq$ 2.6                     |
| ENG 2 | $1.9 \leq$ HSGPA $<$ 2.6             |
| ENG 3 | HSGPA $<$ 1.9                        |
| ENG N | Insufficient data to apply the above |

#### English as a Second Language (ESL)

Each LACCD college uses its own criteria for ESL placement. In most cases, these involve a combination of a placement exam score and the Multiple-Measures Assessment Project (MMAP) placement criteria, which place students based on their anticipated success rates using high school performance data (like grade point average). Note: ESL placement does not override English placement.



## ENGLISH PLACEMENT LOGIC TREE

### HIGH SCHOOL STUDENTS

| IF A STUDENT HAS A                          | PLACE STUDENT IN                                | RECOMMENDED SUPPLEMENTAL COURSES          |
|---|---|---|
| HS GPA $\geq$ 2.6                           | English 101, College English                    |   |
| HS GPA from 1.9 to 2.59                     | English 101, College English                    | English 72, English Bridge or Reading 101 |
| HS GPA < 1.9                                | English 101, College English                    | Reading 98                                |
| Optional Preparation Course for English 101 | English 145 (Credit) AND/OR Reading 98 (Credit) |   |

### RE-ENTRY STUDENTS

| IF A STUDENT HAS BEEN OUT OF SCHOOL FOR | PLACE STUDENT IN             | STRONGLY SUGGESTED CO-REQUISIES |
|---|------------------------------|---------------------------------|
| 2 Years or Less                         | English 101, College English |                                 |
| 5 Years or 9 Years                      | English 101, College English | English 72, English Bridge      |
| More than 10 Years                      | English 101, College English | Reading 101                     |



## MATH Placement Criteria

### Business, Science, Technology, Engineering, and Mathematics (BSTEM) Placement Criteria

The following criteria is used for placement into mathematics courses typically Eight of the nine LACCD colleges use the default placement criteria below for placement into courses typically required for business, science, technology, engineering, and mathematics programs (BSTEM). HSGPA=US high school cumulative grade point average; HS=US high school course.

| BSTEM Tiers [all but Mission and Pierce] |   | BSTEM Tiers [Mission] |   | BSTEM Tiers [Pierce] |  |
|--|---|-----------------------|---|----------------------|--|
| Tier                                     | Placement Criteria  | Tier                  | Placement Criteria  | Tier                 | Placement Criteria   |
| 1  | HSGPA $\geq$ 3.4 or<br>HSGPA $\geq$ 2.6 & HS Calculus           | B                     | HSGPA $\geq$ 2.6 & HS Calculus  | 1                    | Grade $\geq$ B in HS Algebra 2 /<br>Integrated Math 3 (or equivalent or<br>higher) |
| 2  | HSGPA $\geq$ 2.6 or<br>HS Precalculus (or<br>equivalent/higher) | A                     | HSGPA $<$ 2.6 & HS Calculus   | 3                    | Grade $<$ B in HS Algebra 2 /<br>Integrated Math 3 (or equivalent)                 |
| 3  | HSGPA $<$ 2.6   | 1.1                   | HSGPA $\geq$ 3.4 & HS Geometry or<br>HSGPA $\geq$ 2.6 & HS Precalculus & HS<br>Geometry | N                    | Default  |
| N  | Insufficient data to apply the above                            | 1                     | HSGPA $\geq$ 3.4 or<br>HSGPA $\geq$ 2.6 & HS Precalculus                                |                      |  |
|  |   | 2                     | Default   |                      |  |
|  |   | 3                     | Default   |                      |  |
|  |   | N                     | Default   |                      |  |

### Statistics and Liberal Arts Math (SLAM)

The following criteria is used for placement into courses that may be required for programs that require statistics or liberal arts math (SLAM). HSGPA=US high school cumulative grade point average; HS=US high school course.

| SLAM Tiers [for all colleges except Mission] |                                      | SLAM Tiers [for Mission] |  |
|--|--------------------------------------|--------------------------|--|
| Tier   | Placement Criteria                   | Tier                     | Placement Criteria   |
| 1  | HSGPA $\geq$ 3.0                     | 1-M                      | HSGPA $\geq$ 3.0 or<br>HSGPA $\geq$ 2.6 & HS Precalculus or<br>HSGPA $<$ 2.6 & HS Calculus |
| 2  | $3.0 >$ HSGPA $\geq$ 2.3             | 2                        | Default  |
| 3  | $2.3 >$ HSGPA                        | 3                        | Default  |
| N  | Insufficient data to apply the above | N                        | Default  |

All students who provide placement data may enroll in some form of transfer-level math. In some cases these include courses with required additional hours per week and/or corequisites. Students are encouraged to see a counselor and the catalog to determine which (if any) of the courses they are cleared to take are required for their education plan.

### Guided Self-Placement

Students who are not able to provide enough information for automated placement, who have been away from high school for more than 10 years, or did not attend or graduate from a US high school or earn a GED or CA High School Proficiency certificate, may use their the Guided Self-placement process. This will likely involve meeting with a counselor or other college officer to discuss topics such as the following in order for the student to place him/herself:

- Courses taken and grades received
- The transfer-level English and math courses offered at the student's home college, and which of them (if any) are required for the student's chosen major, general education plan, or transfer plan
- The support courses and services offered to students enrolled in transfer-level courses

- Students' rights under the AB 705 law



LOS ANGELES  
SOUTHWEST COLLEGE

# Math Placement Logic Tree: STEM Majors

| HIGH SCHOOL STUDENTS   |  |  |
|------------------------|--|--|
| IF A STUDENT HAS A     | PLACE STUDENT IN                         | RECOMMENDED SUPPLEMENTAL COURSES                         |
| HS GPA $\geq$ 3.0      | ➔ Math 240 OR<br>Math 245 OR<br>Math 260 | ➔ BSKIL 028CE<br>BSKIL 035CE                             |
| HS GPA from 2.3 to 3.0 | ➔ Math 240 OR<br>Math 245 OR<br>Math 260 | ➔ Math 134<br>+ BSKIL 028CE<br>+ BSKIL 035CE             |
| HS GPA $<$ 2.3         | ➔ Math 240 OR<br>Math 245 OR<br>Math 260 | ➔ Math 115 & Math 125S<br>+ BSKIL 028CE<br>+ BSKIL 035CE |

| RE-ENTRY STUDENTS                       |  |  |
|---|--|--|
| IF A STUDENT HAS BEEN OUT OF SCHOOL FOR | PLACE STUDENT IN                         | RECOMMENDED SUPPLEMENTAL COURSES                         |
| 2 Years or Less                         | ➔ Math 240 OR<br>Math 245 OR<br>Math 260 | ➔ BSKIL 028CE<br>BSKIL 035CE                             |
| 5 Years to 9 Years                      | ➔ Math 240 OR<br>Math 245 OR<br>Math 260 | ➔ Math 134<br>+ BSKIL 028CE<br>+ BSKIL 035CE             |
| More than 10 Years                      | ➔ Math 240 OR<br>Math 245 OR<br>Math 260 | ➔ Math 115 & Math 125S<br>+ BSKIL 028CE<br>+ BSKIL 035CE |

\* Math course will be recommended by counselors according to student's major and/or educational goal.

|   |   |
|---|---|
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|---|---|

The Guided Self-placement process cannot require the student to take any exam or test, solve any problems, provide any writing samples, or review any sample questions, problems, or prompts.



# Math Placement Logic Tree: Non-STEM Majors

| HIGH SCHOOL STUDENTS                    |  |   |
|---|--|---|
| IF A STUDENT HAS A                      | PLACE STUDENT IN                         | RECOMMENDED SUPPLEMENTAL COURSES                          |
| HS GPA $\geq$ 3.0                       | ➔ Math 215 OR<br>Math 227 OR<br>MATH 236 | ➔ BSKIL 028CE<br>BSKIL 035CE                              |
| HS GPA from 2.3 to 2.9                  | ➔ Math 215 OR<br>Math 227 OR<br>MATH 236 | ➔ Math 134<br>+ BSKIL 028CE<br>+ BSKIL 035CE              |
| HS GPA $<$ 2.3                          | ➔ Math 215 OR<br>Math 227 OR<br>MATH 236 | ➔ Math 115 & Math 125 S<br>+ BSKIL 028CE<br>+ BSKIL 035CE |
| RE-ENTRY STUDENTS                       |  |   |
| IF A STUDENT HAS BEEN OUT OF SCHOOL FOR | PLACE STUDENT IN                         | RECOMMENDED SUPPLEMENTAL COURSES                          |
| 2 Years or Less                         | ➔ Math 215 OR<br>Math 227 OR<br>MATH 236 | ➔ BSKIL 028CE<br>BSKIL 035CE                              |
| 5 Years to 9 Years                      | ➔ Math 215 OR<br>Math 227 OR<br>MATH 236 | ➔ Math 134<br>+ BSKIL 028CE<br>+ BSKIL 035CE              |
| More than 10 Years                      | ➔ Math 215 OR<br>Math 227 OR<br>MATH 236 | ➔ Math 115 & Math 125 S<br>+ BSKIL 028CE<br>+ BSKIL 035CE |

\* Math course will be recommended by counselors according to student's major and/or educational goal.

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@LASCcougars  
 @LASouthwestCollege  
 @LASCcampus  
 @LASCcampus

## Instructional Programs

Southwest offers a variety of programs that lead to either an occupational certificate or AA/AS degree. The following chart lists the available programs at Southwest. Please see a Counselor for further details.

**AA-** Associate of Arts                      **AA-T** Associate of Arts for Transfer                      **SC-** Skill Certificate  
**AS-** Associate of Sciences                **AS-T** Associate of Science for Transfer                      **CA-** Certificate of Achievement  
**CC<sup>1</sup>-** Certificate of Competency **CC<sup>2</sup>-** Certificate of Completion

| PROGRAM TITLE   | DEGREE CERT | MAJOR CODE              |
|---|-------------|-------------------------|
| Academic Success  |             | CC <sup>1</sup> 4930.13 |
| Administration of Justice   | AA, AS-T    | CA 2105.00              |
| Anthropology  | AA, AA-T    | 2202.00                 |
| Art   | AA          | 1002.00                 |
| Art History   | AA          | 1002.01                 |
| Associate Teacher (Formerly: Teacher, Private Lic<br>Preschool)                             |             | SC 1305.01              |
| Banking and Finance   |             | CA 504.00               |
| Beginning ESL   |             | CC <sup>1</sup> 4930.87 |
| Biology   | AA          | 401.00                  |
| Bookkeeping   |             | SC 502.01               |
| Business Administration   | AS-T        | 505.00                  |
| Business Administration: Accounting/General Business  | AA          | 501.00                  |
| Business Administration: Banking and Finance  | AA          | 504.00                  |
| Business Administration: Economics  | AA          | 505.01                  |
| Business and Office Technology  |             | SC 514.04               |
| Certified Internet Webmaster Associate (CIWA)   |             | SC 709.01               |
| Certified Nursing Assistant/Home Health Aide  |             | CA 1230.30              |
| Chemical Dependency Counselor Program   |             | CA 2104.40              |
| Chemical Dependency Specialist in Criminal Justice  |             | SC 2104.42              |
| Child Development   | AA          | 1305.00                 |
| Children with Special Needs (Formerly: Teacher,<br>Private Lic. Preschool-Differently Able) |             | SC 1305.13              |
| Communication Studies   | AA, AA-T    | 1506.00                 |
| Computer Applications and Office Technology   | AS          | 514.00                  |
| Computer Network Cabling Technician   |             | SC 934.02               |
| Computer Science: Information Technology  | AS          | 707.10                  |
| Computer Technician   |             | SC -                    |
| Custodial Technician Preparation  |             | CC <sup>2</sup> 0945.00 |
| Early Childhood Education   | AS-T        | 1305.00                 |
| Economics   |             | SC 505.00               |
| Electronic Technician   |             | SC -                    |
| Electronics Technology  | AS          | 934.00                  |
| English   | AA, AA-T    | 1501.00                 |
| Finance   |             | SC 504.01               |
| Fingerprinting  |             | SC 2105.01              |
| General Business  |             | CA 501.00               |
| General Office Assistant  |             | SC 514.02               |
| Geography   | AA          | 2206.00                 |
| Geology   | AA          | 1914.00                 |
| History   | AA, AA-T    | 2205.00                 |
| Homeland Security and Computer Network  |             | CA 701.00               |
| Homeland Security Network Administrator   |             | CA 701.01               |
| IDS: Arts & Humanities (Opt. 1)   | AA          | 4903.11                 |
| IDS: Arts & Humanities (Opt. 2)   | AA          | 4903.12                 |
| IDS: Social & Behavioral Science (Opt.1)  | AA          | 4901.03                 |
| IDS: Social & Behavioral Science (opt.2)  | AA          | 4901.07                 |
| Income Tax Form Preparation   |             | SC 502.02               |
| Infant and Toddler Studies (Formerly: Teacher, Private<br>Lic Preschool-Infant Toddler)     |             | SC 1305.14              |
| Interdisciplinary Studies (IDS)   | AA          | 4901.01                 |

| PROGRAM TITLE  | DEGREE   | CERT | MAJOR CODE |
|--|----------|------|------------|
| Journalism   | AA, AA-T |      | 602.00     |
| Law Office Specialist 1                                    |          | SC   | 1401.02    |
| Kinesiology  | AA-T     |      | 1270.00    |
| Law/Paralegal  | AA       |      | 1402.00    |
| Legal Office Assistant                                     |          | SC   | 514.10     |
| Liberal Arts: Administration of Justice                    | AA       |      | 2105.03    |
| Liberal Arts: Child Development                            | AA       |      | 4901.02    |
| Liberal Arts: Computer Applications & Office<br>Technology | AA       |      | 702.10     |
| Liberal Arts: Computer Science                             | AA       |      | 706.00     |
| Liberal Arts: Electronics                                  | AA       |      | 934.01     |
| Liberal Arts: English                                      | AA       |      | 1501.01    |
| Liberal Arts: Natural Sciences                             | AA       |      | 4901.04    |
| Liberal Arts: Psychology of Substance and Abuse            | AA       |      | 2001.01    |
| Liberal Arts: Real Estate                                  | AA       |      | 511.00     |
| Liberal Studies-Teaching Prep ( Opt. 1)                    | AA       |      | 4901.23    |
| Liberal Studies-Teaching Prep (Opt. 2)                     | AA       |      | 4901.20    |
| Management   |          | SC   | 506.30     |
| Management/Supervision                                     | AA       | CA   | 506.30     |
| Mathematics  | AA, AS-T |      | 1701.00    |
| Mathematics: Computer Science                              | AA       |      | 1701.01    |
| Microsoft Excel  |          | SC   | 514.05     |
| Microsoft Word   |          | SC   | 514.09     |
| Music  | AA       |      | 1004.00    |
| Nursing  | AS       |      | 1203.00    |
| Nutrition and Dietetics                                    | AS-T     |      | 1306.00    |
| Pan American Studies                                       | AA       |      | 2201.00    |
| Physics  | AS, AS-T |      | 1902.00    |
| Political Science  | AA, AA-T |      | 2207.00    |
| Professional Spanish                                       |          | SC   | 1105.05    |
| Psychology   | AS, AA-T |      | 2201.00    |
| Public Health  | AS-T     |      | 1201.00    |
| Personal Trainer   |          | CA   | 1270.00    |
| Real Estate: Broker  |          | CA   | 511.00     |
| Real Estate: Escrow  |          | SC   | 511.03     |
| Real Estate: Salesperson                                   |          | SC   | 511.04     |
| Receptionist   |          | SC   | 514.06     |
| Recovery Specialist  |          | SC   | 2104.41    |
| Small Business Entrepreneurship I                          |          | SC   | 506.31     |
| Small Business Entrepreneurship II                         |          | SC   | 506.32     |
| Social Justice   | AA-T     |      | 2201.30    |
| Social Services  |          | SC   | 2208.00    |
| Sociology  | AA, AA-T |      | 2208.00    |
| Spanish  | AA, AA-T |      | 1105.00    |
| Studio Arts  | AA-T     |      | 1002.00    |
| Supervision  |          | SC   | 506.33     |
| Teacher Assistant  |          | SC   | 801.01     |
| Telecom and Network Technician                             |          | SC   | 934.00     |
| Theater Arts   | AA, AA-T |      | 1007.00    |
| Web Site Designer  |          | SC   | 709.02     |
| Word Processing  |          | SC   | 514.03     |

## OTHER SOUTHWEST INSTRUCTIONAL PROGRAMS

### Certificate Programs

Certificate programs offer concentrated study in areas directly applicable to many jobs and can add breadth and depth to existing knowledge and skills. Students enroll in these programs to:

- Acquire extensive practical background and skills
- Justify promotion
- Facilitate career change
- Provide meaningful documentation noting formal education in a specific field
- Benefit from the discipline of working toward a goal
- Examine a new field

Students should consult a counselor per their vocational/technical area of interest. Students may obtain a certificate application.

Students should consult a faculty advisor or counselor per their vocational/technical area of interest. Students may obtain a certificate application in the Counseling Office.

### Petition for Certificate of Completion

This document is used to process a student's record of course work to qualify for and to receive a Certificate of Achievement or Skill Certificate. All coursework must be completed or in progress at the time of filing a petition for Certificate of Completion.

In accordance with B.R. 6201.13, Certificates shall be awarded by the college where the majority of the certificate units were taken. Recipients of Certificates are honored at a ceremony separate from Commencement. Students should review their applications with a counselor for approval. Upon signed approval, the Admissions Office will process the application.

After applications are processed, students will be notified to bring in picture identification in order to receive a certificate of completion. No certificates will be mailed

### Educational Philosophy

The Los Angeles Community College District (LACCD) affirms the principle that individuals should have opportunities to develop to their fullest potential. To that end, the district colleges' main responsibility is to students and to the provision of education, which benefits students and enables them to contribute to society.

LACCD colleges, therefore, are accessible to all individuals who have the capacity and motivation to profit from higher education. Curricula and services of LACCD colleges provide means for fulfilling the promise of open access.

We recognize the necessity to adapt to the changing educational needs of the Los Angeles Community College District's communities and to the growing diversity among students.

The quality of the educational experience is to be judged by its value to our students and the communities. We recognize that academic freedom is essential to excellence in education.

### Functions of the Community College

To accomplish the educational philosophy and mission of the Los Angeles Community College District, LASC offers the following types of educational programs:

**Transfer.** A college transfer program that enables a student who completes two years of study to continue upper division (third year) work at accredited four-year colleges and universities through careful and continuous articulation with accredited collegiate institutions and high schools.

**Career and Technical Education (CTE).** CTE provides open access to career preparation through noncredit programs, for-credit certificate and

degree programs leading directly to employment; transfer programs that prepare students for transition to four-year institutions; programs to enhance skills of incumbent workers and for retraining of incumbent and re-entering workers.

**General Education.** A program of general education is comprised of associate degree programs and other planned experiences that develop knowledge, skills and attitudes necessary for a student to be effective as a person, family member, employee, and citizen, thereby enhancing the quality of life for the individual and for society-at-large.

**Transitional Education.** A program of remedial and basic skills education for students needing preparation for community college level courses and programs as well as English as a Second Language instruction for immigrants, foreign students and other students with limited English proficiency.

**Continuing Education.** Comprised of graded and ungraded classes to provide opportunities for personal and occupational competence that supplement formal full-time college attendance.

**Joint Programs.** Joint programs with business, industry, labor, education, government and other institutions, are of mutual benefit to sponsoring institutions, enhance the educational opportunities of program participants, and advance the mission and functions of the District.



## LASC Mission & Goals

In honor of its founding history, Los Angeles Southwest College provides a student-centered learning environment committed to empowering students and the community to achieve their academic and career goals through the attainment of certificates and associate degrees leading to transfer and workforce preparation.

### Los Angeles Southwest College Strategic Goals

1. **Access and Preparation for Success:** Improve equitable access to a high-quality education that promotes student success.
2. **Success:** Increase student success and academic excellence with a focus on student-centered instruction and support services.
3. **Institutional Effectiveness and Accountability:** Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
4. **Resources:** Optimize human, physical, technological, and financial resources to ensure quality services for our students.
5. **Collaboration and Partnerships:** Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community, and other educational institutions.

### Core Values

- **Accountability and Integrity:** We are accountable to our community through the ethical implementation and assessment of our mission and vision, and in the responsible management of our resources.
- **Collegiality:** We work actively to create communities of mutual respect and shared concern that support and sustain open debate and progressive discourse.
- **Excellence and Innovation:** We strive to create a culture of excellence and continuous improvement through the use of innovative pedagogy and technologies that challenge our students, faculty, staff, and administrators to meet the highest educational and professional standards.
- **Student Learning and Success:** We respond to the needs of students by creating a learner-centered environment that promotes student success and academic excellence.
- **Civic Engagement:** We provide quality services and opportunities to tomorrow's leaders by encouraging public awareness and participation in the community.

### Accountability

LASC assumes and demonstrates accountability by:

- Addressing and implementing the standards of accreditation;
- Meeting or surpassing professional and ethical standards;
- Being responsive to the needs of students by continuously evaluating and improving policies and procedures.

### Respect

LASC fosters respect, civility and courtesy by:

- Creating an environment of trust where differences are recognized and respected;
- Supporting and acknowledging the contributions and needs of students and employees;
- Treating individuals with dignity.

### Integrity

LASC is dedicated to upholding ethical standards and striving for integrity by:

- Interacting with truth, sincerity, respect and collegiality;
- Respecting and promoting principles of collaboration and shared governance;
- Serving with the highest level of ethical behavior.

### Excellence

LASC supports the pursuit of excellence by:

- Its dedication to students, tasks, and the mission of LASC;
- Surpassing requirements and expectations;
- Modeling best practices and maintaining currency in area(s) of specialization and service.

### Equity

LASC is committed to promoting equity by:

- Understanding and being responsive to differences in learning modalities;
- Promoting access to all who can benefit from the learning opportunities provided by LASC;
- Ensuring fair and equitable treatment to students and employees.

## Student Learning Outcomes

Student Learning Outcomes (SLOs) represent knowledge, skills, and/or attitudes gained by students as a result of a college experience. Not only do colleges need to demonstrate a concerted effort to develop SLOs at the course, program, and institutional (degree) levels, but also outcomes should be measured (or assessed) to determine how well learning is taking place so that learning and teaching can be improved.

Course Level SLOs—Represent knowledge, skills, and/or attitudes gained by students as a result of completing a course. These SLOs are included in course syllabi.

Program Level SLOs—Represent knowledge, skills, and/or attitudes gained by students as a result of completing a program. An academic program can be defined as a series of courses that lead to a specific degree or certificate. Program level SLOs are also linked to disciplines involved in program review and can also denote non-academic centers

## LASC Institutional Student Learning Outcomes

Institutional student learning outcomes, or institutional SLOs, are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student's total experience. These outcomes may also be equated with GE (General Education) outcomes.

- 1. Communication (Oral and Written Skills)**  
Use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
- 2. Cognition (Reading Comprehension, Computational Skills, and Critical Thinking)**  
Use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
- 3. Information Competency (Information Competency and Technological Literacy)**  
Utilize research skills necessary to achieve educational, professional, and personal objectives.
- 4. Social Responsibility (Responsible Citizenship and Valuing Diversity)**  
Demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
- 5. Personal and Professional Development (Employability and Confidence Building)**  
Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

that provide a specific service to students (e.g., Financial Aid Office, EOPS, etc.).

Institutional Level SLOs—Knowledge, skills, and/or attitudes that all students should acquire as a result of their educational experience at LASC. General education SLOs may be included in this category.

For more information about SLOs, visit the SLO Committee website

at [http://portal.lasc.edu/as/SLOCom/\\_layouts/15/start.aspx#/SitePages/Home.aspx](http://portal.lasc.edu/as/SLOCom/_layouts/15/start.aspx#/SitePages/Home.aspx).

## LASC Foundation

The Los Angeles Southwest College Foundation is the focus of community and corporate support for LASC. The foundation is a nonprofit, tax-exempt 501(c)(3) corporation. Its purpose is to receive and administer private gifts and donations to benefit LASC students and to enhance the quality of education at the college. Contributions to the foundation qualify for state and federal tax deductions and for estate tax savings. The foundation is governed by a volunteer board of directors. The Los Angeles Southwest College Foundation encourages the formation of partnerships and welcomes tax-deductible contributions to support the college's mission and goals.

Businesses, agencies, persons, and friends who would like to make contributions, serve as volunteers, or wish to donate supplies or equipment in support of the many programs at LASC may contact:

Los Angeles Southwest College Foundation  
1600 West Imperial Highway  
Los Angeles, CA 90047-4899  
Phone: (323) 242-5273 Fax (323) 241-5220  
Email: [lasc\\_foundation@lasc.edu](mailto:lasc_foundation@lasc.edu)



### ATTENDING LOS ANGELES SOUTHWEST COLLEGE

Admission to Los Angeles Southwest College is open to everyone. Adding to the diversity and richness of LASC, our student body consists of high school and adult learners, and international students. Students may enroll in day, evening, weekend classes or online courses to meet their academic goals. Students may enroll full-time or part-time while completing a degree or certificate program, or take courses on an individual basis. LASC welcomes applications from California residents as well as out-of-state and international applicants.

#### Admission & Registration

##### How to Apply and Enroll at LASC

All new students are expected to participate in the Matriculation process prior to registering for classes. Orientation and Advisement are essential parts of this process.

Students should plan on completing the Application and Registration process in the following steps:

#### *Step 1 – Apply for Admission*

Complete and submit an Application for Admission in the Admissions Office, Student Services Building (SSB), Room 102, or apply online at [www.lasc.edu](http://www.lasc.edu) and click the “Apply Now” link.

#### *Step 2 – Attend Orientation*

The in-person orientation will introduce you to LASC, our policies and procedures as well as give you an overview of the different resources and support services and campus tour that are available for your success. Check the posted schedule at the Student Success and Support Program website for dates, room locations, and times.

Students may also complete the Online Orientation by visiting [www.lasc.edu](http://www.lasc.edu), the link is available on the homepage.

#### NOTE TO TABLET USERS:

The orientation program is built using Flash, but this won't prevent you from using your tablet to view the presentation. You can visit either Google Play (Android) or the Apple App Store (iOS) and download a cloud-based browser.

#### FOR STUDENTS USING SCREEN READERS:

After selecting the accessible version option, you need to turn your screen reader off. There are built-in accessibility functions within the orientation program that conflict with screen reader commands. If you do not turn off your screen reader, the built-in accessible features will not work properly.

#### *Step 3 – See a Counselor*

You must see a counselor for assistance with completing your student educational plan. The counselor will assist you in selecting appropriate classes that meet your educational goals. All financial aid recipients must declare a major and have a student educational plan on file.

Counselors are available in the following areas:

General Counseling - SSB Room 227

CalWORKs - SSB Room 217

College Promise-SoCTE 138

Disabled Students Program & Services (DSPS) - SSB Room 117

Dream Resource Center – SSB Room 116

EOPS - SSB Room 218

International Students - SSB Room 102E

Puente Program - SSB Room 209

TRIO Scholars - SSB Room 229

TRIO STEM - SSB Room 229

Veterans Resource Center - SSB Room 207

UMOJA –SSB Room 205

#### *Step 4 – Register for Classes*

Registration is by appointment only. Register online or in-person on or after your assigned registration appointment time and date. Log into the Student Information System to view your assigned registration date and time. For your convenience, registration instructions are posted inside the Schedule of Classes. LASC encourages all new students to enroll in a Counseling class.

#### *Step 5 – Apply for a Fee Waiver*

Please complete your FAFSA. Your fee waiver will be applied automatically based on the information on your FAFSA. If you qualify, the waiver can be used to pay your fees for the entire academic year. The waiver cannot be used to pay your \$11 health fee and/or ASO representation fee.

#### *Step 6 – Pay Your Health/Parking Fee and Pick Up the Fee Receipt*

Visit the Business Office in SSB Room 103 to pay your health fee, ASO representation fee, ASO membership, purchase a parking permit (if needed), and pick up your fee receipt.

#### *Step 7 – Take Your Student ID Picture*

Once you have registered for classes you are eligible to receive a free student ID from the Assessment Office in SSB, Room 204. You must bring a copy of your fee receipt, which lists your classes, and a photo identification. (Driver's license or California ID).

## ADMISSIONS AND RECORDS

<https://www.lasc.edu/become-a-student/index>

Office of Admissions and Records  
Student Services Building (SSB), Room 102  
323-241-5321

Admission to LASC is open to high school graduates, individuals with a high school equivalency certificate (GED), or anyone 18 years of age or older and can show evidence of being able to benefit from instruction. All inquiries concerning application, admission, and registration should be sent to Los Angeles Southwest College, Office of Admissions and Records, 1600 West Imperial Highway, Los Angeles, CA 90047-4899.

### Application for Admission

Applications for admission with detailed instructions are available from the Office of Admissions and Records and on the college's website at [www.lasc.edu](http://www.lasc.edu). Click on the "Apply Online" link. An application must be submitted if a student is:

1. A new student entering LASC for the first time (who is not a current student at a sister campus).
2. A returning (former) student who did not attend LASC or a sister campus for the prior fall semester or spring semester,
3. A student in grades K-12 enrolled in a public or private school seeking special admission.

### Required Student Fees

|  |                                       |
|--|---------------------------------------|
| Enrollment   | \$46 per unit                         |
| Health Services<br>-Spring/Fall Semester<br>-Summer/Winter | \$19 per semester<br>\$8 per semester |
| Associated Students Organization Fee*                      | \$7 per semester                      |
| ASO Student Representation Fee*                            | \$1 per semester                      |

The ASO Student Representation fee is used for a variety of events and activities that represent student viewpoints on and off campus. The Student Representation Fee is mandatory; however, students may opt out of paying the fee based on religious, political, financial or moral reasons. Students who refuse to pay the fee must submit their request in writing.

### Health Fees

In addition to enrollment fees, all students, except noncredit students, will be charged a health fee (\$19 for fall, \$19 for spring, \$8 for summer, and \$8 for winter). The health fee will not be waived for students eligible for a fee waiver. For any question, contact the Business Office at (323) 241-5301.

### Student Representation Fee

During the Associated Students Organization (ASO) elections on April 17-18, 2012, Los Angeles Southwest College students passed the Representation Fee of \$1 per semester. Education Code Section 76060.5 allows the ASO to conduct an election to establish a student representation fee of one dollar (\$1.00) per semester.

The fee will support governmental affairs representatives who will state their positions and viewpoints before city, county, district governments, and offices and agencies of the state government. ASO plans to use these funds to send LASC students to the State Capitol in Sacramento to advocate on behalf of all students for more funding and initiatives that increase student success. These funds will also be used for advocacy training for LASC students.

### K-12 Students Special Admission

Educational enrichment opportunities are available for students who would benefit from advanced scholastic or vocational work

as agreed by the President or designee. These students, upon recommendation of the principal of the school that the student attends and with parental consent, may attend a community college as special part-time students to undertake one or more courses of instruction offered at the community college level.

The student can earn credit toward high school graduation and a college degree. Application packets are available at the Admissions Office or on the college's website. A photo ID must be presented with the K-12 Supplemental Application for Admission. Consult the Schedule of Classes for K-12 application deadlines. For more information, call (323) 241-5321. Interviews may be required by the college.

LASC reserves the right to exclude or limit enrollment into impacted programs and in other programs where health, safety, instructional methodology, facility constraints, or legal requirements are deemed inappropriate for special admission students.

Special admission students must conform to LASC's academic rules and regulations and the code of conduct expected of all college students. Some fees may be required.

### Fee Exemption for Special Part-Time Students, Grades K-12

Students admitted to the Los Angeles Community College District pursuant to Education Code Section 76001 and Section 8100.01 of the Board Rules as special part-time students who are concurrently enrolled in K-12 are exempt from enrollment fees and non-resident tuition fees charged for all terms (including summer) pursuant to Education Code Section 76300(f) and 76140(a)(4).

### Residency

In order to establish residency in the State of California for



tuition purposes a potential student must demonstrate an act of intent OR establish physical presence in the state for one year and one day prior to the residency determination date required to establish California residency for a semester or term.

Some of the ways in which California residence can be established include, but are not limited to:

1. Ownership of residential property or continuous occupancy of rented or leased property in California.
2. Registering to vote and voting in California.
3. Licensing from California for professional practice.
4. Active membership in California professional, religious, merchant, service organizations or social clubs.
5. Presence of spouse, children, or other close relatives in the state.
6. Showing California as home address on federal income tax forms.
7. Payment of California state income tax as a resident.
8. Maintaining California motor vehicle license plates/registration.
9. Maintaining a California driver's license or California ID.
10. Maintaining permanent military address, or home of record in California while in armed forces.
11. Establishing and maintaining active California bank accounts.
12. Being a petitioner of divorce in California.
13. Remaining in California during academic breaks.
14. Registering for the Selective Service in California (indicating California address).

Residency status is determined by the answers to certain questions in the application for admission. It is for this reason that all college applicants should complete the application as thoroughly and accurately as possible. Inaccurate information may cause a student to be classified as a non-resident, and, if this occurs, the burden of proving California residence status is on the student.

The Los Angeles Community Colleges will admit any non-citizen who is 18 years of age or a high school graduate. If non-citizens are present in the United States illegally or with any type of temporary visa, they will be classified as non-residents and charged non-resident tuition. If, for at least one year and one day prior to the start of the semester in question, a non-citizen has possessed any immigration status which allows him or her to live permanently in the United States and she or he meets the California residency requirements, the student can be classified as a resident.

### Change of Address

When students change their place of residence after applying for admission to the College, they must change their address at the Office of Admissions and Records immediately by preparing a Notice of Change of Address.

### Residence Appeal

Students may appeal their residence classification determined by LASC. The Residence Appeal must be made within 30 calendar days of receipt of notification of the residence classification from the Office of Admissions and Records. The Residence Appeal must be submitted in writing to the College Admissions Officer.

### Residence Reclassification

Students will be notified of residency classification within 14 calendar days of submission of application. Students who feel they are classified as a non-resident in error have 30 days from the date of notice to appeal by submitting a residency reclassification form along with required documentation.

A student classified as a non-resident may petition to be reclassified as a resident at any time they feel their status has changed. The Residence Reclassification form is available in the Admissions Office and must be submitted prior to the semester in which reclassification as a resident is to be effective.

## Enrollment Fees and Non-Resident Tuition

### Enrollment Fees for California Resident Students

Section 72252 of the Education Code requires community colleges to charge an enrollment fee of each student enrolling in college. The Office of Admissions and Records determines residency status for all students. The 2020-2021 enrollment fee for California residents is \$46 per unit. Enrollment fees may be waived for students who are eligible for a California College Promise Grant Fee Waiver (CCPGFW).

### Enrollment Fee Assistance

The Board Financial Assistance Program is offered by the California Community Colleges. Under this program, enrollment fees are waived for students who qualify. Students do not have to be enrolled in a specific number of units or courses to receive the California College Promise Grant Fee Waiver (CCPGFW). Non-resident students are not eligible for the CCPGFW.

Some students may qualify for additional types of fee waivers. Refer to the Financial Aid section of the College Catalog and the Financial Aid Office for more information about enrollment fee waivers and the range of financial aid options available to students. We encourage all students to apply for financial aid using the FAFSA so that they will be considered for all of the federal and state financial aid programs.

### Enrollment Fees and Tuition for Non-Resident Students

A non-resident student is one who has not had residence in the

State of California for more than one year immediately preceding the Residence Determination Date. Residence is defined as a union of act and intent. Physical presence alone is not sufficient to establish California residency, nor is intent when not coupled with continuous physical presence in the state. Certain non-U.S. citizens are permitted to establish residency and certain others are not. Check with the Office of Admissions and Records regarding your particular status.

A student classified as a non-resident will be required to pay current enrollment fees (\$46 per unit) and the non-resident tuition fees as established by the LACCD Board of Trustees. However, certain non-resident students may be exempt from paying non-resident tuition fees based on the AB 540 Exemption. In addition, undocumented students who do not qualify for the AB 540 Exemption may be entitled to exemption from non-resident tuition fees on the basis of individual financial need in accordance with regulations established by the LACCD Chancellor. If these students meet the eligibility requirements on the Non-Resident Tuition Fee Waiver (available in the Office of Admissions and Records, Financial Aid, and NACES offices), they may be eligible to receive a non-resident tuition exemption and pay only the current enrollment fee of \$46 per unit. Non-resident students are not eligible for the CCPGFW.

The Board of Trustees adopted a non-resident tuition of \$265 per semester unit for students attending LACCD colleges who are non-residents of the state. Foreign students must pay non-resident tuition in addition to a capital outlay fee of \$9 per semester unit, for a combined total of \$272 per unit. These fees are subject to change each academic year.

**NOTE:** Non-resident students are required to pay community college enrollment fees as described in the enrollment fees section of this publication and the non-resident tuition. Non-resident students are not eligible for the CCPGFW.

#### California Non-Resident Tuition Exemption for Eligible High School Graduates (AB 540, AB 131 and AB2000 Exemption)

On October 12, 2001, California Education Code was modified to exempt certain non-resident students, including undocumented students, who attended and graduated from California high schools from paying non-resident tuition fees at any public California Community College. This change (Education Code, Section 68130.5) does not grant residency; rather it requires that certain non-resident students be exempt from paying non-resident tuition. Students exempt from paying non-resident tuition do not become residents for eligibility purposes for any state-funded program (e.g., EOPS, California College Promise Grant Fee Waiver, Cal Grant and/or the Governor's Merit Scholar Program).

To be eligible, all U.S. citizens, permanent residents of the US, and aliens who are not non-immigrants (including those who are undocumented), and who meet all of the following eligibility requirements:

1. The student must have attended (1) a high school

(public or private) in California for three or more years, or (2) attended elementary or secondary school in California for a total of three or more years and attained credits earned in California from a California high school equivalent to three or more years of full-time, high-school coursework. There are no provisions for partial attendance (e.g., two years and 7 months).

2. Attendance in the 9th grade in a California high school is acceptable for one of the three years of high school attendance, even if that school was designated as a "middle" school.
3. Students are not required to have consecutive attendance nor required to have attended the last three years in California (in the case of four-year high schools).
4. Attendance may be at multiple California high schools.
5. Attendance at continuation high schools, charter high schools, independent study at the 9th-12th grade level while enrolled in a California public school, including a charter school, and private tutoring provided by a person holding a valid California teaching credential (and meeting other state requirements) are recognized under state law as acceptable manners in which to attend high school.
6. Home schooling is instruction by a tutor or other person (including the student's parent) who does not have a valid California teaching credential. Local high schools are charged with determining whether to accept home schooling as valid attendance. To consider home schooling as high school attendance for purposes of granting the exemption, the college should consult with the public high school the student would have attended if he/she was not home schooled. If that high school accepts or would accept home schooling as valid high school attendance, the community college should also accept it for purposes of assessing whether the student can demonstrate three years of high school. The Chancellor will develop procedures for communicating with high schools and validation of acceptability of home schooling toward meeting this requirement.
7. In most cases, attendance in adult education classes does not qualify as high school attendance. However, attendance in adult education classes through a secondary adult school as an "evening high school" satisfies the requirement for high school attendance for purposes of Section 68130.5. School districts should be able to confirm whether their adult schools were established and designated as "evening high schools." Additional assessments may need to be made as to other types of adult education attendance. For example, attendance at a secondary adult school for purposes of completing a high school diploma may be acceptable.
8. The law does not distinguish between public and private high schools.

9. There is no time limit on how far in the past the student might have attended a California high school.
10. The student must have graduated from a California high school or attained the equivalent thereof (e.g., , passing the GED or California High School Proficiency exam or certificate of completion issued pursuant to Education Code section 51412). The GED or high school proficiency exam must be from California. There is no time limit on how far in the past the student might have attained this status.
11. Under some limited circumstances students may be eligible for an exemption from nonresident tuition even though they have not passed the high school exit exam and received a high school diploma. In particular, a student with a disability (other than a nonimmigrant) who has received a certificate of achievement issued by a high school pursuant to Education Code section 56390 should be considered to have satisfied the high school exemption from nonresident tuition if he/she meets all other requirements of the statute. A student who attends high school for three years in California and receives a certificate of completion from a California high school is eligible for the exemption from nonresident tuition, provided that the document from the high school either states that it is issued pursuant to Education Code 51412 or explicitly certifies that the student has completed the course of study and met the proficiency standards prescribed by the governing board of the high school district.
12. A student who files the affidavit shall not be asked to provide additional evidence of immigration status unless the college is in possession of evidence that casts doubt on the validity of the affidavit. The college is not required to monitor future changes in such eligibility.
13. If the student has an application with the United States Citizenship and Immigration Service (USCIS) to change his/her status to a classification that permits establishing residency, the student may already be eligible for resident fee status if the student has resided in California for more than one year since the time of the application to USCIS.
14. Students who hold visas as nonimmigrant aliens (the most common being the F series student visas and B series visitor visas) are not eligible for this exemption. However, "T" (victims of human trafficking) and "U" (victims of certain crimes) visa holders may be eligible.
15. Students who previously held valid nonimmigrant visas but who are out of status at the time of execution of the affidavit are eligible for the exemption.
16. An alien student who is without lawful immigration status must file an affidavit with the college or university stating that he or she has filed an application to legalize his or her immigration status or will file an application as soon as he or she is eligible

to do so.

Non-resident students meeting the criteria will be exempted from the payment of non-resident tuition, but they must pay the current enrollment fee of \$46 per unit. These students will not be classified as California residents. They will continue to be "non-residents." The California Dream Act extends Cal Grant A and B entitlement awards, Cal Grant C awards, Chaffee grants, and institutional financial aid to students who meet these criteria as well as applicable criteria for eligibility for specific types of financial aid. AB 540 does not provide federal student financial aid eligibility for undocumented alien students. These students remain ineligible for federal financial aid.

AB131 allows undocumented students who meet AB 540 eligibility requirements to apply for financial aid via the California Dream Act application. AB540 eligible students who are granted DACA status have taken appropriate steps to obtain a change of status from the applicable federal agency to a classification which does not preclude establishing domicile. Thus, for residency determinations made on or after June 5, 2014, if the student otherwise meets the requirements of California law related to physical presence and the intent to make California home for other than a temporary purpose, the student can be classified as a resident for purposes of assessing tuition, awarding California College Promise Grant Fee Waivers, and determining eligibility for services that require California residency.

## International Students (F-1 Visa) Admission

Los Angeles Southwest College is certified by the Department of Homeland Security to issue I-20s to non-immigrant visa students. Applicants must meet the following requirements:

1. Have earned a high school diploma or the equivalent education in a foreign country
2. Have a good command of the English language as demonstrated by a score of 450 or higher on the TOEFL. If the computer-based TOEFL is taken, the total score must be at least 133 or 45 if the online version is taken. Also accepted are the IELTS Band 5 or higher and the STEP Eiken for Japanese students at Level 2 or higher.
3. Show the ability to pay the non-resident tuition, enrollment fees, and living and personal expenses for 12 months. Personal and living expenses may be substituted with a certification from a U.S. sponsor who provides free room and board to the student.
4. International student applications are accepted for each fall and spring semester. Direct inquiries may be made to the international student coordinator at (323) 241-5277. You may also view information regarding the International Student Program at

<https://www.lasc.edu/services/international-student-program>

Effective April 12, 2002, the U.S. Citizenship and Immigration Services (USCIS) issued an Interim Rule that requires students with B visas to change their visa status to either F-1 or M-1 prior to pursuing a course of study at the college.

### Optional and Additional Fees

|  |                      |
|--|----------------------|
| Out-of-State Tuition (students outside CA) | \$282 per unit       |
| International Tuition (foreign students)   | \$272 per unit       |
| International Medical Insurance Fee        | \$695                |
| Preferred Parking Permit                   | \$27 (\$20 with ASO) |
| General Parking Permit                     | \$20                 |
| Transcripts                                | \$3 (\$10 for RUSH)  |
| Duplicate Registration Receipts            | \$1                  |

### Enrollment Fee Refund Policy

**For full-term courses:** The student will receive a full refund up to the end of the second week of classes. There will be no refunds after that unless the student must drop a class because it is canceled or rescheduled by the college. After the second week of classes, the student may drop a course and use the fee to add another class. Therefore, we advise the student to drop and add at the same time. After the second week of classes, there will be absolutely no refunds even when the class added has fewer units than the class dropped. It is the student's responsibility to drop classes.

**For short-term courses:** The student will receive a full refund up to the end of a period of time equal to 10 percent of total class time. There will be no refunds after that, unless the

student has to drop a class because it is canceled or rescheduled by the college.

### Non-Resident Tuition Refund Criteria and Schedule

A non-resident student who formally drops or otherwise separates from part or all of his/her enrollment may request a refund of previously paid non-resident tuition in accordance with the schedule below. Such a request must be made in writing on a form provided by the college. The date used for non-resident refund purposes is the date the request is filed and time stamped, regardless of when separation may have occurred. All non-resident refunds will be made by mail.

Non-resident refunds will be computed as follows:

| CLASS TYPE                             | DATE REQUEST TIME STAMP  | TUITION REFUND                                     |
|--|--|--|
| Full Term (Fall, Spring)               | Through the second week of instruction<br>After second week of instruction | Full<br>None                                       |
| Short Term<br>(Summer, Winter, 8 Week) | Through 10% of class length<br>After 10% of class length                   | Full<br>None. Aid will be returned to the program. |

### Transcripts

#### Ordering Transcripts

Requests for transcripts or verifications may be obtained in the Office of Admissions and Records. Upon written request by the student, a copy of the student's academic record shall be forwarded to the student or his or her designated addressee promptly by U.S. mail.

A student or former student shall be entitled to the first two copies of the transcript of his or her record or two free verifications of the student records in his/her lifetime free of charge. Additional copies shall be made available to the student, or to an addressee designated by the student, at a cost of \$3 per copy.

Students may request rush processing (in person only) to expedite their request for an additional fee of \$7 per copy. Rush transcripts will only be addressed to the student and will indicate "Issued to the Student." Some receiving institutions may consider these unofficial.

The student's transcript may be withheld if 1) any library books or other library materials are charged to the student and are unreturned, or 2) there are any unpaid fees or charges due to the college. The transcript may be withheld until these obligations of the student to the college are discharged.

#### Ordering Transcripts Online

To request a transcript online, you are required to pay the transcript fee with a valid debit or credit card. In addition to the \$3 transcript fee, and, if requested, the \$7 Rush Processing

Fee, The National Student Clearinghouse (NSC) charges a \$2.55 convenience fee per copy, for processing an online order. Log on to the Student Information System and access "Transcripts & Enrollment Verifications." You may also order online 24/7 directly through the NSC website. The online transcript ordering service should not be used for "Rush" transcripts that you wish to pick up in person, or to obtain the two free transcripts.

### Transcripts from Other Colleges

Coursework taken at institutions outside the Los Angeles Community College District must be documented with an official transcript filed in the Office of Admissions and Records. The Office of Admissions and Records does not accept official transcripts from students. All official transcripts must be mailed to the Office of Admissions and Records directly from the institution of origin. All incoming transcripts become the property of the Office of Admissions and Records and are not available for copying.

Advance Placement (AP)/ College-Level Examination Program (CLEP) scores must be received in Admissions and Records directly from the issuing institution.

### Evaluation of Foreign and International Transcripts

The intent of this policy is to provide a process for granting Associate Degree credit for course work completed at institutions of higher education outside the United States, which are deemed comparable or equivalent to the first two years of college. Credit is authorized for work completed at these institutions under the provisions of this regulation.

1. After completion of 12 units within the Los Angeles Community College District with a "C" (2.0) or higher grade-point average, students may submit a petition to have coursework completed at institutions of higher education outside the United States accepted by the College.
2. A maximum of the equivalent of 30 semester units may be accepted for coursework completed at an institution of higher education outside the United States.
3. Students petitioning for credit must provide an evaluation of their transcripts completed by an independent transcript evaluation service approved by the California Commission on Teacher Credentialing.
4. In order to be considered for elective (unit) credit, the evaluation of the student's transcript, conducted by the independent transcript evaluation service required by section 3 of this regulation, must include the following:
  - a. Description of the country's higher education system and the role of the institution in that system.
  - b. Verification that the institution is approved by the appropriate approving/accrediting agency within that country (e.g., ministry of education).

- c. The hours completed and their semester-unit equivalences.
- d. Grades—U.S. equivalent (i.e., A-F), Pass/No-Pass, or percent-age, including the percentage required for a passing grade.

Note: Unless the provisions of Section 5 of this regulation are also met, only elective credit may be granted.

5. The college may also grant course equivalency, in keeping with college procedures for determining whether the courses, taken at the institution of higher education outside the United States, are equivalent to courses in the college's curriculum. Students can consult with a college counselor on recommended equivalences. Final determination of course equivalency credit will be made by the academic department.
6. If course equivalency is granted, the courses shall be used for all degrees and certificates awarded by the college, except that:
  - a. No course may be used to satisfy the Associate Degree's Reading and Written Expression or Oral Communication requirement, unless the course was taken in a country where English is the native language.
  - b. No course may be used to satisfy the Associate Degree's American Institutions requirement.

Note: In cases where course credit is not granted for the Written Expression, Oral Communication, or American Institutions requirements, elective credit may nevertheless be granted.

7. This evaluation is valid only in the Los Angeles Community College District and may not necessarily meet the requirements of other colleges and universities. Students wishing to transfer should consult with their prospective transfer institution.

### Grade Request Procedures

Students needing copies of their grades can obtain a grade printout from the online Student Information System, or they may obtain a grade printout at the Office of Admissions and Records. Neither form of printout is considered a transcript or a verification of enrollment.

### Student Success and Support Program

Student Success and Support Program  
Student Services Building (SSB), Room 204  
323-241-5361

[www.lasc.edu/students/Student\\_Success\\_and\\_Support\\_Programs/Student\\_Success\\_and\\_Support\\_Programs\\_process.html](http://www.lasc.edu/students/Student_Success_and_Support_Programs/Student_Success_and_Support_Programs_process.html)

Student Success and Support Program (formerly Matriculation) is a process that enhances student access to Los Angeles



Southwest College as well as promotes and sustains the effort of students to be successful in their educational endeavors. The Student Success and Support Program components are designed to provide admission, orientation, counseling, and follow-up to all enrolled students. The goals of Student Success and Support Program are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives.

Student Success and Support Program is an agreement between the student and the college. State regulations require that LASC provides you with open access to all courses, programs, and services available at the college, and that we make every possible effort to assist you in planning and attaining your educational goals.

As part of this agreement, LASC provides:

- A timely admissions process,
- Information about the campus, Student Success and Support Program process, and policies relating to students,
- Assessment of your basic educational skills and

career goals,

- Placement recommendations based on multiple measures,
- Counseling and advisement in the selection of your classes,
- Orientation of college programs, services, and policies,
- Information and referrals for student support services,
- Assistance with progress toward your goals.

In this partnership, your responsibilities are to:

- Meet with a counselor to develop a student educational plan,
- Maintain reasonable progress toward your educational goals,
- Attend class and complete assignments,
- Complete courses and maintain progress toward your educational, academic, or career goals

## Student Services Building, Room 209

323-241-5298

<https://www.lasc.edu/about-lasc/administration/student-services/index>

LASC's Office of Student Services houses a variety of programs, services, and resources designed to support students inside and outside of the classroom. We look to challenge and support our students on their journey through college and towards graduation. Our resources ensure success not only while students are here at LASC, but also as they transfer to four-year schools and transition into the world of work.

Student Services is committed to the business of helping students develop and build character that encourages them not only to believe in themselves, but to strive to be distinguished members of our community. It is part of LASC's vision to be recognized as a college of excellence that fosters holistic growth for all of its students, and as an educational setting where academic achievement and social development are equally valued. To reach this goal, the college will provide students with the opportunity to realize self-worth, enhance ethical consciousness, exhibit interpersonal skills, respect cultural diversity, demonstrate critical thinking skills, make informed decisions about their future, demonstrate employment-related skills, function as responsible and productive citizens, enrich others through shared experience, and value life-long learning.

### Student Services Programs & Services

Student Services provides a wide array of programs and services to fulfill the needs of LASC's diverse student body. Services are as follows:

|  |                                       |
|--|---------------------------------------|
| Admissions & Records                               | Financial Aid                         |
| Student Success Services Program (SSSP) Assessment | Associated Student Organization (ASO) |
| Health Center                                      | Honor Society                         |
| International Student Center                       | Veteran Services                      |
| Community Services                                 | Outreach & Recruitment                |

### Counseling Services

|   |                 |
|---|-----------------|
| General Counseling                          | CalWORKs/GAIN   |
| Disabled Students Program & Services (DSPS) | EOPS/CARE       |
| College Promise                             | Transfer Center |
| Puente Program                              |                 |

### TRiO Programs

|                           |               |
|---------------------------|---------------|
| Educational Talent Search | TRiO Scholars |
| TRiO STEM                 |               |

## FINANCIAL AID

<https://www.lasc.edu/paying-for-college/financial-aid/index>

Financial Aid Office

Student Services Building (SSB), Room 104

323-241-5338

The federal government, the State of California, and the Los Angeles Community College District offer eligible students a range of financial aid opportunities. A student or applicant who needs financial aid should apply as early as possible – even before completing an application for admission. Most student financial aid is provided in the form of grants through federal and state-funded programs. This money is specifically awarded for education-related expenses including tuition, fees, books, and indirect costs such as living expenses and transportation. Eligibility depends upon the students Cost of Attendance (COA) minus their Expected Family Contribution (EFC). This formula is used to determine the unmet need. Additional financial aid may be available through private scholarships or from outside agencies.

### What is Financial Aid?

Financial aid is made available by federal and state governments and private sources in the forms of grants, scholarships, employment, and loans. This assistance makes it possible for students to continue their education beyond high school, even if they and/or their family cannot meet the full cost of the postsecondary college they choose to attend. The basis for such assistance is the belief that students and their families have the primary responsibility to assist their dependents in meeting educational costs. Financial Aid is meant to supplement your existing income/financial resources and should not be depended upon as your sole means of income to support other non-educational expenses.

We encourage all students to apply using the online Free Application for Federal Student Aid (FAFSA) so that they will be considered for all of the federal and state financial aid programs. Students who are considered AB540 students will need to fill out the California Dream Act Application (CADAA). AB540 students are currently only eligible to apply for state aid.

### Who is Eligible for Financial Aid?

- To be considered for financial aid, students must meet the following minimum requirements:
- For federal aid eligibility, be a U.S. citizen or an eligible non-citizen. An eligible non-citizen is a U.S. permanent resident who has documentation from the Department of Homeland Security verifying that his/her stay in the U.S. is for other than a temporary purpose.
- For state aid eligibility, be either a 1) U.S. citizen or eligible non-citizen, or 2) be classified as an AB 540

student by your college's Admissions and Records Office.

- Demonstrate financial need (for most programs).
- Have a high school diploma or a recognized equivalent such as a General Education (GED) certificate, passed a high school proficiency examination, such as the CHSPE, or completed a high school education in a home-school setting. Students who were enrolled in a college or university prior to July 1, 2012 who do not meet this requirement should check with their Financial Aid Office for alternative qualifying options.
- Be enrolled as a regular student in an eligible Associate Degree, transfer program, or certificate program.
- Be making Satisfactory Academic Progress in a course of study leading to a Certificate, AA, AS, AAT or AST degree, or Transfer to a Baccalaureate Degree Program.
- Not be in default on any student loans such as Federal Perkins Loans, Federal Stafford Loans (subsidized and/or unsubsidized), Federal Direct Loans (subsidized and/or unsubsidized) or Supplemental Loans to Assist Students (SLS) at any college attended.
- Not owe an overpayment on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), SMART Grant or Iraq and Afghanistan Service Grant.
- Be registered with the Selective Service if required to do so.
- Have a valid Social Security Number (SSN) for federal aid eligibility.
- Resolved all drug conviction issues.
- File a federal income tax return if required to do so.

#### Net Price Calculator

The federal government requires all colleges and universities to have a "Net Price Calculator" on their websites, with the goal of giving individual students and their families a clearer sense of how much they themselves might pay for a degree at a particular institution. The Net Price Calculator is found on the Financial Aid webpage at

<https://misweb.cccco.edu/npc/745/npcalc.htm>

By providing the requested information, your responses will be used to calculate an estimated amount that students like you paid - after grant aid and scholarships but before student loans - to attend LASC in a given year.

#### How do I Apply for Financial Aid?

Students are encouraged to apply for financial aid online at [www.fafsa.gov](http://www.fafsa.gov) or at [www.caldreamact.org](http://www.caldreamact.org) for AB540 Students. Processing is fastest and most accurate when

completing your application online. Prior to applying for the FAFSA online, visit Missing hyperlink. Use link below <https://fsaid.ed.gov/npas/index.htm> to obtain a Federal ID so that you may electronically sign your FAFSA. If you are a dependent student, your parent(s) may also apply for a FSA ID. As instructed on the website, if you do not have a FSA ID or electronic signature, be sure to print and mail the signature page when you transmit your application.

Paper FAFSAs are also available. You may print one from the websites above or may contact the Federal Student Information Center at 800-433-3243 (for FAFSA) or the California Student Aid Commission at 888-224-7268 (for the California Dream Act Application).

Be sure to list the correct Title V Federal School Code. The College's federal school code is: 007047.

#### When Should I Apply for Financial Aid?

For each financial aid award year, the FAFSA and CADAA application may be completed on October 1<sup>st</sup> and should be completed no later than March 2<sup>nd</sup> in order to receive full consideration for all programs.

Students will need to check their student portal at [mycollege.laccd.edu](http://mycollege.laccd.edu) to check their financial aid status. All outstanding documents must be submitted by May 1<sup>st</sup> to receive priority processing for the upcoming academic year. The priority date is established to encourage early application for financial aid. Students who have missed the priority date may still apply, as funds may be available. Applications will be accepted online until June 30<sup>th</sup> of each year.

Contact the Financial Aid office at 323-241-5338 or in SSB, Room104 for more information.

#### Important Deadlines

Failure to meet deadlines will result in denial of aid for the entire award year.

#### What Happens After I Apply for Financial Aid?

After you submit your FAFSA or CADAA, you will receive your processed data electronically, and the college will receive your record electronically if you listed LASC's federal school code (007047) on your FAFSA or CADAA. Review your information to make sure it is accurate. If any information is incorrect, contact the Financial Aid Office if you need assistance with making corrections.

When the college receives your information, you will be notified on your school portal what documents or forms are being requested to complete your financial aid file. You will automatically be considered for the California College Promise Grant Fee Waiver (CCPGFW), provided eligibility exists. A separate CCPGFW application is not needed.

After your file is complete, it will be reviewed and your financial aid eligibility (need) will be determined. If you are eligible for

financial aid, you will receive an award letter that details the financial aid you have been awarded.

### Enrollment at Other Colleges

Consortium Agreements are in effect for all colleges within the Los Angeles Community College District (LACCD). If you are attending more than one college within the District in the same period, Pell and Cal Grant payments will be based on all units taken. For all other programs, a six unit minimum enrollment is required at the home campus. If you plan to enroll in courses outside of LACCD and wish to have those courses count for enrollment and payment, you must complete a consortium agreement. Please note: You are required to immediately submit official transcripts to the Admissions and Records Office once you have completed your coursework for any approved courses outside of the LACCD.

### ITV Classes

Students taking ITV courses must be enrolled in at least one (1) unit at the school (home school) that is processing their financial aid in order to receive Pell and Cal Grant payments, provided eligibility exists. For all other programs, students must be enrolled in a minimum of six (6) units at the home school; units from other colleges may not be combined for all other programs. Students enrolled only in ITV courses who wish to be considered for financial aid must apply to Los Angeles Mission College as the home school for financial purposes.

ITV classes are included in disbursements for all other classes.

### How Do I Receive My Financial Aid?

LASC issues financial aid disbursements through BankMobile.

If you do not already have a BankMobile account through the LACCD, you will be sent an e-mail to your school account with a "Toolkit" instructing you on how to set up your disbursement account.

- Check your LACCD email for the toolkit.
- Use your Personal Code found inside the envelope to select your refund preference. Hint: it will look like ABCD-1234-5678.
- Click "Let's Get Started" and chose how you would like to receive your refund.
- If you need help with your Bank Mobile code, please contact the Business Office

BankMobile Customer Service for students:

General email: [help@bankmobile.com](mailto:help@bankmobile.com)

Email questions: [vibe@email.bankmobilevibe.com](mailto:vibe@email.bankmobilevibe.com)

Phone: 844-WOW-BANK (844-969-2265)

### California College Promise Grant Fee Waiver (CCPGFW)

The CCPGFW is offered by the state of California. Under this program, enrollment fees are waived for students who qualify. Applicants do not have to be enrolled in a specific number of units or courses to receive the CCPGFW. California residents who are enrolled in at least one (1) unit are eligible for this fee waiver. Non-resident students are not eligible for the CCPGFW.

Audit course fees are not covered by the CCPGFW or financial aid.

Health fees are not waived as part of the CCPGFW. However, if a student does receive financial aid, the health fee will be deducted from the award package. Contact the Financial Aid Office if you have any questions.

If you need additional help beyond the CCPGFW to cover some of your educational expenses, you must complete the FAFSA or CADAA. We encourage all students to apply using the FAFSA or CADAA so that they will be considered for all of the federal and state financial aid programs.

There are three ways to qualify for a CCPGFW:

1. At time of enrollment, you or (if you are dependent student) your parent(s) must be a recipient of TANF, CalWORKs, SSI/SSP, or General Assistance (GA);
2. You or (if you are a dependent student) your parent(s) must meet the following income standards:

| <u>Family Size 2018</u> | <u>Income</u> |
|-------------------------|---------------|
| 1                       | \$17,820      |
| 2                       | \$24,030      |
| 3                       | \$30,240      |
| 4                       | \$36,450      |
| 5                       | \$42,660      |
| 6                       | \$48,870      |
| 7                       | \$55,095      |
| 8                       | \$61,335      |

Each additional member add \$6,240;

3. If you are not eligible for a fee waiver based on the criteria listed above, you may still be eligible if you apply for need-based aid through the FAFSA or CADAA.

**Important Change to Calculation of CCPGFW Eligibility:** New administrative methods will limit CCPGFW eligibility to students whose financial need is at least equal to the enrollment fees for a full-time student (12 units per term). For 2020-21, minimum need is \$1,104. Students will remain eligible for a CCPGFW to cover any number of units as long as they demonstrate financial need equal to or greater than the minimum. In the past, eligible students had all enrollment fees waived regardless of the amount, allowing students to receive fee waivers in excess of their financial need.

You may also qualify for a CCPGFW if any of the following categories listed below apply to you.

### Dependent Fee Waiver

You are eligible if you have a Certification from the California Department of Veteran Affairs or the National Guard Adjutant General that you qualify for a Dependent's Fee Waiver. If you are a dependent of a deceased law enforcement/fire

suppression personnel killed in the line of duty, you must show proof of benefits.

#### Congressional Medal of Honor

If you are a recipient of the Congressional Medal of Honor or a child of a recipient, submit documentation from the Department of Veterans Affairs.

#### Surviving Dependents of Terrorist Attacks 9/11/2001

You are eligible if you are a dependent of a victim of the September 11, 2001 terrorist attacks. Submit documentation from the California Victim Compensation and Government Claims Board.

### FEDERAL FINANCIAL AID PROGRAMS

#### Federal Pell Grant Program

The Federal Pell Grant provides gift aid assistance to undergraduates who have not yet earned a baccalaureate or first professional degree and who demonstrate financial need. Awards are based on the student's Expected Family Contribution (EFC) and enrollment status. The EFC is calculated based on the information such as income and assets on the FAFSA. The lifetime limit for the Pell Grant is 12 full-time semesters. The lifetime Pell Grant limit applies to new and continuing students.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a federal grant program designed to supplement other sources of financial aid for students with exceptional need. FSEOG awards are based on financial need and fund availability.

#### Federal Work Study (FWS)

The Federal Work-Study Program (FWS) enables students to earn a portion of their financial aid award through part-time employment either on or off campus. To be eligible, a student must meet the eligibility requirements for federal financial aid and must maintain good academic standing while employed under the program.

#### Federal Student Loans (Funds You Must Repay)

You are not obligated to borrow a loan. All loans require a minimum enrollment of six (6) approved units at LACCD and at least one (1) approved unit at Los Angeles Southwest College. If you have defaulted on a student loan, you are ineligible for financial aid with the exception of a California College Promise Grant Fee Waiver Program. Contact the Financial Aid Office to discuss possible options for resolving your student loan default.

Students who request a loan are required to take online Loan Entrance and Exit Counseling Session in addition to online financial literacy sessions. These sessions inform the borrower about his/her rights and responsibilities as a student borrower as well as provide budgeting and financial management advice.

- **Federal Perkins Loan Program** - The Federal Perkins Loan Program is a low 5% interest loan to

help students with exceptional need meet their educational expenses. Loan amounts will be determined annually based on funding. Priority funding will be given to students who submit all paperwork by the May 1st priority date.

- **William D. Ford Federal Direct Loan Program** - Federal Direct Loans (Subsidized and Unsubsidized) are loans borrowed from the federal government (which serves as the lender) and must be repaid.
  - **Subsidized Direct Loan:** Interest does not accrue on a subsidized loan while students are enrolled in school at least half-time (six (6) units) and during the six-month grace period after they leave school. Loans made on or after July 1, 2012 and before July 1, 2014 will not be eligible for an interest subsidy during the six-month grace period. If you receive a loan during this time frame, you will be responsible for the interest that accrues while your loan is in the grace period.
  - **Unsubsidized Direct Loans:** Interest begins accruing on an unsubsidized loan at the date of disbursement by the lender. Students must pay the interest or allow it to be capitalized (added to the principal or original loan amount) while they are enrolled in school in at least half-time (six (6) units) and during the grace period.

The 2018-2019 interest rate charged on a Direct Subsidized Loan is fixed at 5.045% the interest rate for a Direct Unsubsidized Loan is 5.045%. These rates are applicable to loans disbursed on or after July 1st, 2018. Visit <https://studentaid.gov/> to obtain the current loan interest rate, repayment, deferment, cancellation, and consolidation information.

**Important Message About Student Loans:** Should a student experience unforeseen circumstances with any of the loan programs discussed that prevent repayment at the minimum level, contact the Financial Aid Office or the Loan Servicing Center immediately. We do not want you to default on your student loan(s) because there are serious consequences which will negatively affect your future. There may be other options available, so please do not hesitate to contact the Financial Aid Office.

#### Bureau of Indian Education (BIE) Higher Education Grant Program

The purpose of the BIE Higher Education Grant Program is to provide supplemental financial assistance to the eligible American Indian/Alaska Native scholar entering college seeking a baccalaureate degree. A student must comply with eligibility criteria:

- Must be a member of, or at least one-quarter degree Indian blood descendent of a member of an American



Indian tribe that is eligible for the special programs and services provided by the United States through the BIE because of their status as Indians,

- Must be accepted for admission to a nationally accredited institution of higher education that provides a course of study conferring the Associate of Arts or Bachelor's degree,
- Must demonstrate financial need as determined by the financial aid officer of the collegiate institution.

The grant application is available with the education officer of the tribe in which you are affiliated or possess membership. For grant applications, you may also write to: Office of Indian Education, 2800 Cottage Way, Sacramento, California 95825, or you may call (916) 978-6057. Be sure to inform the Financial Aid Office that you are tribal and will be submitting a grant application along with other financial aid applications.

### American Opportunity Tax Credit

The Tax Relief Act of 1997 created two programs that might be useful to students or their parents.

- up to \$2,500 in tax credit for tuition and requires fees for the first two years of college for students enrolled at least half-time. The credit for most in-state students would be much less because of our low cost. Students whose fees are waived through the California College Promise Grant Fee Waiver program or whose fees are covered by a scholarship or grant would not be eligible to take the tax credit.
- Lifetime Learning Credit – Families can receive a 20% tax credit for the first \$10,000 of tuition and required fees paid each year. The maximum credit is determined on a per-taxpayer (family) basis, regardless of the number of postsecondary students in the family. Students whose fees are covered by a fee waiver, scholarship, or grant would not be able to add their costs to their families for tax credit calculation.

You should consult a tax professional for further details on the tax credits, including phase-out of eligibility depending on the family's adjusted gross income. Consult the following website for additional information: <http://www.irs.gov>

### STATE FINANCIAL AID PROGRAMS

#### California College Promise Grant Fee Waiver (CCPGFW) Program

The California College Promise Grant Fee Waiver Program is offered by the state of California. Refer to information provided earlier in the Financial Aid section.

#### Cal Grants

Students must meet the following eligibility requirements for the Cal Grant Programs:

- Be a U.S. citizen, permanent resident, or AB540 student
- Be a California resident ,

- Be attending at least half-time at a qualifying California college,
- Have financial need at the college of attendance ,
- Be making satisfactory academic progress as determined by the college,
- Have not already earned a bachelor's or professional degree, or the equivalent.

Students must complete a FAFSA or CADAA to apply for the Cal Grant Programs.

**Deadline date:** First deadline is March 2nd of each year. A second deadline for community college applicants is September 2nd of each year, but we highly recommend that applicants meet the March 2nd deadline when more funding is available.

Grade Point Average (GPA) Verification is required for Cal Grant A and B awards. Students must submit a GPA Verification Form by March 2nd of each year to the California Student Aid Commission. GPA verification for students enrolled within the Los Angeles Community College District will be electronically sent to the Commission by the deadline date for those who meet specific criteria. Contact the Financial Aid Office to see if you meet the criteria to have your GPA electronically sent and for other possible options.

#### Entitlement Grants

- *Cal Grant A* provides grant funds to help pay for tuition/fees at qualifying institutions offering baccalaureate degree programs. If you receive a Cal Grant A but choose to attend a California Community College first, your award can be held in reserve for up to three years until you transfer to a four-year college.
- *Cal Grant B* provides subsistence payments for new recipients in the amount of \$1656 for a full-time, full year award. Payments are reduced accordingly for three-quarter and half-time enrollment for each payment period. Cal Grant B recipients who transfer to a tuition/fee charging school after completing one or two years at a community college will have their grant increased to include tuition and fees as well as subsistence.
- *Cal Grant Transfer Entitlement Award* is for all community college students who are transferring to a four-year college and are under age 24 as of December 31st of the award year.

#### Competitive Grants

- *Cal Grant A and B* competitive awards are used for the same purpose as the A and B entitlement awards, except that they are not guaranteed and the number of awards is limited.
- *Cal Grant C* recipients are selected based on financial need and vocational aptitude. Students

must be enrolled in a vocational program at a California Community College, independent college, or vocational school, in a course of study lasting from four months to two years. Cal C awards may not be used to pursue a four-year degree program, graduate study, or general education.

To find out more on the various Cal Grant Programs, visit the California Student Aid Commission's website at: [www.csac.ca.gov](http://www.csac.ca.gov).

#### Child Development Teacher Grant

This program is a need-based grant designed to encourage students to enter the field of child care and development in a licensed children's center. Students who plan to enroll at least half-time in coursework leading to a Child Development Permit as a teacher, master teacher, site supervisor, or program director, are eligible to apply through the college they plan to attend. For more information, visit [www.csac.ca.gov](http://www.csac.ca.gov) or call (888) 224-7268, Option #3.

#### Chafee Grant

The California Chafee Grant is a federal grant administered by the California Student Aid Commission and provides assistance to current or former foster youth to use for college courses or vocational school training. Eligible students may receive up to \$5,000 per academic year. To learn more about this program and to apply online, go to <https://chafee.csac.ca.gov/>

#### Dream Act

The California Dream Act allows students who meet AB540 criteria to apply for and receive certain state and institutional financial assistance programs. In order to meet AB540 requirements:

- Have attended a California high school for at least three years or graduated early from a California high school with the equivalent of three or more years of credit\*, and
- Graduated from a California high school, or passed the High School Equivalency Test (HSET), or obtained a Certificate of General Education Development (GED), and
- Enrolled in an accredited and qualifying California college or university, and
- If applicable, complete (d) an affidavit to legalize immigration status as soon as you are eligible.

\*If students graduated early from high school under this provision, they must also have attended California schools (elementary and secondary) for a cumulative total of three or more years.

For additional information to determine if you meet the AB540 requirements, contact the Office of Admissions and Records. Visit the Financial Aid Office webpages for more information regarding the Dream Act and to apply for financial aid under Dream Act provisions.

#### Law Enforcement Personnel Dependents Grant Program

The Law Enforcement Personnel Dependents (LEPD) Grant is a program administered by the California Student Aid Commission that provides grants for eligible students. Students must meet the following eligibility:

- Students must be a child (natural or adopted) or spouse, at the time of death or injury of a California peace officer or law enforcement officer, officer or employee of the Department of Corrections or the Department of Youth Authority, or firefighter;
- Be enrolled in a minimum of six units at a California postsecondary institution accredited by the Western Association of Schools and Colleges;
- Demonstrate financial need as determined by the Financial Aid Office at the institution in which students are enrolled.

The grant will be in an amount equal to the amount provided to a student who has been awarded a Cal Grant. Awards may be used for tuition and fees, books, supplies, and living expenses. Obtain an application by calling the California Student Aid Commission's Specialized Programs Branch at (888) 224-7268 (select menu option #3), or submit a request in writing to [specialized@csac.ca.gov](mailto:specialized@csac.ca.gov). For more information on this grant program, go to [www.csac.ca.gov](http://www.csac.ca.gov) and link to "Publications" and then "Program Fact Sheets."

#### OTHER FINANCIAL AID RESOURCES

##### Scholarships

Throughout the year each campus receives announcements about scholarship opportunities. The focus of each scholarship is different. Some require financial need and some are for outstanding performance regardless of the student's major field of study. Information about scholarships is available in the Financial Aid Office and online at

<https://www.lasc.edu/paying-for-college/financial-aid/scholarships>

##### Other Agencies

Some students may qualify for the following programs:

- Veterans Benefits
- Vocational Rehabilitation Assistance
- AmeriCorps

Contact the appropriate off-campus agency for more details.

##### Special Circumstances

In certain cases, a family's financial situation can change because of:

- Death in the family
- Separation or divorce
- Loss of employment
- Loss of non-taxable income or benefits

In such cases, the student should contact the Financial Aid Office.

##### Change of Enrollment/Recalculation/Overpayment

If your enrollment status changes during the semester, inform the Financial Aid Office. Your financial aid award may be

modified to reflect the correct number of units in which you were enrolled at the time of the second disbursement. The adjustment of enrollment may cause an overpayment of financial aid funds. Changes in a student's EFC or COA may also create an overpayment. If the campus receives additional information after the student's award has been calculated and disbursed the campus will then perform a recalculation which may result in an adjustment of funds and possible overpayment. An over award may also cause a student to owe funds. An over award can occur when a student receives additional funds from an external donor which exceeds the students COA. Repayment of financial aid funds is necessary if the adjustment of enrollment, recalculation, or over award causes an overpayment. You must resolve your overpayment prior to receiving any additional financial aid. Having an overpayment of federal funds will prevent you from receiving federal financial aid from any institution.

#### **Return of Title IV Funds Policy**

Students who receive federal financial aid and then withdraw from all classes may have to repay some of the federal funds they received.

All students receiving federal aid who withdraw from the institution in the first 60% of the term are subject to Return Regulations. The Financial Aid Office will calculate the amount of federal funds earned up to the point of withdrawal and students will be billed and must repay any federal grant and loan funds received but not earned. The Title IV funds which must be included in the refund calculations are listed in the priority order of their return as follows: Unsubsidized Direct Loans, Subsidized Direct Loans, Perkins Loans, Direct Plus, Federal Pell Grants, Federal Supplemental Educational Grants (FSEOG), and Iraq Afghanistan Service Grant. Failure to repay these funds will result in the denial of future federal financial aid at all colleges.

It is advised that you contact the Financial Aid Office before withdrawing from all of your classes so you understand the results of your actions. For the refund policy on enrollment fees and non-resident tuition, see the current Schedule of Classes.

#### **Student Rights and Responsibilities**

Students may inquire about the following at the Financial Aid Office:

1. Information on all financial assistance available, which includes all federal, state, and institutional financial aid programs.
2. Disclosure of deadlines for applications of each financial aid program and for any supporting documentation.
3. Specific information regarding fees for those who drop out of school or have a recalculation of aid.
4. An explanation of how students are selected for receipt of financial aid and how financial aid need is determined. This process includes a consideration of costs of tuition and fees, books and supplies, room and board, transportation, personal and

miscellaneous expenses, child care, etc., plus the student's income and assets, parental contribution, other financial aid (such as scholarships), and so on.

5. Knowledge of what resources are considered in the calculation of student need.
6. Knowledge of how a financial aid package is determined.
7. An explanation of various programs awarded in the student's financial aid package. If a student feels he/she has been treated unfairly, a reconsideration of the award may be requested.
8. An explanation of the portion of financial aid the student received that must be repaid and what portion is grant aid or work-study and does not need to be repaid. If the aid is a loan, the student is informed during the loan counseling sessions about what the interest rate is, the total amount to be repaid, when the repayment is to begin, and the conditions of deferment and cancellation.
9. Knowledge of how the Los Angeles Community College District determines whether students are making "satisfactory academic progress" and what happens if they are not.
10. Knowledge of what facilities are available for disabled students.

#### **Students must take responsibility for:**

1. Having a valid Social Security Number (SSN) on file in the Admissions and Records Office for the purpose of reporting a Cal Grant Grade Point Average and loan deferments, etc.
2. Enrolling in an eligible program, which is defined as a Certificate, or an Associate's Degree (AA/AS), or a two-year academic Transfer Program that is acceptable for full credit toward a Baccalaureate Degree. Students must declare an educational goal and major, and update changes with the Admissions and Records Office.
3. Maintaining Satisfactory Academic Progress to receive financial aid and meeting with an academic counselor to develop or review an Educational Plan (Satisfactory Academic Progress Policy is also in the catalog).
4. Submitting all financial aid applications and documents by specified deadlines.
5. Completing all financial aid application forms accurately and completely. If this is not done, aid could be delayed. Errors must be corrected before any financial aid can be received.
6. Reading and understanding all financial aid forms and information. We advise students to retain copies of all documents submitted.

7. Choosing a home school to process financial aid. Students may not receive financial aid from two or more institutions at the same time or periods of overlapping terms.
8. Notifying the appropriate entity (college, lender, California Student Aid Commission, U.S. Department of Education, etc.) of changes in your name, address, school enrollment status, or transfer to another college.

## SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

### General Information

In accordance with the Higher Education Act of 1965, as amended, the Los Angeles Community College District (LACCD) established the following Standards of Academic Progress. These Standards apply to all students who apply for and receive financial aid from the programs listed below:

- Federal Pell Grant
- Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Perkins Loan
- Federal Nursing Loan
- Federal Direct Stafford (student) and PLUS (parent) Loans
- Cal Grant (B and C)
- Child Development Teacher Grant
- California Chafee Grant
- California National Guard Education Assistance Award Program (CNG EAAP)

Professional Judgment may be exercised in applying these standards in accordance with Section 479A of the Higher Education Act of 1965, as amended. Satisfactory Academic Progress Standards are reasonable if they are the same as or stricter than the institution's standards for a student enrolled in the same educational program who is not receiving assistance under Title IV Federal Financial Aid Programs. Current and previous coursework earned at any college within LACCD will be reviewed for compliance with the standards put forth in this policy.

### Consortium Classes

- All classes throughout the LACCD will be included when reviewing satisfactory academic progress.
- For students aided under a Consortium Agreement with a college outside the LACCD, consortium classes will be included during satisfactory academic progress review.
- Consortium Agreements are only approved for one semester at a time. Consortium Agreements are not approved retroactively. A completed Consortium Agreement (and proof of enrollment at the secondary

college) must be received by the LASC Financial Aid Office prior to the last day of the semester listed on the form.

### Repeated Coursework

- Repeated coursework within the LACCD will be counted toward a student's attempted units.
- For repeated coursework for which a student has petitioned the college to utilize the most recent grade received, only the most recent grade received will be used for cumulative GPA calculation for SAP status determination.
- Transfer credits from institutions outside of LACCD will be used and evaluated for SAP standing.

### General Requirements

Students receiving financial aid must be enrolled in an eligible program. An eligible program is defined as:

- An educational program that leads to an associate degree, or
- An educational program which is at least a two-year academic transfer program that is acceptable for full credit towards a bachelor's degree, or
- An educational program which is at least a one academic year training program that leads to a certificate, degree, or other recognized educational credential and that prepares a student for gainful employment in a recognized occupation.

### Satisfactory Academic Progress Standards

To meet satisfactory academic progress standards, student must meet the following criteria:

- Maintenance of a 2.0 or higher cumulative GPA.
- Completion of 67% cumulative units attempted.
  - Entries recorded in the students' academic record as Fail (F), Incomplete (INC), No Credit (NCR), No Pass (NP), and/or Withdrawal (W) are considered Non-Grades and must compose 33% or less of the cumulative units attempted.
- Fewer than ninety (90) attempted units for students who indicated AA, AS, AAT or AST degree, or Transfer as their educational goal.
  - ESL and Basic Skills/Remedial classes are excluded from the ninety (90) unit limit when determining units attempted. Students may receive federal aid for up to 30 units of remedial coursework.
  - Students who have already earned an Associate or higher degree outside of the LACCD will need to follow the appeal procedure.
  - In Progress (IP) grades count as attempted units in the maximum time frame only. IP grades do not affect cumulative grade-

point average in the qualitative measure nor are they included as completed units in the quantitative measure.

#### Application of Standards

- Satisfactory Academic Progress standing for financial aid students will be determined at the end of each payment period/semester (Summer, Fall/Winter, or spring semester).
- Students who are disqualified from financial aid will be notified by e-mail and receive information regarding the petition process.
- Students who have been disqualified at any college in the LACCD are disqualified at all colleges within the LACCD.
- **Disqualification:** Students will be disqualified if they have one or more of the following academic deficiencies:
  - Cumulative GPA is less than 2.0 following a semester for which the student received a Warning Letter.
  - Cumulative Non-Grades are greater than 33% following a semester for which the student received a Warning letter.
  - Total units attempted (excluding ESL and Basic Skills/Remedial classes) are equal to or greater than ninety (90).
  - An associate or higher degree has been earned outside LACCD.
- **Warning Letter:** Students will receive a Warning Letter (by mail or email) if they were initially in good standing (based on SAP standards) but at the end of their most current semester they show one or more of the following academic deficiencies:
  - Cumulative GPA is less than 2.0.
  - Cumulative Non-Grades are greater than 33%.
- **Advisory Letter:** Students will receive an Advisory Letter at the end of the first semester where their number of units attempted reaches forty-five (45).

#### Maximum Time Length

Students attending for the purpose of obtaining an Associate of Arts Degree (AA), an Associate of Science Degree (AS), Associate of Arts Degree for Transfer (AST), Associate of Science Degree for Transfer (AST) or completion of requirements for transfer to a four-year college are allowed 90 attempted units in which to complete their objective.

- Exceptions can be made when the requirements of a student's objective cause the student to exceed the maximum time limit.
- A change of one educational goal or major course of study will be permitted. Students are eligible to

receive financial aid for one educational goal at the institution of attendance.

#### Short Length Certificate Programs

- Some certificate objectives at the LACCD colleges may be completed in less time than that required for the Associate in Arts, Associate in Science, and transfer programs.
- The following table shows the normal completion time and maximum time for certificate programs of varying length:

| Units Required for the Certificate Program | Normal Length | Maximum Length |
|--|---------------|----------------|
| 10 to 24                                   | 2 semesters   | 3 semesters    |
| 25 to 36                                   | 3 semesters   | 5 semesters    |
| 37 to 48                                   | 4 semesters   | 5 semesters    |

- To be eligible for financial aid, a program must be at least six (6) months in length with a minimum of sixteen (16) units. Students enrolled in a certificate program may continue to qualify for financial aid up to ninety (90) attempted units, six (6) full-time semesters, or the equivalent, if they are planning to obtain an AA or AS degree or to transfer to a four-year school in addition to obtaining the certificate.

#### Summer and Winter Financial Aid

Summer and winter terms are included in the evaluation of Satisfactory Academic Progress Standards. Summer is considered a separate semester for evaluation purposes. Winter term, as it is combined with fall semester for payment purposes, will be included with Fall semester for SAP evaluation purposes.

#### Petition Procedure for Reinstatement or Extension of Financial Aid Eligibility

- To petition for reinstatement or extension of financial aid eligibility, a student must attend a SAP (Satisfactory Academic Progress) workshop and must file the appropriate petition form. A student may obtain the appropriate Petition for Reinstatement form or Petition for Extension from the workshop only. Petition forms must be submitted either to the financial aid Dropbox Window or Student portal; dependent on the type of petition, with any supporting documentation the student wishes to have considered.
- Students submitting Petition for Extension forms must also submit a current Comprehensive Student Education Plan (CSEP) prepared by an academic counselor. The CSEP should outline the minimum



required courses necessary to complete the student's educational program.

- Petition forms must be submitted by the deadline date on the petition form of the semester/term for which the student requests consideration of reinstatement or extension of financial aid eligibility.
- Students are not eligible for any federal or state aid (except for federal student (Direct Stafford) or parent (Direct PLUS) loans) retroactively for petitions received and approved after the payment period ends.
- Petitions forms should be completed in ink or typed and consist of a written statement from the student as to why he/she is appealing the disqualification. Additional information may be requested and supplied by the student which supports their rationale for requesting reinstatement or extension of financial aid eligibility.
- Upon receipt of the request, the Financial Aid Administrator (FAA) or designee shall consider the petition.
  - The result of the petition will be provided to the student in writing within 45 calendar days.
  - During peak periods of enrollment which are August through October, the petition review process may take up to 50 calendar days.
  - Students with an approved Petition for Reinstatement may be approved for more than one semester if the FAA sets forth terms of academic progress that the student must meet for continued eligibility. If the student is not meeting the terms of the approval, they will be disqualified from continued financial aid eligibility. Note: The FAA may approve a Petition for Reinstatement for a single semester, whereby the student must meet all SAP policy standards by the end of the semester to be eligible for continued financial aid eligibility.
  - Students with an approved Petition for Extension will receive approval for only the minimum number of courses required to complete their educational program, as determined by the student's academic counselor and approved by the Financial Aid Administrator. Enrollment status for financial aid calculation purposes will be determined by enrollment in approved classes only.
- Students who petition for an extension must have the courses they are registered for on their SAP Contract. Courses not on the contract will need to have a Comprehensive Student Education Plan (CSEP) Adjustment Request completed by a counselor and submitted by the student to financial aid by the current term petition deadline date. These forms are not available online and must be requested in person from the financial aid office or counseling office.
- If a student's petition is denied, they may re-petition no more than two (2) additional times within a given semester/term, assuming all petitions are received and reviewed before the end of the specified semester/term.
- A District Appeal Review may be processed only after all College appeal procedures have been exhausted. A District Office review may be initiated by a student who reasonably believes that college, state, and/or federal guidelines were applied incorrectly and, therefore, adversely affected their financial aid status, rights and privileges.

#### State Tax Offset

Students should be aware that state income tax refunds might be offset by the institution for repayment of financial aid funds if it is determined a student was ineligible to receive funds, has defaulted on a student loan, or owes other debts to the school.

#### Fraud

- A student who attempts to obtain financial aid by fraud will be suspended from financial aid for unsatisfactory conduct.
- The college can report such instances to local law enforcement agencies, to the California Student Aid Commission, and/or to the federal government.
- Restitution of any financial aid received in such manner will be required.

#### Financial Aid Related Websites

California Student Aid Commission

<https://www.csac.ca.gov/>

Information about California college grants, scholarships, student loans, and specialized financial aid programs.

Direct Loan Services Online

<http://www.dlsvicer.ed.gov/>

A site that enables Direct Loan borrowers to access current loan information.

FAFSA on the Web

<http://www.fafsa.gov/>

You may use this online form to complete and submit the Free Application for Federal Student Aid over the internet.

FastWeb.com

<http://www.fastweb.com/>

FinAid - The Smart Student Guide to Financial Aid

<http://www.finaid.org/>

This page provides a free, comprehensive, independent, and objective guide to student financial aid.

Finding out about Financial Aid

<http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>

Information about student financial assistance from the U.S. Department of Education.

Firstgov

<http://www.firstgov.gov/>

A federal government website that offers links to many government sites.

Help in Completing the FAFSA

<http://studentaid.gov/>

A site dedicated to helping students complete the FAFSA application.

FSA ID

<https://fsaid.ed.gov/npas/index.htm>

The FSA ID serves as your identifier to access your personal information in various U.S. Department of Education systems.

Veterans Benefits and Services

<http://www.gibill.va.gov/>

This site offers valuable information about programs and resources for Veteran students.

Other Financial Aid Sources

There are several sources of financial aid available, including, but not limited to:

- Veterans Benefits
- Vocational Rehabilitation Assistance
- Americorps

If you are eligible for any of these benefits, you are encouraged to apply because financial funds are limited. Contact the appropriate agency for more details.

Telephone Numbers

Federal Student Aid Information Center

For general information about federal student financial assistance programs, help completing the FAFSA, and to obtain federal student aid publications, call 1-800-4-FED-AID (1-800-433-3243). The TDD number for hearing-impaired individuals is 1-800-730-8913.

For a student to check on the status of the processing of his or her FAFSA or to request a copy of his or her SAR, call 1-319-337-5665.

FSA Ombudsman

For problems with a federal student loans, refer students to the FSA Ombudsman. The FSA Ombudsman will research the problem in an impartial and objective manner.

The FSA Ombudsman can be reached by phone at 1-877-557-2575, by fax at 1-202-275-0549, or by mail at U.S. Department of Education, FSA Ombudsman, 830 First Street, NE, Fourth Floor, Washington, DC 20202-5144.

U.S. Citizenship and Immigration Services (USCIS)

Previously known as the Bureau of Citizenship and Immigration Services, the U.S. Citizenship and Immigration Services can answer questions relating to international students and visas, call toll-free 800-375-5283. For people who are deaf, hard of hearing or have a speech disability: TTY 800-767-1833.

Inspector General Hotline

To report fraud, waste, or abuse involving federal student aid funds, call 1-800-MIS-USED (1-800-647-8733).

Internal Revenue Service (IRS)

For tax questions and copies of IRS publications, call 1-800-829-1040.

National Service

For information about the National and Community Service Program, call 1-800-94-ACORPS (1-800-942-2677).

OPE Customer Support

For OPE customer support, send email to [csb@ed.gov](mailto:csb@ed.gov) or fax 1-202-260-4199.

Selective Services

For questions relating to selective service registration and financial aid eligibility, call 1-847-688-6888.

Social Security Administration (SSA)

For questions relating to social security number problems such as a failed data match or conflicting information, call 1-800-772-1213

Associated Students Organization (ASO)

<https://www.lasc.edu/life-lasc/associated-students-organization>

Student Services Building, Room 206

323-241-5253

323-241-5289 (fax)

The Associated Students Organization (ASO) of Los Angeles Southwest College is the authorized representative organization for the Student Body, established according to District BR9100 and Education Code Section 76060. The ASO has the responsibility of encouraging students to participate in the governance of the college in matters that have or will have a significant effect on students as identified by Title V regulation ss51023.7.

The ASO is governed, directed and regulated by its Student Council, which is comprised of up to 21 voting members, each

charged with upholding the ASO constitution and by-laws. Regular meetings follow the strictures of the Brown Act and parliamentary procedure as defined by Robert's Rules of Order. Five members of the council are executive officers who are voted into office annually by the officially enrolled student body. Activities, including publications, assemblies, awards, holiday and historical recognition, co-curricular and extra-curricular, are sponsored or, in collaboration with other organizations, co-sponsored by the ASO.

All college clubs are affiliated with and chartered by the ASO; therefore, membership in the ASO is a prerequisite of membership in any other club.

Membership in the ASO is voluntary; however, the organization relies primarily on membership fees to function, and participation enables the optimal performance of the organization. The fee per semester is \$7.00 and \$3.00 for the Summer session and Winter intersessions. In case of withdrawal from the College, the student receives a refund of their membership fee according to the Schedule of Classes (and must surrender their ID card).

#### ASSOCIATED STUDENTS ORGANIZATION (ASO): An Overview

The ASO General Council represents students in the shared governance process. The ASO emphasizes student leadership and self-governance to enable students to develop and express initiative in terms of the common good. Governed by the Executive Council, the Associated Student Organization conducts activities on behalf of the students. The General Council represents the student body's interests at the college, district, regional, state, and federal levels. On behalf of the Vice Presidents of Student Services, the ASO Advisor oversees the Associated Student organization Executive Council, Finance Committee, and Inter-Club Council.

In accordance with the policies of the Board of Trustees, the Executive Council and the Finance Committee actively participate in the management of the business affairs of ASO. A \$7 student activity fee supports enrichment programs and student events on campus. Board of Trustees rules govern the collection, deposit and expenditure of funds, and all records are subject to annual audit by the Board of Trustees.

1. LACCD Administrative Regulation E-22 (Eligibility for Student Association Officers) pertains to the following standards:

Note: The following standards governing candidate and officer (as defined by the ASO constitution and bylaws) eligibility for appointed and elected Associated Student Organization (ASO) officers must be met:

- a. The candidate or officer must be a currently paid member of the ASO at the college where the election is being held and have successfully completed no more than 80 degree-applicable units in LACCD.

- b. The candidate may seek only one campus office within LACCD.
- c. The candidate or officer must have and maintain a cumulative and current GPA of at least 2.0 in units completed at all the colleges in the District during the semesters in which the student government office is applied for and held. Current means the most recently completed semester or session. The ASO Constitution may not set a higher GPA requirement.
- d. The candidate or officer must not be on academic or progress probation, as defined by LACCD Board Rule 8200.10.
- e. At the time of election, or appointment, and throughout the term of office, the candidate or officer must be actively enrolled in and must successfully complete a minimum of five (5) units per semester. The ASO Constitution may not set a higher unit requirement. Units in which a student receives an Incomplete (INC) will not be counted in determining the number of units completed. Students falling below this requirement will automatically forfeit their office. Students who forfeit office for failing to meet this unit requirement will not be reinstated if INC grades are converted to letter grades and units are awarded for those courses. Candidates may be enrolled in more than one college in the District, but the candidate must be currently enrolled in a minimum of five (5) units at the college where the candidate is seeking office. Officers must maintain that enrollment at the college where the office is held.
- f. Exceptions on the maximum unit requirement in Section 1a of this regulation may be made for students enrolled in a college degree, certificate or transfer program where the combination of program requirements and prerequisites may result in the student exceeding the 80 degree-applicable unit limit. Exceptions will be decided by the College President based upon recommendations made by the Chief Student Services Officer. In order to be considered for an exemption, a student who exceeds the requisite 80 degree- applicable unit maximum must satisfy at least one of the following conditions:
  - i. The requirements of the student's declared associate degree major, certificate and/or transfer objective, as specified in the college catalog, caused the student to enroll in courses that exceeded the 80 degree applicable unit maximum.
  - ii. Program prerequisites, as specified in the college catalog, caused the student to exceed the 80 degree- applicable unit maximum.
    2. A candidate or officer is ineligible for ASO office:
      - a. If he/she has served more than four (4) semesters in any one (1) or more student government elected or appointed offices in the District.
      - b. If a candidate or officer, who exceeded the unit maximum in Section 1a of this

- regulation and was granted an exception fails to be enrolled in courses that are specifically required for his or her declared associate degree, certificate or transfer objective requirements, as specified in the college catalog.
3. An officer may serve a fifth semester if eligible at the time of assuming office, with the approval of the college president or designee (e.g., has served three semesters and is a candidate for an office with a one year term).
  4. The Chief Student Services Officer and/or designee will verify a candidate or officer's eligibility. If the student should disagree with the findings of the Chief Student Services Officer and/or designee, he/she can appeal the decision through the student grievance procedures contained in LACCD Administrative Regulation E-55. Officers not adhering to the standards for office will be required to forfeit their positions.
  5. Candidates or officers must comply with the minimum standards of the District Code of Conduct. Failure to comply will result in forfeiture of the position if an ASO officer is suspended for more than ten (10) days from one or more classes, activities, services, programs, or specific locations at any college in the Los Angeles Community College District, under LACCD disciplinary provisions (Board Rule, Chapter IX, Article VIII, Sections 9801-9806).
  6. Any candidate or officer with a disability may request an accommodation for the requirements of section I (E):
    - a. The approval of the accommodation for candidates with a disability will be made in individual instances on a case-by-case basis by the Chief Student Services Officer in consultation with the college Compliance Officer and/or the Director of Disabled Students Programs and Services (DSP&S) in compliance with Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act, as appropriate.
    - b. Qualification for an accommodation will be based on the impact of the disability on the candidate's/ officer's ability to take six units. However, a candidate or officer must be enrolled in a minimum of five units throughout his/her term in accordance with Education Code section 76071.
    - c. Procedures for requesting an accommodation under E-22:
      - i. Candidates/officers must complete a written request form for accommodation available in the college's Student Services

Office, and return it to the Chief Student Services Officer.

- ii. Each candidate or officer must present written documentation verifying the disability. Acceptable documentation includes, but is not limited to, written notice from the college DSP&S office or a certified or licensed professional, such as a doctor, psychologist, rehabilitation counselor, occupational or physical therapist.

7. Students enrolled in college credit and/or noncredit courses are eligible to vote at the college of attendance. Enrollment in Community Services classes does not meet this requirement.

#### Student Trustee Election Procedure

The Los Angeles Community College District conducts an election annually. Each student in the District has an opportunity to be involved in the process of selecting a student representative to the Los Angeles Community College District Board of Trustees.

#### CAMPUS CLUBS AND ORGANIZATIONS

Believing that students will enrich their college experience by participation in extracurricular activities, LASC is proud of its active club program. Support for club programs comes from the Inter-Club Council, composed of a representative from each campus club, and chaired by the vice president of the ASO. In conforming to the California Education Code, the only recognized clubs are those chartered by the ASO. Thus, the college assumes no responsibility for activities of uncharted groups, including off-campus social organizations that consist of students or former students. State law prohibits membership in secret organizations.

Membership in any college club and/or organization requires primary membership in the Associated Students Organization.

#### Student Representation Fee

During the Associated Student Organization (ASO) Elections in April 17th and 18th 2012, Los Angeles Southwest College students passed the Representation Fee of \$1.00 per semester. Education Code section 76060.5 allows the ASO to conduct an election to establish a student representation fee of one dollar (\$1.00) per semester. The fee will support governmental affairs representatives who will state their positions and viewpoints before city, county, district governments, and offices and agencies of the state government. ASO plans to use these funds to send LASC students to the State Capitol in Sacramento to advocate on behalf of all students for more funding and initiatives that increase student success. These funds will also be used for advocacy training for students.

- Honorary Clubs: Recognize and encourage outstanding achievement in scholarship and provide opportunities for developing leadership ability.
- Service Clubs: Recognize and honor students for outstanding achievement in citizenship and service to the College and provide opportunities for students to plan and execute programs of meaningful service to the college community.
- Departmental Clubs: Stimulate interest in activities related to courses and curriculum, encourage high standards of performance in academic work, provide experiences to complement classroom activities, and provide opportunities for service and leadership in areas related to course work.
- Special Interest Clubs: Provide opportunities for students with mutual interests to organize for the purpose of investigating, developing, or expanding their common concerns.
- SAADA (Students Against Alcohol and Drug Addiction) Club
- Psychology Club
- Entrepreneur Club
- Hi SET Club
- International Cultural Club
- Theatre Club
- TAC (The Art Club)
- The Journalism Club
- Child Development Club
- Hip Hop Congress Club
- Black Student Union
- English Club
- Journalism Club
- Poetry Collective
- Puente Club
- Toastmasters
- Urban Teacher Fellowship

## ASO CLUBS

### How to Start a Student Club/Organization

Student clubs and organizations contribute to the development of the student and enrich campus life. In accordance with district and college policies, all campus clubs must be formally chartered by the Associated Student Organization (ASO).

Since the premise of a club is a social organization with a shared interest, the ASO Club Codes require a minimum of eight students who are paid ASO members and one advisor for a club to be established. The advisor must be a college employee. After being chartered in the fall, a club can renew its charter for the spring term by again verifying that it has at least five active ASO members and an advisor. Each club must re-charter each year.

Student Club Chartering Applications are made available at the beginning of each semester in the ASO Office, SSB 206 or on-line at <https://www.lasc.edu/life-lasc/clubs/index>.

The charter application includes the following information:

- Charter Application and Club Data Form
- Responsibility Club Advisor Form
- Sample Constitution
- Roster of Club Members (names, signatures, ID #'s of at least eight LASC students that provided copies of their fee receipts as proof of paid ASO fees)

The completed charter application must be turned in to the ASO Office. Don't wait too long to start a club; otherwise, student membership and ability to request space on campus for activities are negatively affected. Ideally, the chartering application should be submitted by the third or fourth week of classes.

Juan Camacho or LASC's ASO President is available to help guide you through the chartering process and role of advisor. Contact Mr. Camacho if you have any questions at 323-241-5261 or [camachojm@lasc.edu](mailto:camachojm@lasc.edu)

### CHARTERED CLUBS:

- The Anthropology Club
- Sociology Club

Clubs can be started at any time by students as long as they follow the criteria with the club packet. They must have an Advisor and club members' signatures when submitting a Club packet.

## FREE SPEECH

### Free Speech Areas and Campus Access at Los Angeles Southwest College

#### LOS ANGELES COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATION B-38

*Education Code* Section 76120 requires the Board of Trustees to adopt rules and regulations relating to the exercise of free expression by students upon the premises of each Community College campus. This section requires that these rules and regulations include provisions for the time, place, and manner for conducting free speech activities. The Board of Trustees has delegated to the Chancellor the responsibility for developing and implementing the required free speech rules and regulations on each LACCD campus.

The Chancellor, or his/her designee, shall work with each College President to identify campus areas available for student expressive activity and to develop the required time, place and manner regulations applicable to the exercise of free expression by students. In addition, the College President at each College shall identify a portion of his/her college campus as a Free Speech Area(s), and develop appropriate regulations to govern the use of such area(s). The identified Free Speech Area(s) is/are areas available to all persons for First Amendment activities, including the distribution of free literature or materials, and obtaining petitions/signatures.



The purpose of these regulations is to foster free speech, assembly, and other expressive activities, while addressing the need of each Community College campus to make necessary arrangements to assure that such activities do not interfere with the College's mission and operations or with the rights of others. Accordingly, these regulations are intended to facilitate peaceable assembly, the expression of ideas and opinions, and the distribution of materials, while ensuring the safe, orderly and peaceful flow of College business and activities.

Each campus shall have copies of this Administrative Regulation, copies of the campus time, place and manner regulation, and copies of the campus map identifying the FSA(s) and areas available for student expressive activity on hand at all times. Copies of this Administrative Regulation, the campus map, and the campus regulation shall be provided to persons seeking to use these areas.

For additional information contact the Office of Student Services (323) 241-5298.

## ATHLETICS

<https://www.lasc.edu/about-lasc/athletics>

The Department of Intercollegiate Athletics is the unit responsible for the supervision of intercollegiate athletic programs. The department sponsors a diverse program of intercollegiate athletics for men and women at the community college level, competing under the rules of the Commission on Athletics, the South Coast Conference, and the Southern California Football Association.

LASC's athletics' program offers three sports programs. The women's varsity sport is basketball, and the men's varsity sports are basketball and football.

Any student wishing to enroll in an intercollegiate athletic program must meet all eligibility requirements, as well as LASC admission requirements and deadlines.

## HEALTH CENTER

<https://www.lasc.edu/services/health-wellness/index>

Student Services Building (SSB), Room 115  
323-241-5252

A variety of health services are available in the Student Health Center, including basic first aid, physical exams, sick visits, STD testing, and personal counseling. Students can call for an appointment, and walk-ins are also accepted. For more details regarding hours of operation, services offered and scheduling an appointment, visit the center's website. There is a health fee of \$11 in the Fall and Spring semesters and \$8 for the Summer and Winter sessions.

In case of a life-threatening emergency, call 911.

## INTERNATIONAL STUDENTS SERVICES

<https://www.lasc.edu/services/international-student-program>

Student Services Building (SSB), Room 102E  
323-241-5278

The International Student Services (ISS) office at Los Angeles Southwest College provides information and support services to international students as well as coordinating study opportunities to LASC students and faculty. International students interested in studying at LASC's campus may receive help with their application and visa procurement, while current on-campus international students receive support through an array of on-site student services. The ISS office connects LASC's student body to the global community through on-campus activities as well as study abroad courses.

## OUTREACH & RECRUITMENT

[www.lasc.edu/students/outreach.html](http://www.lasc.edu/students/outreach.html)

Student Services Building (SSB), Room 209  
323-241-5325

The Office of Outreach and Recruitment provides information to potential students, K-12 partners, and the community at large about the various programs and services offered at LASC. Outreach and Recruitment staff members conduct presentations, workshops, events, and tours regarding LASC programs and resources, as well as assist high school counselors and community workers with disseminating information about LASC programs and the application process.

## TRIO PROGRAMS

### EDUCATIONAL TALENT SEARCH

<https://www.lasc.edu/services/trio-programs/educational-talent-search/index>

Student Services Building (SSB)  
323-242-5523 Phone  
323-242-5524 Fax

Educational Talent Search (ETS) is a federal TRIO program 100% funded by the U.S. Department of Education. ETS is a pre-college program, which serves 600 participants who maybe low-income or potential first-generation college student, who reside in the area or attends a target school:

#### High Schools

Washington Preparatory High School  
Duke Ellington High School

#### Middle Schools

Animo Phillis Wheatley  
Animo Western  
Bret Harte

ETS provides each participant with services that will allow them to be prepared for college, to better understand and pursue educational opportunities and options to be competitive in their quest for post-secondary education and beyond.

In addition, to academic advisement, participants receive information on Science, Technology, Engineering, Agriculture, Financial Literacy, College and Financial Aid application

process, College Tours, Cultural Outings, Tutoring, Workshops, Leadership and Mentoring program(s).

All services are free of charge.

Facebook: [www.facebook.com/ETSLASC](http://www.facebook.com/ETSLASC)

Instagram: [www.instagram.com/talent\\_search\\_lasc/](http://www.instagram.com/talent_search_lasc/)

## SCHOLARS

<https://www.lasc.edu/services/trio-programs/trio-scholars/index>

Student Services Building (SSB), Room 229  
323-241-5392

The TRIO Scholars Program is a Student Support Services program funded by the U.S. Department of Education. At Los Angeles Southwest College, the TRIO Scholars program is designed to help students graduate and transfer to a four-year college or university. The services provided by the program are counseling and academic advisement, assistance with transfer college applications, career advisement, Supplemental Instruction for Math and English, college tours and field trips, financial literacy workshops, and transfer success workshops. College representatives from the University of California system, the California State University system, and private colleges provide regular campus visits to give up-to-date information to the program's participants. All students interested in and planning to transfer are encouraged to become a part of the TRIO Scholars program. Program participants must meet the eligibility criteria: first-generation college student, low-income student, or disabled student.

## SCIENCE, TECHNOLOGY, ENGINEERING & MATH—STEM

<https://www.lasc.edu/services/trio-programs/trio-stem>

Student Services Building (SSB), Room 229  
323-241-5392

TRIO STEM Scholars is a Student Support Services program at Los Angeles Southwest College funded by the U.S. Department of Education. TRIO STEM Scholars is designed to assist students with preparing for graduation and transferring to a four-year college or university in a Science, Technology, Engineering, or Mathematics major or in the allied health fields (e.g., Nursing).

Services for program participants include comprehensive STEM specific counseling, Supplemental Instruction and tutoring in math and science, college success workshops, career exploration workshops, collaboration with faculty in science and mathematics, college application workshops, assistance with financial aid applications and financial literacy, internship opportunities, college tours and field trips.

To qualify for the TRIO STEM program, students must meet certain eligibility criteria: first-generation college student, low-income student, or a student with disabilities. Please meet with the Counselor to discuss how the STEM Program can assist you with your educational objectives.

## COUNSELING

Student Services Building, Room 227

323-241-5200

<https://www.lasc.edu/services/counseling/index>

The function of the Counseling Department is to provide a bridge between the Student Services and Academic areas. It is our purpose to assist our diverse population's progress toward their intended academic and career goals. It is also our purpose to provide information that will lead to career opportunities, as well as obtaining productive life-skills. As the primary point of contact for academic planning, counselors identify resources for new, returning and continuing student success; all within an environment that is professional, caring, and competent.

Our friendly counselors are available to assist you with meeting your educational, career, and personal goals. Whether transferring to a four-year university, earning an associate degree or career certificate, we are always available to help our students. Our counselors are available by appointment or walk-ins.

Counselors are the Academic Faculty of the Student Services Department.

### WHEN TO SEE A COUNSELOR

1. Once the Assessment process is completed, a new student to LASC must meet with a Counselor for an abbreviated Student Educational Plan (SEP).
2. Before semester registration begins meet with a Counselor.
3. Schedule an appointment approximately one month into the current semester to complete an SEP to plan for on time graduation and transfer readiness.
4. While in their last semester of classes students will meet with a Counselor to file the petition for graduation and certification for transfer.

Within Student Services, Counseling functions include:

- Registration - Orientation, Transcript Evaluation Academic Planning
- Retention - Repeats, Renewals, Probation and Dismissals
- Completion - Degree Petitions, General Education and Career Program Certification

Financial Aid Assistance - appeals, Education Goals, Student Educational Plan agreements, Consortium agreements;

Counselors are available in many areas and programs that aid in Student Success.

CTE – Career and Technical Education

NACES – Noncredit Adult and Continuing Education Services

CARE – Cooperative Agencies Resources for Education

CalWORKs – California Work Opportunities and Responsibility to Kids  
 Career Center  
 Child Development  
 College Promise  
 Dream Center  
 DSPS – Disabled Students Programs and Services  
 EOPS – Extended Opportunities Programs and Services  
 GAIN – Greater Avenues to Independence  
 Nursing  
 Transfer Center including
 

- PUENTE
- Umoja

 TRiO Programs
 

- Scholars
- STEM

 Veterans Center

In the Academic area, Counselors have additional functions:  
**ARTICULATION** – Work in concert with the Senate, Curriculum and Academic Departments to certify new courses and update current courses for programs, certificate and degrees; transferability of course agreements between community colleges, state and private colleges and universities.

**INSTRUCTION** - Counselors also instruct Counseling courses, provide students with an understanding of the academic process, also how to define personal and career goals. These courses introduce the student to Los Angeles Southwest College's Programs and Services, are degree applicable and transferable.

**COUNSELING COURSES**

| Course # | Description  |
|----------|--|
| 6        | Career Planning for Students With Disabilities (1) CSU         |
| 17       | College Survival Skills Development (1) CSU                    |
| 20       | Post-Secondary Education: The Scope of Career Planning (3) CSU |
| 40       | College Success Seminar (3) CSU                                |

The Counseling faculty is available throughout the calendar year to assist students in defining their objectives, planning a course of action, and continuing on the right path toward their educational and career goals. For success in college, students should see a counselor at least once each semester.

**CALWORKS**  
 Student Services Building (SSB) 217  
 323-241-5477 Office  
 323-241-5488 Fax  
<https://www.lasc.edu/services/calworks-gain>

The CalWORKs Program is a California Community College program serving CalWORKs (TANF recipients) students and their families by providing a myriad of educational, career and work opportunities via coordinated student services on campus and collaborative efforts with the local county department of social services and other community partners off campus. Our goal is to empower our CalWORKs students to complete their educational goals, obtain employment, and successfully transition into the workforce thereby allowing them to become self-sufficient.

In addition, the CalWORKs Program offers the male empowerment group, *The GAME* (Grown As Man Experience) which is coordinated and facilitated by our male CalWORKs staff. The goal of the GAME is to provide the tools outside of the classroom for our male students to reach their full potential in an atmosphere of brotherhood.

The CalWORKs program provides the following intensive student services to assist its students achieve their educational and career goals:

- Priority registration
- Orientation and assessment
- Academic, CalWORKs and personal counseling
- Development of a Student Educational Plan
- On- and off-campus work study
- Assistance with job placement
- Books and supplies
- Job readiness workshops
- Referrals to community resources
- Instructional support, including tutoring
- Completion of County program documents
- Assistance with child care
- Student support groups

**COLLEGE PROMISE**  
 School of Career and Technical Education Building (SoCTE)  
 Room 137  
 Phone: 323-241-5228 or 323-241-5375  
<https://www.lasc.edu/services/promise>

The Promise program is designed to prepare you for academic success and to help you in selecting the career path that's right for you. Whether you are transitioning from high school or just beginning your college education, the rigors of college life can present even the best students with challenges that require major adjustments. Sometimes getting started may seem overwhelming, as there are many decisions to make. That's why we have created a supportive environment here at Los Angeles Southwest College where there are people and programs to assist you with your college career. Students accepted into the program are eligible for:

- free tuition, priority registration, assistance with books and supplies
- specialized academic advisement,

- Learning communities and cohort models
- Workshops
- International travel opportunities
- Other benefits.

**To Qualify for free tuition:**

**LA College Promise**

- Students must be a 2019 graduate of the Los Angeles Unified School District (LAUSD)
- Student must complete a FAFSA and the Los Angeles College Promise Application
- Student will automatically be considered for the California College Promise Grant Fee Waiver (CCPGFW), provided eligibility exists, a separate application is not needed
- Student must attend full-time (12-15 units)

**California College Promise**

- First time college student
- Student must complete FAFSA
- Student will automatically be considered for the California College Promise Grant Fee Waiver (CCPGFW), provided eligibility exists, a separate application is not needed
- Student must attend full time

**DREAM RESOURCE CENTER**

Student Services Building  
Room 116  
(323) 241-5051/5052

[lascdrc@lasc.edu](mailto:lascdrc@lasc.edu)

<https://www.lasc.edu/services/dream-resource-center>

The mission of the Dream Resource Center (DRC) is to serve, support, and advocate for the academic, and personal development and success of all undocumented students and their families at Los Angeles Southwest College. Los Angeles Southwest College embraces and celebrates diversity in its forms and aims to serve as a resource and provide a safe and welcoming environment for undocumented students and their allies.

The Dream Resource Center provides assistance in several areas, including, but not limited to:

- The AB 540 affidavit
- California Dream Act Application Assistance
- Nonresident Tuition Fee Waiver
- Counseling Services
- Workshops
- Campus and Community Referrals
- Legal Referrals
- Mental Health Referrals
- The DRC also provide computer access, printing services, and study space.

**EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS)**

Students Services Building (SSB) Room 218

Phone: 323-241-5484

Fax: 323-241-5304

<https://www.lasc.edu/services/extended-opportunity-program-services>

Extended Opportunity Program and Services (EOPS) provides support services that are “over and above” those services offered to the general community college population. EOPS encourages the retention and transfer of low-income students challenged by language, social, economic, and educational disadvantages so that these students will achieve their educational goals.

In order to be considered for EOPS, you must meet the following eligibility criteria: California resident or AB540 eligible; enrolled full-time (12 units) when accepted by EOPS; qualify to receive a California College Promise Grant Waiver (CCPGFW) formerly known as the BOG fee waiver; completed less than 70 degree applicable units at all colleges or universities attended.

You must also meet one of the following criteria: did not qualify for enrollment in the minimum level English or Math course required for an associate degree; did not graduate from high school or obtain the General Education Diploma (GED); graduated high school with a grade point average below 2.5; previously enrolled in remedial education courses; first generation college student; member of an underrepresented group; parent(s) are non-native English speakers; emancipated foster youth status.

Once accepted to the program you are eligible to receive the following services:

Enhanced tutoring

Access to state-of-the-art computer lab with Internet access

Counseling and advisement

Priority registration

Instructional support

Book services (Students must provide verification of first class attendance prior to their book voucher being processed)

Educational supplies and materials

**CARE-Cooperating Agencies Resources for Education**

The Cooperating Agencies Resources for Education (CARE) program provides support, academic assistance, and financial resources to those EOPS students who are also single, head-of-household parents receiving public assistance (TANF, CalWORKS, Cash aid). CARE also provides parenting, self-care, and empowerment workshops.

**NextUP - (CAFYES)**

NextUP is an expansion of EOPS which is intended to encourage the enrollment, retention, and transfer of current and foster youth at Los Angeles Southwest College. We provide “over and above” support and services by establishing an educational program that assists students in several areas, including but not limited to:

- Priority registration
- Counseling
- Tutoring Assistance
- Books and Supplies
- Academic and Career Advising
- Student Success Workshops
- Housing and Mental Health Referrals
- Access to NextUP Food Pantry
- Independent Living and Financial Literacy Skills Support
- Application Assistance (FAFSA, Chafee, etc.)

#### NextUP Student Qualifications:

- Be a California resident or eligible for a non-resident tuition waiver, in alignment with EOPS regulations, the Dream Act or T and U Visas.
- Qualify for the California College Promise Grant Fee Waiver, (CPGW A or B or C) with a calculated Expected Family Contribution (EFC) of \$ 0.
- Be a current or former foster youth whose dependency was established or continued by the court on or after the youths 16th birthday.
- Be under 26, at the beginning of the academic year.
- Be enrolled in at least 9 units or .75 time as defined by the college at the time of acceptance, unless their DSPS educational plan requires that they take less than 9 units.
- Provide Court Verification Letter.

NextUP shall cooperate with local county child welfare departments, county probation departments, local educational opportunity and services programs, and the community college district.

#### PUENTE PROGRAM

323-241-5201 (Puente Counselor)

323-241-5250 (Puente English Instructor)

<https://www.lasc.edu/services/puente-project>

Puente is a federally recognized statewide program, subject to the visions of the University of California's Chancellor's Office and the Puente statewide office. The Puente Program is a joint venture between the English and Counseling departments at LASC, and incorporates goals and plans from each department. The goal of the program is to help underrepresented students at two-year institutions successfully transfer to four-year colleges by providing them with a counselor and English instructor who work in tandem to tailor educational plans and writing skills in preparation for baccalaureate programs.

Phase 1 and Phase 2 of Puente take place in the fall and spring semesters of each academic year. Phase 1 students participate in English 101 university transfer-level and Counseling 040. Phase 2 students enroll in English 103 and Counseling 20. Both English courses follow the English Department course outlines and incorporate readings that reflect the Black and Latino/a experience. Phase 3 students continue to meet with their

counselor as they complete their transfer requirements and apply to four-year universities. The English instructors and counselors also oversee community involvement and social justice-themed activities that students participate in within the community.

What Will I Do in the Puente Program?

As a student of this program:

- You take a year of accelerated English classes with a curricular focus on Latino Literature and experience.
- You are matched with a professional from the community who will share their knowledge and experience with you.
- You experience cultural activities, assist your community and develop leadership skills.
- You meet frequently with your Puente counselor to develop and monitor an educational study plan and for personal/career counseling until you are ready to transfer.
- You take educational field trips to universities each year and attend an annual statewide Puente Student Conference.

#### TRANSFER CENTER

Lisa Ford, Ed.D.

Transfer Counselor/Coordinator

(323)241-5399

[fordld@lasc.edu](mailto:fordld@lasc.edu)

#### WELCOME TO THE TRANSFER CENTER

Your Successful Pathway To Transfer Begins Now!

Hello and welcome to the LASC family!

We will assist you as you begin to embark on your journey to transfer .....





The Transfer Center Provides a Variety of Services, Resources, and Programs that will assist you with the process of transferring to a university. Understanding the university admissions requirements can seem complicated and overwhelming, but we can assist you with the process. We will help you review your university options, and plan a road map to a university. By utilizing the transfer center services and participating in campus activities, you will become more aware of your transfer opportunities, gain knowledge regarding the admission requirements, which will help you transition to a university.

The Transfer Center offers a variety of services including transfer workshops, university application assistance, educational plans, scholarship information and annual Transfer fairs. At LASC, you can complete your freshman and sophomore equivalent coursework, then transfer to the college or university of your choice as a junior!

#### Outcomes:

After using the resources of the Transfer Center students will have awareness of Transfer services, and resources they will be able to identify universities that offer their major, and they will be able to successfully complete CSU/ IGETC requirements. Also students will be able to identify UC and private institutions. Also, students will be able to demonstrate

the use of the online university application systems, and will have awareness of transfer degrees, and application deadlines.

#### UMOJA PROGRAM

Yvette Tucker  
Student Services Building 229  
(323) 241-5392  
<https://www.lasc.edu/services/umoja>

“The Umoja (a Kiswahili word meaning unity) Program is a community and critical program devoted to enhancing and nurturing the cultural, historical, and educational experiences of African American and other underrepresented students by preparing them for academic, personal, and professional success beyond Los Angeles Southwest College.

Umoja addresses student needs through academic support services, mentoring, and a learning community curriculum that focuses on the African-American diaspora and culture. Through course offerings, college tours, academic advisement, and social events, cultural diversity will be celebrated as students continue on the path to graduating and transferring to 4-year institutions.”

#### DISABILITY SERVICES

(Disabled Students Program and Services)  
Student Services Building (SSB) 117  
323-241-5480  
TDD: 323-241-5482  
<https://www.lasc.edu/services/disabled-students-program-services>

#### General Information

Southwest assures accessibility of programs and activities to students with disabilities. The college’s mission is to provide support services which contribute to student success. The Disabled Students Program and Services (DSP&S) has been established to provide supportive services to students with physical, psychological, and learning disabilities. The program objective is to assist students with disabilities in meeting their educational and vocational goals.

Qualifying student may receive the following services: specialized tutoring, test-taking assistance, sign language interpreters and real-time captionists, Braille and non-Braille transcription services, and disability-related specialized counseling services. Other services include registration assistance, priority enrollment and a variety of assistive computer technologies which promote equal access to college instructional programs and activities for students with disabilities.

#### Medical Parking

Any vehicle parked in a space designated for “disabled only” must display an authorized disabled placard from the Department of Motor Vehicles and an LASC parking permit.

Students should check the Campus Parking Regulations section in the catalog regarding additional parking information.

## LIBRARY (Founder's Library)

Cox Building, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Floors  
(323) 241-5235 and (323) 241-5236  
<https://www.lasc.edu/services/library>

### Welcome to the LASC Founder's Library

The Founder's Library is located on the 2nd, 3rd and 4th floor of the Cox Building. The Library provides access to print and electronic books, periodicals, newspapers, reference materials and online databases that support the College curriculum and students' educational needs. A librarian is always available to assist with research questions. Students should consider the LASC library their first and best source for learning materials. Off campus access to library databases and e-books is also available to currently enrolled students.

The Library also has select class textbooks on reserve at the Circulation Desk for student use in the library. All currently registered students are eligible to check out library materials by showing their LASC/LACCD student ID card. Computers are available in the library for student research, word processing and printing (both B&W and color). There are four black & white copiers available in the library. There are eight group study rooms that may be checked out and used for collaborative group study. Study carols and reading area is available throughout the library.

The Library is open Monday through Thursday from 7:45 am to 8 pm, Fridays 7:45 am to 1 pm and Saturdays 9 am to 1 pm.

## STUDENT RESOURCES

LASC offers a wide range of programs that promote academic, career, and leadership growth. Recognizing that the needs and interests of our students vary, the academic division as well as in the Student Services offices offer variety of support services to help our students succeed. Student resources at LASC including workshops, counseling services, tutoring, library resources, career training, as well as health and safety services.

### English Writing Center (EWC)

<http://www.lasc.edu/students/ewc.html>

The English Writing Center (EWC) offers multiple services to all students in the English program and to LASC students writing across the curriculum, including individual and group tutoring, workshops, supplemental instruction, and promotion of special events on campus.

### International Student Services

<https://www.lasc.edu/services/international-student-program>

The International Student Services (ISS) office at Los Angeles Southwest College provides information and support services to international students, as well as coordinating study opportunities to LASC students and faculty. International students interested in studying at LASC's campus may receive help with their application and visa procurement, while current on-campus international students receive support through an

array of on-site student services. The ISS office connects LASC's student body to the global community through on-campus activities, as well as study abroad courses.

### Student Success Center (SSC)

<https://www.lasc.edu/services/tutoring>

The Student Success Center focuses on multidisciplinary success. As a student-centered instructional support provider, we are committed to partner with all Los Angeles Southwest College students to make their transition to college a success. Our qualified and friendly staff comprised of a dedicated coordinator, adjunct faculty, student tutors, program assistants, and community volunteers use innovative methods to assist students in their academic, personal, and career development. By working in one-on-one and small group settings, students can take advantage of our supplemental learning activities such as peer tutoring, directed learning activities, success seminars, web-based resources including tutoring and workshops, audio and video programs, study areas, computer services, and assessments for our contract education programs.

### Hours for SSC

Since our hours fluctuate to meet students' needs each semester, check the SSC website <https://www.lasc.edu/services/tutoring> for current information. The SSC encourages students to schedule appointments through our online scheduling system, by calling (323) 241-5455, or by walking in to speak with a staff member. We also welcome students to drop in for services – so just come on by.

### Are You Interested in Becoming a Tutor?

To qualify as a tutor, students must demonstrate sufficiency in their subject of interest by successfully completing at least one course in the subject of concentration with a "B" or higher. All tutors must receive a faculty recommendation and the department chair's written approval, as well as maintain at least a 2.5 GPA prior to and during their time of employment. Additionally, to serve as a tutor, students must be enrolled in at least six units on campus or at a four-year accredited college or university. Note: Students may not work as a tutor while on academic probation or progress probation. To receive an application, come by the SSC to discuss the opportunity. We would love to have you join our dynamic team.

## VETERANS SERVICES

Student Service Building (SSB), Room 207  
323-241-5277

<https://www.lasc.edu/services/veterans>

The Veterans Resource Center (VRC) provides veterans and active military personnel with resources that will promote a smooth transition from military life to a successful campus life. Persons planning to attend Los Angeles Southwest College under the Montgomery GI Bill (MGIB) should schedule an appointment with the Veterans Representative, Yvette Tucker, in SSB Room 207 as soon as possible. The documentation listed below is required to bring to the Veterans Representative upon enrollment. These include: DD 214 and/or DD2384, Form 22-1905, letter of eligibility, and a comprehensive student

educational plan. Several weeks are needed for the Veterans Administration to process subsistence payment applications. An early start with a counselor is advisable.

Los Angeles Southwest College will grant six (6) elective units of credit for military service if the person has (a) spent at least one year in active service, and (b) has not received a dishonorable discharge. Elective credits will be granted when requested along with the petition for graduation. These units will not satisfy physical education, health education, or subject area requirements. A copy of the DD 214 must be on file in order to receive credit.

It should be noted that all veterans receiving subsistence absolutely must demonstrate adequate academic progress. This is a major requirement by the Veterans Administration to continue receiving payments benefits.

**Attendance Regulations** - Each student is required to attend all meetings of every class in which he/she is registered. A student who is excessively absent may be dropped by the instructor when his/her hours of absence equal the number of hours the class meets per week, regardless of the reasons for the absences.

**Withdrawal** - It is the responsibility of the veteran to immediately inform the Veterans Representative of any reduction in unit load. The last day of a veteran's attendance in class must be reported immediately to the Veterans Administration to avoid overpayments.

An excessive number of "W" units may lead to progress probation or disqualification. This will ultimately lead to discontinuance of Montgomery GI education benefits.

**V.A. Certification** - In order for a veteran to be certified for attendance, two criteria must be met: the veteran must be officially registered, and he/she must be in good academic standing.

**Scholarship Requirements** - A student will be placed on academic and/or progress probation if any one of the following conditions occurs:

1. The student's overall grade point average falls below 2.0, or the student's grade point average in any semester is below 2.0;
  2. The student transfers from another college with an overall grade point average under 2.0;
  3. The total number of "W" units exceeds the number of units completed;
  4. All students who fail to maintain a C (2.0) grade point average for the semester are on probation, and are subject to disqualification.
- **Program Planning for Veterans** - To be eligible for veterans' benefits, the veteran must select a major and choose courses from those listed under the major in the catalog. A veteran may elect to choose a number of remedial courses offered by Los Angeles

Southwest College to enhance his/her academic background. The remedial courses will give the student the necessary tools to do college level work. When a veteran chooses a remedial program, the units are not eligible for benefits. The units taken are also not transferable to a four-year college. For more information, visit the Counseling Office.

- **Graduation Unit Requirements** - A veteran who has received the required minimum units to obtain an Associate of Arts Degree (60 units) but needs additional units to graduate must have an overall evaluation of his/her complete records before he/she will be certified for benefit payments. The veteran must first go to the Counseling Office and then return with the evaluation sheet, properly signed by one of the LASC Counselors. From this evaluation, the Office of Veterans Affairs will certify only those classes that are deemed necessary for graduation.

## CAMPUS SAFETY & PARKING

Deputy Sheriff's Services

<https://www.lasc.edu/about-lasc/administration/administrative-services/sheriffs-office>

Sheriff's Substation

323-241-5311

The Los Angeles County Deputy Sheriff's Department serves LASC. Sheriff's Deputies are sworn law enforcement officers under California Penal Code Section 830.1 and, in compliance with state law, meet the Peace Officer Standards and Training requirements mandatory for all California law enforcement officers. In addition, college deputies undergo training specially designed to meet the needs and problems of a contemporary college.

Deputy Sheriffs provide the campus population with patrol, traffic control, accident investigation, emergency first aid, and lost/found property service.

To contact the Sheriff's Deputies and report a problem or make an inquiry, students may call any of the following numbers: (323) 241-5311 or (323) 241-5269. From the Emergency Blue Phone locations within campus, you may press the red button to reach the College Sheriff's Station. No money is required and you will be immediately connected to the college police.

If there is an emergency and the Deputy Sheriffs are unavailable, call 911 for outside emergency response.

### Crime Statistics Disclosure & Annual Security Report

As required by the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), the college's Annual Security Report contains policy statements and crime statistics for the campus. The Annual Security Report includes statistics for the previous three years concerning certain reported crimes that occurred on campus, in off-campus buildings or property owned or controlled by the college, and on public property within or immediately adjacent to the college.

The report also includes institutional policies concerning campus safety and security, such as policies on drug and alcohol use, crime prevention, the reporting of crimes, sexual assault, and emergency response and evacuation procedures.

You can obtain the college's Annual Security Report online at <https://www.lasc.edu/Documents/2019-20-LASC-Annual-Security-Report.pdf>

You may also request a paper copy by contacting the Deputy Sheriff's Office or the Library.

Additional information may also be accessed at [https://lasd.org/about\\_us.html](https://lasd.org/about_us.html)

### Lost and Found

Lost and found is located in the Sheriff's substation.

### Campus Parking Regulations

Parking in areas marked "Parking by Permit Only" will be restricted to vehicles displaying a valid permit.

L.A. Southwest College Traffic Regulations for Student Parking; Permit and Citation Information Authorization Section 72247 of the California State Education Code Board Rules, Chapter II, Article II 2309

#### *Permit and Fees*

1. The parking permit is a license to park a specific vehicle and is non-transferable. Purchase of a student-parking permit does not guarantee a parking space.
2. General parking for \$20.00 per vehicle for fall and spring semester (\$7 for summer), will only allow a student to park in student portion of all parking lots.
3. Permits may be purchased through the Business Office (SSB 103).
4. Staff and Faculty permits may be obtained for those who qualify through the Deputy Sheriff's Office. An application must be completed for each permit. Permits are non-transferable. No permanent permits will be issued without Employee I.D. card and verification of employee's status. Bring your vehicle's plate or VIN number with you, as no permits may be issued without it.
5. Student/Visitors wishing to park on campus for short-term stays are welcome to purchase a day permit. Fees and parking areas for these all day permits are as follows:
  - a. \$2.00 Student/Visitor Parking Permits – valid in student portions of all lots.
  - b. Special Event permits are valid in all lots (unless otherwise directed by the Deputy Sheriffs). These passes may be purchased at the parking kiosk machines located in each parking lot.

These passes may be purchased in the Sheriff's Office.

Students are always required to have a parking permit, including when parking is free of charge.

### Refunds

1. Refund of parking fee will be granted only if the parking permit is returned in reusable condition or removed from the vehicle by Campus Police personnel. There will be no refund if the permit is lost or stolen. Refunds shall be granted according to the following schedule:
  - a. First two weeks of class = 100%
  - b. After two weeks = NO REFUND

Refunds are made in the Business Office (SSB 103), Student Service Building

2. Absolutely no refunds for ASO student parking fees or one day parking permits.

### Parking Regulations

A valid parking permit must be visibly displayed on any vehicle parking on campus, except in the 30-minute visitor parking area, which is monitored and cited.

1. All vehicles must be parked clearly within a designated parking stall.
2. All vehicles shall be parked heading into the parking stall.
3. "No Parking" signs must be observed.
4. Any vehicle parked in a space designated for "disabled only" must display an authorized disabled placard from the Department of Motor Vehicles and an LASC parking permit.
5. No vehicle shall be parked overnight on campus.
6. Any vehicle repeatedly in violation of parking regulations may be towed away at the owner's expense.
7. No vehicle shall be parked between buildings on campus without expressed permission of the Deputy Sheriff's Office; and those who do so will be cited and/or towed at owner's expense.
8. Areas marked "RESERVED" located in Lot 1, are to be utilized by the President, Vice Presidents, and Deputy Sheriffs only; all others who park there are subject to be cited and/or towed at owners expense.

### Citations and Payment

1. Persons parking illegally on campus will receive a parking citation (\$30 - \$340), as authorized by Section 21113A of the California Vehicle Code.
2. Persons parking illegally in the Disabled Person's parking area will be cited (\$340) by Section 22507.8b of the California Vehicle Code.
3. These citations will be payable through the Los Angeles Southwest College Parking Citation Services Center, and can be resolved in accordance with the Administrative Review Process. See "Parking Citation Complaint" below.
4. Consumers with citation disputes have 21 days only from the date of the citation for their complaint to be



heard. Come in or call the Sheriff's Office to obtain an Administrative Review form.

### **Parking Citation Complaint**

Consumers not in agreement with a parking citation have the right to contest the citation by filing an Administrative Review, a request for an Administrative Hearing, and, if necessary, a Municipal Traffic Court Appeal. Complaints must be filed within 21 days of citation or hearing results. Contact the Deputy Sheriff's Office for more information.

### **Students Park at Their Own Risk**

The Los Angeles Community College District is not responsible for students' vehicles or their contents while parked on the campus.

## **COMMUNITY RESOURCES**

Members of the greater community have access to numerous resources and facilities at LASC, including noncredit classes, career training, and youth programs. In addition, members of the community may rent our athletic field, gym, lecture halls, and conference rooms along with other services. LASC offers learning opportunities, programs, resources, attractions, and facilities to meet the lifelong learning and cultural needs of our diverse community.

### **Foster/Kinship Care Education (FKCE)**

Student Services Building (SSB), Room 206  
323-241-5288

### **Foster/Kinship Care Education (FKCE)**

Foster/Kinship Care Education is a statewide program funded by the California Community College Chancellor's Office. This office provides a variety of training programs for foster parents through California Community College. Foster parents are required by state to have pre-services training before children are placed in their homes and renewal training each year thereafter. In order to help foster parents through this process, we offer more than 500 hours of training each year in English. Included in this training are specialized F-Rate (medically fragile foster children), Pre-services D-Rate (behaviorally difficult foster children) and W Rate (Whole Family – mother and child).

### **Guardian Scholars**

Foster Care Counts: Los Angeles Southwest College Guardian Scholars program and Foster Care Counts work cohesively to provide current and former foster youth assistance in achieving their educational goals of completing an Associate Degree, Certificate or Transfer to a University.

- Do you need help with Financial Aid Chafee Grant?
- Ward of Court Letter and Verification
- Educational support, books, and school supplies
- Transitional Housing Resources
- Job skills assistance and Dress for Success Closet
- Food and Light Snack

### **Dislocated Student Program**

A program for currently dislocated/homeless students between the ages of 18-30yrs. The program is dedicated to locating emergency, temporary or semi-permanent housing. Resources are contingent upon the diverse needs of the student i.e. male, female, single, family, pregnant or expecting, mental illness or intellectual/developmental disabled. Additional services provided include developing student education plans, assistance with securing financial-aid, class enrollment, in-office computer usage for completing assignments, and referral for academic tutoring.

### **Resource Family Approval**

This program is the pre-service training mandated by the Department of Children and Family Services for all prospective resource and adoptive parents in the county of Los Angeles. The length of the training is (12 hour- Pre-Approval Trainings, 8-hour Pre-Placement Trainings. Once, trained each parent is certified and eligible for child placement in their home. The benefits include as awareness of the college as a partner in their children's education.

### **Model Approach to Partnership in Parenting (P.S. MAPP)**

This is a 36 hour Group Preparation and Selection (GSP) parenting class that will guide you as you consider how best to care for a foster child/children. P.S. MAPP is an educational experience that the Department of Children and Family Services (DCFS) requires you to complete before DCFS can place a Foster child/Adoptive child in your home.

### **NACES**

Noncredit Adult & Continuing Education Services (NACES)  
Student Services Educational Center Building (SSEC), Room 116A (323) 241-5281  
[lascnaces@lasc.edu](mailto:lascnaces@lasc.edu)  
[www.lasc.edu/naces](http://www.lasc.edu/naces)

The NACES office provides student-centered services and learning opportunities that enable noncredit students to achieve their personal, academic, vocational, and civic goals in order to transition to credit programs and become more active members of their communities.

The office provides bilingual (English/Spanish) assistance with student outreach, registration, orientation, placement and counseling for noncredit courses including ESL, Citizenship, Basic Skills English and Math, High School Equivalency test preparation and Basic Computer Literacy. The office staff also assists with the U.S. Naturalization process, financial aid forms and referrals to campus services and community agencies.

### **Noncredit Program**

Student Learning Outcomes:

Upon completion of the majority of these courses, students should be able to:

1. Listen to and speak with people of diverse backgrounds to fulfill communication tasks in their

roles as workers, community members and/or lifelong learners.

2. Demonstrate effective computational, technological and critical thinking skills to process information in their roles as workers, community members and/or lifelong learners.
3. Demonstrate effective reading and writing skills to fulfill writing tasks in their roles as workers, community members and/or lifelong learners.

#### Academic Preparation (ACAD PR) (Noncredit)

Student Learning Outcome: Upon the completion of this course, students should be able to:

1. Identify the main idea in authentic reading material.
2. Read, interpret, and respond to questions from a nonfiction reading passage.

#### Basic Skills (BSICSKL) (Noncredit)

Student Learning Outcomes: Upon the completion of the majority of these courses, students should be able to:

1. Use basic English and critical thinking skills necessary to successfully transition to job training or begin working towards their certificate, degree or transfer goals.
2. Demonstrate basic Math skills necessary to successfully transition to job training or begin working towards their certificate, degree or transfer goals.

#### English as a Second Language (ESL NC) (Noncredit)

Student Learning Outcomes: Upon the completion of the majority of these courses, students should be able to:

1. Understand oral communication in a variety of contexts.
2. Speak on a variety of topics in personal, social and work-related contexts.
3. Use increasingly complex grammatical patterns in oral and written forms.
4. Read and comprehend authentic texts on familiar topics.
5. Produce a variety of correspondence and short writings for application in personal, vocational and academic situations.

#### ESL and Civics (ESLCVCS) (Noncredit)

Student Learning Outcomes:

Upon completion of the majority of these courses, students should be able to:

1. Accurately complete forms in English with personal information and be able to effectively communicate in oral and written form for life skills.
2. Express and respond to information in English in oral and written form for workplace and interpersonal communication.

#### Vocational Education (VOCED) (Noncredit)

Student Learning Outcome: Upon the completion of this course, students should be able to:

1. Send an email to the instructor with the correct email address, subject line and message body.

2. Follow directions to format a Word document as assigned by instructor

## CAREER & TECHNICAL EDUCATION

SoCTE 141 \* (323) 241-5363

<https://www.lasc.edu/programs/divisions/cte-workforce-division/career-technical-education/index>

### WELCOME TO CAREER & TECHNICAL EDUCATION @ LASC

CTE engages students in learning and prepares them to meet critical workforce demands. We provide short-term CTE courses and programs in a variety of industry-focused areas that lead to certificates, credentials, and licenses necessary for the workplace. Most of the programs are designed to lead directly to employment, but many also prepare students for further education in the university system.

### SCHOOL OF CAREER & TECHNICAL EDUCATION (SoCTE) MISSION

The mission of LASC School of Career & Technical Education (SoCTE) is to serve the critical lifelong learning, training and skill development needs of individuals, organizations, and the community. We do this through certificate programs, continuing education, degree-related programs and community initiatives that support economic and workforce development.

Our goal is to be a major catalyst for continued economic, workplace, and career pathways in the South Los Angeles region. Whether you're starting a new career, building a company, or developing skills for the future, SoCTE has the resources you need to get started!

### THE CTE ADVISORY BOARD

The CTE advisory board is a representative group of individuals whose experience and abilities represent a cross section of the businesses and industries that pertain to the college's academic focus and emerging technologies. Federal and California regulations mandate that schools and institutions that operate career and technical education (CTE) programs establish and operate program advisory committees. These bodies serve a vital role in keeping CTE programs relevant, dynamic, and on the cutting edge.

The primary purposes of the CTE Advisory Board are to assist Los Angeles Southwest College in:

1. Documenting industry focus that informs faculty and students of the relevant skills and competencies required within their industries for job placement and career success.
2. Informing and updating business and industry of the strategic plans, program needs, business and industry support desired for CTE programs/courses and students.

### CAREER TRANSFER / PATHWAYS & JOBS CENTER



The Transfer Center offers a variety of services including transfer workshops, university application assistance, educational plans, and annual Transfer fairs.

At LASC, you can complete your freshman and sophomore equivalent coursework, then transfer to the college or university of your choice as a junior!

Outcomes:

After using the resources of the Career/ Transfer Center students will have awareness of Transfer services, they will be

able to identify universities that offer their major, they will be able to successfully complete CSU/ IGETC requirements. Also students will be able to identify UC and private institutions of interest.

Also, students will be able to demonstrate the use of the online university application systems, and will have awareness of transfer deadlines.



## ADMINISTRATIVE SERVICES

Cox Annex Building, Room 143  
323-241-5467

<https://www.lasc.edu/about-lasc/administration/administrative-services/index>

The Office of the Associate Vice President of Administrative Services supervises:

- Business Office
- College Store
- Facilities
- Information Technology
- Mailroom
- Payroll/Human Resources
- Reprographics
- Sheriff's Department

### Deputy Sheriff's Services

<https://www.lasc.edu/about-lasc/administration/administrative-services/sheriffs-office>

Sheriff Station  
323-241-5311

The Los Angeles County Deputy Sheriff's Department serves LASC. The Sheriff's deputies are sworn law enforcement officers under California Penal Code Section 830.1 and, in compliance with state law, meet the Peace Officer Standards and Training requirements mandatory for all California law enforcement officers. In addition, college police officers undergo training specially designed to meet the needs and problems of a contemporary college.

### Sheriff's



deputies provide the campus population with patrol, traffic control, accident investigation, emergency first aid, and lost/found property service.

To contact the Sheriff's deputies and report a problem or make an inquiry, call any of the following numbers: (323) 241-5311 or (323) 241-5269. From the Emergency Blue Phone on campus, you may press the red button to reach the Sheriff's substation. No money is required and you will be immediately connected to the college police.

If there is an emergency and the Sheriff's deputies are unavailable, call 911 for outside emergency response.

### College Store

<http://www.lascbookstore.com/>

Student Services Building, Room 132  
323-241-5091

The LASC College Store provides textbooks and instructional materials in a variety of formats including new, used, digital, and rental. The College Store also carries a wide selection of general reading / study aids, school supplies, greeting cards, gifts, and Los Angeles Southwest College merchandise.

The College Store also carries a variety of snack and food items as well as beverages for purchase.

**HOURS:**

Monday- Thursday: 8:00am- 6:00pm  
Fridays- Closed  
(Shorter hours during vacations and during summer sessions)  
Extended hours are posted during the beginning of each semester.

Refunds of textbooks will be allowed until drop deadline of school term in which textbook was purchased (i.e. Fall, Winter, Spring, Summer), if they meet the following conditions:

1. ALL RETURNS must be accompanied by a current cash register receipt. No exceptions.
2. New textbooks must be returned in new condition and without any marks, EVEN YOUR NAME. New books that are refunded as used will receive 75% of the new price. We reserve the right to judge the condition of the returned items.
3. Methods of refunds:
  - a. Cash purchases will be refunded in cash.
  - b. Charge purchases will be refunded by credit to your charged account.
4. Textbooks purchased after the 10<sup>th</sup> school day must be returned within 48 hours accompanied by a current dated cash register sales receipt.
5. No refunds will be given on any unwrapped textbooks. Textbooks must return back as purchased.
6. All refunds subject to a 15% restocking fee.

#### Business Office

<https://www.lasc.edu/about-lasc/administration/administrative-services/business-office>

Student Services Building, Room 103  
323-241-5301

Business Office provides the following services to LA Southwest College Students:

1. Collection of fees relating to enrollment, health, tuition, ASO membership, student representation, parking, and transcripts.
2. Assistance with student account balances, refund requests, and holds on student accounts.
3. Assisting students setting up Bank Mobile accounts by providing access codes.

The Business Office is responsible for all campus fiscal reporting and services, including campus disbursements. The Business Office is committed to providing outstanding services to the students and campus community.

#### HOURS:

Monday- Thursday: 10:00am- 2:00pm; 4:00pm – 6:00pm  
Fridays- 8am – 1pm  
(Shorter hours during vacations and during summer sessions)  
Extended hours are posted during the beginning of each semester.

Mailroom & Reprographics  
Cox Annex Building

#### ACADEMIC AFFAIRS

School of Career and Technical Education Building, Room 132  
323-241-5284

The Office of Academic Affairs is the division of Los Angeles Southwest College that deals with the Academic, Educational and Community Services. Academic Affairs is responsible for the following:

- Academic operation and planning
- Faculty Hiring, Evaluation and Support
- Curriculum planning and organization
- Course evaluation and offerings
- eLearning and Distance Learning
- Special Programs

#### eLearning And Distance Learning

The technology for eLearning has undergone rapid changes in the last decade. LASC has embraced the changing nature of eLearning technologies and is creating some of the most innovative and responsive educational programs and delivering them with an eye toward convenience and accessibility. LASC's eLearning mission is to extend knowledge beyond the boundaries of the campus - out to where students live, work and study. Through Distance Learning (DL) we deliver a wide range of programs that make a difference to students, literally anywhere. We have adopted some of the latest Web 2.0 collaborative online tools and technologies, like wikis, blogs, online communities, secure social networks and other technologies that make the resources of LASC accessible to everyone who has a computer and a desire to keep learning.

In keeping pace with the changing technologies of eLearning, the focus of the DL program has switched from managing courses in course management systems (CMS) to managing learning through Learning Management Systems (LMS). This enables LASC to expand its eLearning program mission to include enhancing student success through learning relationships. Instructors create collaborative learning community environments that engage students from the moment they apply until graduation and beyond. Students remember the teachers who inspired them, the study groups that challenged them, and the people who impacted their lives. The learning communities encourage synthesis, discussions and debate, while removing elements of disconnect between students, their peers and instructors, and foster a sense of face-to-face time and a feeling of "connectedness."

Distance Learning comprises the fastest growing educational delivery mode in California community colleges. The mission of the Distance Learning program at LASC is to promote student access and student success by integrating some of the programs and services using technology- mediated instruction and to develop and promote effective distance learning paradigms.



Distance Learning provides you with the convenience of attending classes in a “virtual world” without the limitations of time and travel. Please visit the college website at [www.lasc.edu](http://www.lasc.edu), click on the For Students link and then click the Online Classes link. There, you will find a wealth of information on the Distance Learning program here at Los Angeles Southwest College and it will help you decide if Distance Learning and online classes are right for you.

The Distance Learning program is assisted by the Educational Technology Advisory Council (ETAC) which, through its publications, advises the Chancellor’s Office on the vision, policy, and planning in support of Distance Education and Educational Technology.

### **Faculty Hiring, Evaluation and Support Equal Employment Opportunity (EEO)**

The goal of Los Angeles Community College District is to ensure equal opportunity to all qualified employees and applicants for employment without regard to race, color, national origin, ancestry, religion, creed, sex, age, disability, marital status, or sexual orientation.

Positive action will be taken to ensure that this non-discrimination policy is followed in all personnel practices, including recruitment, hiring, placement, upgrading, transfer, demotion, and pay practices.

### **To Initiate a Complaint about the LACCD Equal Opportunity Policy**

#### **Summary of Equal Opportunity Policy**

Los Angeles Southwest College and the Los Angeles Community College District (LACCD) are committed to the philosophy of equal opportunity/equal access in all its employment, educational programs, and services. Thus, we are firmly committed to a policy of nondiscrimination on the basis of actual or perceived ethnic group identification, race, color, national origin, ancestry, religion, creed, sex (including gender-based sexual harassment), pregnancy, cancer-related medical condition of an employee, marital status, sexual orientation, age, physical or mental disability, or veteran status in our employment and educational programs and activities.

#### **Equal Opportunity Policy Compliance Procedure**

In order to ensure compliance with the Equal Opportunity Policy at Los Angeles Southwest College, please direct inquiries to Dr. Lawrence Bradford, Vice President, Academic Affairs, 323-241-5280. In addition, inquiries may be directed to the District Office of Diversity Programs at (213) 891-2315.

#### **Discrimination**

<http://www.laccd.edu/Departments/DistrictResources/OfficeOfDiversity/Pages/Discrimination.aspx>

The LACCD in accordance with applicable Federal and State laws and District policy, prohibits discrimination against any student, faculty, staff, person acting on behalf of LACCD, applicant and general public associated with LACCD based on race, color, national origin, ethnic group identification, ancestry,

religion, creed, sex or gender (including sexual harassment), pregnancy, marital status, medical condition (cancer-related), sexual orientation, age, physical or mental disability, and perceived to be in a protected category or associated with those in protected category and veteran status.

#### **Sexual Harassment**

<http://www.laccd.edu/Departments/DistrictResources/OfficeOfDiversity/Documents/Summary-2013.pdf>

It is the policy of the Los Angeles Community College District to provide an educational, employment and business environment free from Prohibited Discrimination. Employees, students or other persons acting on behalf of the District who engage in Prohibited Discrimination as defined in this policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsion or termination of contract.

#### **To Initiate a Complaint about Sexual Harassment**

##### **Sexual Harassment Complaint Procedure**

In order to ensure compliance with the Sexual Harassment Policy at Los Angeles Southwest College, please direct inquiries to Dr. Lawrence Bradford, Vice President, Academic Affairs, 323-241-5280. In addition, inquiries may be directed to the District Office of Diversity Programs at (213) 891-2315.

The specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies are incorporated in the Board Rules in Chapter 15. The Los Angeles Community College District has a policy that provides formal and informal procedures for resolving complaints. Copies of the policy and procedures may be obtained by calling the District Office of Diversity Programs at (213) 891-2315.

All members of the college community, which includes student, faculty, and staff, who believe they have experienced conduct that may constitute sexual harassment, have the right to seek help from the college. Every employee has the responsibility to report such conduct to the LASC Compliance Officer when it is directed toward students. Potential complainants are advised that administrative and civil law remedies, including but not limited to injunctions, restraining orders, or other orders, may be made available.

#### **The Protocol To Address Student Complaints That Are Instructor Related Is Described In The Steps Below:**

- Instructor of Record – The student must first seek to resolve the concern with the instructor of record.
- Department Chair – If the student does not agree with the outcome of their meeting with the instructor or would like to take their concern to the next level, they should be recommended to the department chair.
- Academic Dean – If the student does not agree with the decision of the department chair or would like to take their concern to the next level, they should be recommended to go to the appropriate academic dean.
- Ombudsperson (for grievance in accordance with E-55) – If the matter cannot be remedied by an academic dean to the satisfaction of the student, and the student would like

to seek further recourse, the student should be recommended to the ombudsperson (who is housed in the Student Services Division), as the student has the right to grieve their concern. The grievance process is a formal process, which the grievant presents their argument in a written format to a pre-selected grievance committee of faculty, administrators, and students.

- Grievance Appeal Committee – In accordance with E-55, if a student does not agree with the decision of the grievance committee, the student may appeal the decision. The written recommendation of the grievance appeals committee, after the concerns has been heard, is sent to the President, for the final decision at the campus level.

## CONSUMER INFORMATION REQUIREMENTS

<https://www.lasc.edu/paying-for-college/consumer-information>

The Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires institutions participating in federally funded financial aid programs to make information about the institution available to current and prospective students. The LASC Consumer Information Requirements webpage serves to update the Student Right to Know information and provide a central location for resources that can be referenced by parents, students, employees, and the overall Los Angeles Southwest College community. The links and text found at the Consumer Information Requirements webpage provide quick access or reference to various pieces of consumer information. This webpage can be found on the LASC website and will continue to be updated as more information becomes available.

### College Publications

Current College publications include the Academic Affairs Faculty Bulletin, College Catalog, Schedule of Classes, President's Bulletin, and the Student Success Newsletter.

## DISTRICT POLICIES, STUDENT CONDUCT, AND GRIEVANCE/COMPLAINT PROCEDURES

### DISTRICT POLICIES

#### Federal Educational Rights and Privacy Act (FERPA)

In accordance with the Federal Educational Rights and Privacy Act ("FERPA") (20 U.S.C. 1232g et seq.) and implementing regulations (34 CFR section 99.1 et seq.), each college shall provide the following notice to students on an annual basis.

The Family Educational Rights and Privacy Act (FERPA) affords students the following rights with respect to their educational records:

1. The right to inspect and review the student's education records which includes discipline records, within 45 days from the date the College receives a request for access.

Students may submit to the College Admissions Office written requests that identify the specific record(s) they wish to inspect. Within 45 days, the College Admissions Office will make arrangements for access and will notify the student of the time and place where the records may be inspected.

Education records are those records that are directly related to students and are maintained by the College. Students may not inspect education records pertaining to parents' financial records and certain confidential letters or recommendations.

2. The right to request an amendment of the student's educational records which the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.

With the exception of grade grievances which are handled through Administrative Regulation E-55, students may ask the College President, or his/her designee to amend a record that they believe is inaccurate, misleading, or in violation of their privacy rights. A student seeking to amend an educational record should write to the College President and clearly identify the part of the record he/she wants changed and specify why it is inaccurate, misleading, or in violation of his/her privacy rights.

If the College President, or his/her designee, decides not to amend the record as requested by the student, the College, in accordance with section 99.21 of the Code of Federal Regulations and section 76232 of the Education Code, will notify the student of the decision and of his/her right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA and California law authorize disclosures without consent.

If a student authorizes the release of his/her education record to a third party, he/she shall provide a dated written consent to the College Admissions Office authorizing said release with a specific list of the information to be released.

Federal and California law authorize certain disclosures of personally identifiable information without a student's written consent. One such exception is the disclosure of personally identifiable information to school officials with legitimate educational interests. School officials with legitimate educational interests are employees or agents of the Los Angeles Community College District who need to review educational records in order to fulfill their professional responsibilities.

4. The right to restrict disclosure of personally identifiable information that the College has designated as directory information which may be released without the written consent of the student.

Directory information may be disclosed without a student's consent unless the student has notified the college that he/she does not want all or portions of the directory information released. To do so, the student must submit the appropriate District form to the College Admissions Office requesting that some or all of the categories of directory information not be released without his/her consent. This form must be submitted in accordance with College policy.

Pursuant to Board Rule 5201.10, the Los Angeles Community College District has designated the following student information as directory information:

a) The student's name, address, telephone number, email address, city of residence, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student;

b) Student employee records may be released in order to comply with collective bargaining agreements;

c) The names, addresses and telephone numbers of students or former students may be released to the foundation for each college for college-related activities at the discretion of the College President, unless the student or former student has informed the College that such information should not be released. The release of this information is conditioned upon the foundation's agreement that such information will be released in accordance with District policy and that information will not be released to third parties;

d) At the discretion of the College President, the names, addresses and telephone numbers of students from the College may be released to heads of private and/or public institutions of higher education, or their designees, for the purpose of providing information to students regarding transfer opportunities to those institutions, unless the student has indicated that such information should not be released. The release of this information will be conditioned upon the institution's agreement that student privacy rights under federal and state law will be protected and that information will not be released to third parties.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, DC 20202-4605

## **STUDENT RIGHTS AND PRIVACY POLICY**

The Los Angeles Community College District, in compliance with Federal and State law, has established policies and procedures governing student records and the control of personally identifiable information. The Los Angeles Community College District recognizes that student records are a confidential matter between the individual student and the College.

At the same time the District has a responsibility to fulfill public information needs (i.e., information about students participating in athletics, announcement of scholarships and awards, etc.). To meet this responsibility the District may release Directory Information unless the student states in writing that he or she does not want it released. The responsibility for carrying out these provisions is charged to the College Records Officer, designated by the chief administrative officer on each campus. The Records Officer may be contacted via the Office of Admissions. Copies of Federal and State laws and District policies and procedures are maintained by the Records Officer and are available for inspection and inquiry.

All student records maintained by the various offices and departments of the College, other than those specifically exempted by law, are open to inspection by the student concerned. The accuracy and appropriateness of the records may be challenged in writing to the Records Officer. A student has the right to receive a copy of his or her record, at a cost not to exceed the cost of reproduction. (Requests for transcripts should be made directly to the Office of Admissions.)

No student records, other than Directory Information, will be released without the written consent of the student concerned except as authorized by law. A log of persons and organizations requesting or receiving student record information is maintained by the Records Officer. The log is open to inspection only to the student and the community college official or his or her designee responsible for the maintenance of student records.

Directory Information may include the student's name, address, telephone number, email address, city of residence, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Directory Information about any student currently attending the College may be released or withheld at the discretion of the Records Officer. No Directory Information will be released regarding any student who has notified the Records Officer in writing that such information shall not be released.

All inquiries regarding student records, Directory Information, and policies for records access, release, and challenge should be directed to the Records Officer via the Office of Admissions. Students have the right to file a complaint with the United States Department of Education concerning alleged violations of Federal and State laws governing student records.

## **SEXUAL HARASSMENT POLICY**

The policy of the Los Angeles Community College District is to



provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication constituting sexual harassment. Employees, students, or other persons acting on behalf of the district who engage in sexual harassment as defined in the policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsions, or termination of contract.

## NO SMOKING POLICY

Smoking is not permitted in any classroom or other enclosed facility which any student is required to occupy or which is customarily occupied by non-smoking students. Tobacco smoke is known to the State of California to cause cancer. The college maintains a smoke-free work and educational environment. No Smoking is permitted within any college building or facility.

## LACCD and LASC Drug-Free Campus

Los Angeles Southwest College adheres to, supports, and is in full compliance with requirements that maintain our college as a drug-free institution of higher education. The LACCD Board of Trustees has adopted the following standards of conduct: Students and employees are prohibited from unlawfully possessing, using or distributing illicit drugs and alcohol on district premises, in District vehicles, or as part of any activity of the Los Angeles Community College District.

The LACCD Board of Trustees has adopted Rule 9803.19, which prohibits: Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350 or Business and Professions Code section 4230, any use of controlled substances, the possession of which is prohibited by the same or any possession or use of alcoholic beverages while on any property owned or used by the District or colleges of the District. "Controlled substances," as used in this section, include, but are not limited to the following drugs and narcotics: opiates, opium and opium derivatives, mescaline, hallucinogenic substances, peyote, marijuana, stimulants, depressants, cocaine.

### *Legal Sanctions*

Federal laws regarding alcohol and illicit drugs allow for fines and/or imprisonment. Other legal problems include the loss of driver's license and limitations of career choices.

### *Health Risks*

Health risks associated with the abuse of controlled substances include malnutrition, damage to various organs, hangovers, blackouts, general fatigue, impaired learning, dependency, disability, and death. Both drugs and alcohol may be damaging to the development of an unborn fetus.

### *Other Risks*

Personal problems include diminished self-esteem, depression, alienation from reality, and suicide. Social problems include loss of friends, academic standing and co- and extra- curricular opportunities, alienation from and abuse of family members, and chronic conflict with authority. Economic problems include loss of job, financial aid eligibility, homes, savings, and other assets.

### *Counseling, Treatment, and Rehabilitation*

Students should contact the LASC Counseling Office for assistance and referrals. LACCD employees who suspect they may have a drug or alcohol problem are encouraged to seek help through the Employee Assistance Program (EAP) before the problem affects their work performance or conduct.

### *Disciplinary Action*

Violation of the above Board Rules shall result in student discipline, imposed in accordance with the Student Code of Conduct, or termination of financial aid; suspension; withdrawal of consent to remain on campus; expulsion subject to reconsideration; and permanent expulsion. Furthermore, institutional policies and practices may impose disciplinary sanctions on students and employees consistent with local, state, and Federal law, up to and including expulsion, termination of employment, and referral for prosecution for violations of the standard of conduct. The Los Angeles Community College District is committed to drug-free and alcohol-free campuses.

Any LACCD employee reporting to work under the influence of alcohol or illegal drugs, or using alcohol or illegal drugs on duty is subject to discipline up to and including dismissal. In addition to disciplinary action by the District, violation of the drug-free policy may be cause for criminal prosecution by government or law enforcement agencies.

### ACADEMIC FREEDOM STATEMENT

A student enrolling in one of the Los Angeles Community College District schools may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus. As members of the College Community, students should be encouraged to develop the capacity for critical judgment to engage in sustained and independent search for truth and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner.

## STUDENT CONDUCT

### Instructional Materials

Students may be required to provide instructional and other materials required for a credit or non-credit course. Such materials shall be of continuing value to a student outside of the

classroom setting and shall not be solely or exclusively available from the District.

#### **Cell Phone Policy**

1. Students may not use their cell phones to accept or make calls while in class.
2. If cell phones and pagers are brought to class, they must be turned to "silent" or vibration mode.
3. Instructors must review this policy with students at the beginning of the first class period and include it as part of their syllabi.
4. Students who do not adhere to this policy will be asked to leave the class. If it happens a second time, the student may be referred to the Dean of the relevant academic department and may be referred to the Dean of Student Services.

#### **Recording Devices, Use of**

Section 78907 of the California Education Code prohibits the use of any electronic listening or recording device without prior consent of the instructor. Any student violating this section is subject to disciplinary action. Any non-student who willfully violates this section is guilty of a misdemeanor.

#### **P2P File Sharing (Illegal File Sharing)**

The following information is based on the Higher Education Opportunity Act/Peer-to-Peer – (HEOA P2P) compliance implementation. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to civil and criminal liability. Civil liability for copyright infringement may include payment of monetary damages to the copyright owner. Criminal penalties for copyright infringement may include fines up to \$250,000 and imprisonment up to ten years. Students who violate the District's computing facilities usage policy (LACCD Administrative Regulation B-28) may also be subject to college disciplinary action, including, but not limited to, suspension or expulsion.

#### **Standards of Student Conduct**

A student enrolling in one of the Los Angeles Community Colleges may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus. As members of the College Community, students should be encouraged to develop the capacity for critical judgment to engage in sustained and independent search for truth and to exercise their rights to free inquiry and free speech in a responsible, non-violent manner.

Students shall respect and obey civil and criminal law, and shall be subject to legal penalties for violation of laws of the City, County, State, and Nation.

Student conduct in all of the Los Angeles Community Colleges must conform to District and College rules and regulations. Violations of such rules and regulations, for which students are subject to disciplinary action, include, but are not limited to, the following:

**Board Rule 9701 Instructor's Authority in the Classroom**  
Attendance in a classroom shall be limited to duly enrolled students of that class, employees of the District who are authorized to enter the classroom, and authorized visitors to the classroom. The instructor is authorized to order any person not meeting any one of the above requirements from the classroom. Failure of such person or persons to obey this order constitutes a misdemeanor.

**Board Rule 9803.10 Willful Disobedience**  
Willful disobedience to directions of College officials acting in the performance of their duties.

**Board Rule 9803.11 Violation of College Rules and Regulations**  
Violation of College rules and regulations including those concerning student organizations, the use of College facilities, or the time, place, and manner of public expression or distribution of materials.

**Board Rule 9803.12 Dishonesty**  
Dishonesty, such as cheating, or knowingly furnishing false information to the College.

**Board Rule 9803.13 Unauthorized Entry**  
Unauthorized entry to or use of the College facilities.

**Board Rule 9803.14 College Documents**  
Forgery, alteration, or misuse of college documents, records, or identification.

**Board Rule 9803.15 Disruption of Classes**  
Obstruction or disruption of classes, administration, disciplinary procedures, or authorized College activities.

**Board Rule 9803.16 Theft of or Damage to Property**  
Theft of or damage to property belonging to the College, a member of the College Community, or a campus visitor.

**Board Rule 9803.17 Interference with Peace of College**  
The malicious or willful disturbance of the peace or quiet of any of the Los Angeles Community Colleges by loud or unusual noise or any threat, challenge to fight, fight, or violation of any rules of conduct. Any conduct which violates this section shall be considered to have interfered with the peaceful conduct of the activities of the college where such acts are committed.

**Board Rule 9803.18 Assault or Battery**  
Assault or battery, abuse, or any threat of force or violence directed toward any member of the College Community or campus visitor engaged in authorized activities.

**Board Rule 9803.19 Alcohol and Drugs**  
Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350 or Business and Professions Code section 4230, any use of controlled substances the possession of which are prohibited by the same, or any possession or use of alcoholic beverages

while on any property owned or used by the District or colleges of the District. "Controlled substances," as used in this section, include but are not limited to the following drugs and narcotics:

- Opiates, opium, and opium derivatives
- Mescaline
- Hallucinogenic substances
- Peyote
- Marijuana
- Stimulants and depressants
- Cocaine

#### **Board Rule 9803.20 Lethal Weapons**

Possession, while on a college campus or at a college-sponsored function, of any object that might be used as a lethal weapon is forbidden by all persons except sworn peace officers, police officers, and other governmental employees charged with policing responsibilities.

#### **Board Rule 9803.21 Discriminatory Behavior**

Behavior while on a college campus or at a college-sponsored function, inconsistent with the District's Non-discrimination Policy, which requires that all programs and activities of the Los Angeles Community College District be operated in a manner which is free of "Prohibited Discrimination," defined as discrimination or harassment in violation of state or federal law on the basis of actual or perceived ethnic group identification, race, color, national origin, ancestry, religion, creed, sex (including gender-based sexual harassment), pregnancy, marital status, cancer-related medical condition of an employee, sexual orientation, age, physical or mental disability, or veteran status.

#### **Board Rule 9803.22 Unlawful Assembly**

Any assemblage of two or more persons to 1) do an unlawful act, or 2) do a lawful act in a violent, boisterous, or tumultuous manner.

#### **Board Rule 9803.23 Conspiring To Perform Illegal Acts**

Any agreement between two or more persons to perform illegal acts.

#### **Board Rule 9803.24 Threatening Behavior.**

A direct or implied expression of intent to inflict physical or mental/emotional harm and/or actions, such as stalking, which a reasonable person would perceive as a threat to personal safety or property. Threats may include verbal statements, written statements, telephone threats, or physical threats.

#### **Board Rule 9803.25 Disorderly Conduct.**

Conduct which may be considered disorderly includes: lewd or indecent attire or behavior that disrupts classes or college activities; breach of the peace of the college; aiding or inciting another person to breach the peace of college premises or functions.

#### **Board Rule 9803.26 Theft or Abuse of Computer Resources.**

Theft or abuse of computer resources including but not limited to:

- a. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
- b. Unauthorized transfer of a file.
- c. Unauthorized use of another individual's identification and password.
- d. Use of computing facilities to interfere with the work of a student, faculty member, or college official, or to alter college or district records.
- e. Use of unlicensed software.
- f. Unauthorized copying of software.
- g. Use of computing facilities to access, send, or engage in messages which are obscene, threatening, defamatory, present a clear and present danger, violate a lawful regulation, and/or substantially disrupt the orderly operation of a college campus.
- h. Use of computing facilities to interfere with the regular operation of the college or district computing system.

#### **Board Rule 9803.27 Performance of an Illegal Act.**

Conduct while present on a college campus or at a location operated and/or controlled by the District or at a District sponsored event, which is prohibited by local, state, or federal law.

#### **Board Rule 9803.28 Academic Dishonesty.**

Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper, or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.

#### **Board Rule 9804 Interference with Classes**

Every person who, by physical force, willfully obstructs, or attempts to obstruct, any student or teacher seeking to attend or instruct classes at any of the campuses or facilities owned, controlled, or administered by the Board of Trustees of the Los Angeles Community Colleges District, is punishable by a fine not exceeding five hundred dollars (\$500) or imprisonment in a county jail not exceeding one year or by both such fine and imprisonment. As used in this section, "physical force" includes, but is not limited to, use of one's person, individually or in concert with others, to impede access to or movement within or otherwise to obstruct the students or teachers of the classes to which the premises are devoted.

#### **Board Rule 9805 Interference with Performance of Duties by Employees**

Every person who attempts to cause, or causes, any officer or employee of any of the Los Angeles Community Colleges or any public officer or employee to do or refrain from doing, any act in the performance of his/her duties, by means of a threat to inflict any injury upon any person or property, is guilty of a public offense.

#### **Board Rule 9805.10 Assault or Abuse of Instructor**

Every parent, guardian, or other person who assaults or abuses any instructor employed by the District in the presence or

hearing of a community college student or in the presence of other community college personnel or students and at a place which is on District premises or public sidewalks, streets, or other public ways adjacent to school premises or at some other place where the instructor is required to be in connection with assigned college activities is guilty of a misdemeanor.

#### **Board Rule 9806. Unsafe Conduct**

Conduct which poses a threat of harm to the individual and/or to others. This includes, but is not limited to, the following types of conduct:

- 1) Unsafe conduct in connection with a Health Services Program (e.g., Nursing, Dental Hygiene, etc.);
- 2) Failure to follow safety directions of District and/or College staff;
- 3) Willful disregard of safety rules as adopted by the District and/or College; and/or
- 4) Negligent behavior which creates an unsafe environment.

#### **Board Rule 9901 Colleges as Non-Public Forums**

The colleges of the Los Angeles Community College District are non-public forums, except for those portions of each college designated as Free Speech Areas by their respective college presidents. The Free Speech Areas are hereby designated as limited public forums, which designation may be removed and reverted to non-public forum designation by the Board of Trustees.

#### **Board Rule 9902 Free Speech Areas**

The College President shall designate an area or areas on the college campus as areas for free discussion and expression by all persons. A Free Speech Area may only be located where there is a normal flow of student traffic with unlimited accessibility. Necessary campus rules governing the operation of such areas are to be used. All such rules shall be applied equally and fairly to all persons desiring to use the Free Speech Areas. No restrictions shall be placed on subject matter, topics, or viewpoints expressed in Free Speech Areas.

#### **Board Rule 9902.10 Responsibilities of Persons Using Free Speech Areas**

All persons using the Free Speech Area of a college are expected to monitor the content of their speech such that the expression (1) is not obscene, libelous, or slanderous according to current legal standards, (2) does not create a clear and present danger of the commission of unlawful acts on community college premises, (3) is not violative of lawful community college regulations, or (4) does not substantially disrupt the orderly operation of the college. Any person who is found to have expressed speech in violation of this section may be subject to the sanctions applicable respectively to students, staff, faculty, or visitors.

#### **Board Rule 9902.11 Distribution of Materials**

Persons using a Free Speech Area shall be allowed to distribute petitions, circulars, leaflets, newspapers, miscellaneous printed matter, and other materials, subject to the following restrictions:

- 1) Such distribution shall take place only within the

geographical limits of the Free Speech Area;

- 2) Any material being distributed which is discarded or dropped in or around the Free Speech Area other than in an appropriate receptacle must be retrieved and removed or properly discarded by those persons distributing the material prior to their departure from the Free Speech Area that day;
- 3) Persons distributing material shall not impede the progress of passers-by into taking the offered material.

#### **Board Rule 9902.12 Forms of Speech**

Persons using a Free Speech Area shall be entitled to exercise their speech privileges in any manner which does not violate the rules of conduct set forth in Article VIII or in the Article, including but not limited to the use of printed materials and the wearing of buttons, badges, or other insignia, except that:

- 1) No means of amplification may be used, electronic or otherwise, which creates any noise or diversion that disturbs or tends to disturb the orderly conduct of the campus or classes taking place at the time;
- 2) No person using the Free Speech Area shall physically touch, strike, or impede the progress of passers-by, except for incidental or accidental contact, or initiate such contact with a passers-by;
- 3) No person using the Free Speech Area shall solicit donations of money, through direct requests for funds, sales of tickets, or otherwise, except where he/she is using the Free Speech Area on behalf of and collecting funds for an organization which is registered with the Secretary of State as a non-profit corporation, or is an approved Association Student Organization which is registered with the Secretary of State as a non-profit corporation, or is an approved Associated Student Organization or Club.

#### **Board Rule 9902.13 Time Allotments for Speech**

The president of each college or his/her representative may set reasonable time restrictions on the use of Free Speech Areas, in order to ensure that all persons are given equal access to the use of the Free Speech Area. If it appears to the president or his/her representative that granting extra time to a person for the use of the Free Speech Area will not impair equal access to the forum for all interested persons, such extra time shall be granted.

Access to the Free Speech Area shall be granted on a weekly schedule on a first-come, first-served basis; however, priority shall be given to any person who has not yet used the Free Speech Area during a week over any persons who have already used the forum during that week. The times at which the Free Speech Area may be used shall be subject to reasonable campus regulations.

#### **Board Rule 9903 Student Exercise of Free Speech in Areas Outside of Designated Free Speech Area**

The president of each college may designate areas outside of the Free Speech Areas where students, faculty, and staff may exercise freedom of expression subject only to reasonable time, place, and manner restrictions.

#### **Board Rule 9903.10 Bulletin Boards**

Students shall be provided with bulletin boards for use in

posting student materials at campus locations convenient for student use. The location and number of such bulletin boards shall be determined by the College President or his/her representative. Each college may have bulletin boards. The use of the bulletin boards shall be open to use only by students or recognized student organizations and shall be based on a first-come, first-served basis.

Posting of materials on bulletin boards shall be subject to the limitations concerning the manner of exercising students' right of free expression in Free Speech Areas pursuant to Section 9902.10 All material displayed shall clearly indicate the author or agency responsible for its production and shall be dated with the date of posting by the College President's designee. The president of each college shall prescribe reasonable lengths of time during which such printed material may be posted on the bulletin boards with the object of assuring fair access to the bulletin boards for all students.

#### **Board Rule 9903.11 Posting Areas**

The president of each college, or his/her representative, may designate areas other than the bulletin boards for display of material.

#### **Board Rule 9904 Student Use of Areas Not Designated for Free Speech Activities**

Student use of classrooms, rooms, buildings, facilities, and grounds not designed as Free Speech Areas or otherwise designated for student free speech exercises in accordance with this article shall be governed by the rules and regulations established pursuant to Article X, relating to student activities and events.

#### **Board Rule 9905 Visitor Use of Areas Not Designated for Free Speech Activities**

Visitor use of any areas, classrooms, rooms, buildings, facilities, and grounds not designated as Free Speech Areas is subject to the Civic Center Permit rules set forth in Chapter VII, Article 2 of these Board Rules.

#### **Board Rule 91001 Application of This Article to Non-Free Speech Areas**

Events and activities conducted on a college campus by students or Associated Student Organization clubs or groups which do not take place in any area designated for student free speech by the president of the college pursuant to Article IX shall be governed by the rules set forth in this Article.

#### **Board Rule 91002 President's Authority to Create Additional Rules**

The president of each college may adopt and approve rules not set forth in these rules for the purpose of governing the use of the college's facilities. The president shall not approve any rules which are inconsistent with this Article.

#### **Board Rule 91003 Fund-Raising Events for Non-Profit Purposes**

A college or student body participating with outside organizations in non-profit fund-raising events such as membership drives, merchandising sales, book collections, or other events when the public is asked to contribute, or solicited

to purchase tickets or any merchandise, shall ascertain that the organization is registered with the Secretary of State as a non-profit corporation.

#### **Board Rule 91004 Speakers to Campus Groups**

The president of each college shall establish regulations regarding the appearance of visiting speakers in accordance with the following regulations.

#### **Board Rule 91004.10 Guest Lecturers**

An instructor may invite an individual to participate in his/her class as a guest lecturer. The instructor shall give prior written notice identifying the speaker to the college president or his/her designated representative.

#### **Board Rule 91004.11 Lecturers and Speakers at Student-Sponsored Forums**

Recognized student organizations may invite and hear persons of their own choosing, provided they give prior written notice identifying the speaker to the College President or his/her designated representative.

#### **Board Rule 91004.12 Non-Censorship of Lecturers and Speakers**

Those routine procedures required by an institution before a guest speaker is invited to appear on campus shall be designed only to ensure that there is an orderly scheduling of facilities and adequate preparation for the event and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities shall not be used as a device of censorship. It shall be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by the sponsoring group or the institution.

#### **Board Rule 91005 Applicability of Free Speech Rights**

All free speech rights accorded students in Article IX shall be accorded them in activities conducted under this Article; the College President shall not approve any rules relating to non-Free Speech Areas which would deny students their free speech rights were they conducting such activities in Free Speech Areas.

#### **Board Rule 91204. Non-Student on Campus without Lawful Business Thereon.**

Any person who is not a student, officer, or employee of the District, or one who is not required by his/her employment to be on a campus or any other facility owned, operated, or controlled by the Board of Trustees, shall not be allowed on any campus or any facility owned, operated, or controlled by the Board of Trustees, unless he/she has lawful business thereon. "Lawful business" means a reason for being present which is not otherwise prohibited by statute, by ordinance, or by regulation adopted pursuant to statute or ordinance.

## **STUDENT DISCIPLINE PROCEDURES**

Community college districts are required by law to adopt

standards of student conduct along with applicable penalties for violation (Education Code Section 66300). The Los Angeles Community College District has complied with this requirement by adopting Board Rule 9803, Standards of Student Conduct. The District has adopted Board Rule 91101, Student Discipline Procedures, to provide uniform procedures to assure due process when a student is charged with a violation of the Standards of Student Conduct. All proceedings held in accordance with these procedures shall relate specifically to an alleged violation of the established Standards of Student Conduct. These provisions do not apply to grievance procedures, student organization councils and courts, or residence determination and other academic and legal requirements for admission and retention. Disciplinary measures may be taken by the College independently of any charges filed through civil or criminal authorities, or both. Copies of the Student Discipline Procedures are available in the Office of Student Services.

## GRIEVANCE AND COMPLAINT PROCEDURES

### Grade Grievance Procedure

Grievances pertaining to grades are subject to the California Education Code Section 76224 (a) which states: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."

The grievance procedure does not apply to the challenge process for prerequisites, corequisites, advisories, and limitation on enrollment; actions dealing with student discipline; appeal of residency decisions; or eligibility, disqualification, or reinstatement of financial aid. The appeal procedure for eligibility, disqualification, or reinstatement of financial aid may be obtained in the Financial Aid Office.

Complaints involving discrimination such as sexual harassment, ethnic group discrimination, religion, age, gender, color, sexual orientation, and physical or mental disability discrimination are covered under different procedures. Please see the College Catalog sections on Sexual Harassment and/or Equal Opportunity Policy, or contact the District Office of Diversity Programs at (213) 891-2315.

### Student Process for Filing Complaints Regarding Grades

*Step 1:* Consult the Instructor for resolution.

*Step 2:* Confer with the Department Chair as second level of authority if issue is not resolved.

*Step 3:* Make an appointment with the Dean of the relevant academic department if there is no resolution at Levels 1 or 2

*Step 4:* The Dean of the relevant academic department may refer the student to the Dean of Student Services or to the Vice President if there is no resolution at Level 3.

*Step 5:* Further referral may be to the LASC Compliance

Officer.

For assistance and information regarding the Student Grievance Procedure, contact the LASC Compliance Officer, Dr. Howard Irvin in the Student Services Building, Room 209, or by telephone at (323) 241-5328.

### Academic Disability Accommodation Grievance Procedures

Every effort will be made to resolve the matter through the informal process. The student should schedule a meeting with the person(s) involved in the dispute, as well as the person's immediate supervisor, the corresponding Dean of Academic Affairs/Student Services, and a Disabled Students Program & Services (DSPS) professional.

In situations when an agreement cannot be reached informally, the student may file a written request for a formal hearing with the LASC Compliance Officer/Dean of Student Services. An Academic Accommodations Review Committee will be selected to review the grievance. The panel will include two faculty members, two administrative members, and the DSPS Coordinator or designee (non-voting). If the student is dissatisfied with the Academic Accommodations Panel's decision, he/she may appeal to the College President.

The student may also file a formal discrimination complaint with the LASC Compliance Officer who will then follow the established steps outlined Chapter XV of the LACCD Board Rules. The LASC Compliance Officer can be reached at (323) 241-5328 or at the Dean of Student Services Office at Los Angeles Southwest College, 1600 West Imperial Highway, Los Angeles, CA 90047.

The student still has the right of external appeal to the Office for Civil Rights under Section 504 of the Rehabilitation Act of 1973. Contact information: V: 1-800-421-3481 TTY: 1-877-521-2172. The US Department of Education Office for Civil Rights offers guidance on how to file a discrimination complaint with the Office for Civil Rights.

### Equal Opportunity Policy Compliance Procedure

See District Policies section for details.

### Sexual Harassment Complaint Procedure

See District Policies section for details.

## OTHER INFORMATION

### *Role of the LASC Compliance Officer*

The LASC Compliance Officer acts as first contact for student and faculty/staff complaints dealing with alleged sexual harassment, academic disability accommodation complaints, or with age, gender, race or ethnic group discrimination. The LASC Compliance Officer can be reached at (323) 241-5328. The LASC Compliance Officer may work with the District Office of Diversity Programs to resolve complaints according to established procedures and LACCD Board Rules.



### *Role of the LASC Ombudsperson*

The president of LASC appoints an Ombudsperson to assist students with their grievances (i.e. grades, discipline, etc.). The Ombudsperson facilitates the grievance procedure and assists students to resolve their grievances. The Ombudsperson also will arrange for a Student Grievance Hearing Committee to hear a student grievance when appropriate and arrange for the assistance of a Student Advocate as needed. The Ombudsperson, Dr. Irvin Howard, can be reached at (323) 241-5328.

### *LACCD Office of Diversity Programs*

The District Office of Diversity Programs and the LACCD Compliance Officers handle complaints dealing with alleged sexual harassment; age, gender, race or ethnic group discrimination; and grade disputes. The District Office of Diversity Programs can be reached at (213) 891-2315.

### **Student Complaint Procedure for Issues Not Resolved at the Campus Level**

LASC and LACCD Student Grievance and Complaint Procedures are established so that students can resolve difficulties/problems they encounter in college-related activities. Most complaints, grievances, or disciplinary matters should be resolved at the campus level. This is the quickest and most successful way of resolving issues involving a California Community College (CCC). Students are encouraged to work through the LASC complaint process first, before escalating issues to any non-LASC resources.

In accordance with federal regulations, the California Community College Chancellor's Office (CCCCO) administers a state-level complaint process. This is so students and others have a method and process outside of the institution that takes, investigates, and responds to complaints regarding the institution.

Visit the California Community College Chancellor's Office Complaint Process web-page at

<http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx> and follow the instructions there to present a complaint to:

- The Accrediting Commission for Community and Junior Colleges (ACCJC) at <http://www.accjc.org/complaint-process> if your complaint is associated with the institution's compliance with academic program quality and accrediting standards. The ACCJC can also be contacted via mail (The Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949), or by phone (415.506.0234), fax (415.506.0238), or email ([accjc@accjc.org](mailto:accjc@accjc.org)). ACCJC is the agency that accredits the academic programs of the California Community Colleges.
- To the CCC Chancellor's Office Complaints Form at <http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx> if your complaint does not concern CCC's compliance with academic program quality and accrediting standards.
- To the CCC Chancellor's Office Legal Affairs website at <http://www.cccco.edu/ChancellorsOffice/Divisions/Legal/Discrimination/tabid/294/Default.aspx> if your complaint involves unlawful discrimination.

## Academic Information and Regulations

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### CONDITIONS OF ENROLLMENT IN LASC CLASSES

Unless specifically exempted by law, every course for which State aid is claimed is fully open to any person who has been admitted to the College and who meets the appropriate academic prerequisites.

### ADDING CLASSES

Once the term begins, students may no longer add classes through the online Student Information System, but must instead attend the class they wish to add, obtain an approved Add Permit from the instructor, and present the form to the Office of Admissions and Records for processing by the published deadline. Only students who have been admitted to the college (enrolled) and are in approved active status may add classes. All classes must be added by the published Add Deadline in the Schedule of Classes.

Students whose names appear on "Standby Lists" are not officially enrolled and must also obtain an add permit from the instructor and submit it to the Office of Admissions and Records

by the deadline to be officially enrolled in the class. Students on Standby Lists do not need to drop Standby classes as they are not officially enrolled in courses listed as "Standby".

### ATTENDANCE

Only students who have been admitted to the college and are in an approved active status may attend classes.

Students should attend every meeting of all classes for which they register. To avoid being dropped from class, students should contact the instructor when they are absent for emergency reasons (See Instructor Notification Policy below). Students who are pre-registered in a class and miss the first meeting may lose their right to a place in the class, but the instructor may consider special circumstances. Whenever students are absent more hours than the number of hours the class meets per week, the instructor may, but is not required to, drop them from the class. In addition, the instructor will consider whether there are mitigating circumstances that may justify the absences. If the instructor determines that such circumstances do not exist, the instructor may exclude a student from the class.

Students are responsible for officially dropping a class that they stop attending. See section “Dropping Classes.”

#### **INSTRUCTOR NOTIFICATION POLICY**

Students should notify the instructor regarding absences by United States mail or by email to the faculty from the district issued student email. Students also may inform the instructor regarding their absences upon return to the class, or by methods detailed by the instructor.

#### **DROPPING CLASSES**

Students wishing to drop one or more classes must do so through the Admissions Office by filing a Drop Card or by using the online Student Information System at [www.lasc.edu](http://www.lasc.edu). Students may no longer drop classes by phone.

Students are responsible for dropping any classes that they do not attend. Instructors may drop you (see Attendance) for failure to attend, but it is your responsibility to ensure that you are officially dropped in order to avoid record of enrollment such as a “W” or a failing grade or fee liability. In order to drop a course to avoid a record of enrollment, you must drop the class before the census date. Drops that occur on or after the census date will result in a “W” grade. Refer to the Academic Calendar in the Schedule of Classes for the specific date to drop without record of enrollment. Dropping with a “W” grade has consequences that may affect your ability to retake the course (see Limitation on Dropping Class).

You may drop classes in person at the Office of Admissions and Records during business hours, or you may drop online using the Student Information System at [www.lasc.edu](http://www.lasc.edu) on the “Register for Classes” link.

Any drops or exclusions that occur between the end of the 2nd week (or 20% of the time the class is scheduled, whichever is less) and the end of the 14th week (or after 75% of the time the class is scheduled, whichever is less) will result in a “W” on the student’s record, which will be included in the determination of progress probation.

A “W” shall not be assigned, or if assigned, shall be removed from a student’s academic record, if a determination is made that the student withdrew from the course due to discriminatory treatment or due to retaliation for alleging discriminatory treatment.

Drops are not permitted beyond the end of the 14th week (or after 75% of the time the class is scheduled, whichever is less). A grade (A, B, C, D, F, I, NP, or P) will be assigned to students who are enrolled past the end of the 14th week even if they stop attending class, except in cases of extenuating circumstances. Check the Schedule of Classes for drop dates.

While it is the responsibility of each student to withdraw officially from a class, it is the responsibility of the faculty to maintain accurate, up-to-date class records. If a student is excluded from a class for non-attendance, and later returns to class and the faculty member permits the return, the instructor must re-instate the student through the Office of Admissions and Records via an Add Permit. The instructor may not elect to allow the returning student to remain active through the rest of the class and then submit an “In-Lieu of Grade Report.” Verification of reinstatement is required for the student to continue in the class.

An instructor may drop/exclude a student from a class if the number of absences exceeds the numbers of hours per week that the class meets. The name of a student who is not attending class should not be left on the class roster as an active student. Students should check their enrollment status throughout the semester to ensure that they have not been erroneously excluded by the instructor.

#### **CANCELLATION OF CLASSES**

The college reserves the right to discontinue any class with insufficient enrollment.

#### **LIMITATION ON ENROLLING AND WITHDRAWING FROM THE SAME COURSE MORE THAN THREE TIMES**

Only three attempts at any one course within the Los Angeles Community College District will be allowed (with some exceptions). A course withdrawal (“W”) or a substandard grade (“D”, “F”, or “NP”) counts as an attempt at a course. After withdrawing from the same course a second time, a student shall receive intervention in the form of a notification that they are only eligible to withdraw from the class one more time. The notice will also urge them to take advantage of college resources to assist them in future academic planning. After the third withdrawal from the same class, a student is blocked from taking that class at any of the LACCD colleges. Under this new regulation, all credit course repeats and withdrawals (except for military withdrawals) in a student’s enrollment record are counted towards the new limits. Students may petition for additional enrollment due to extenuating circumstances, or students may be required to take the course outside of the Los Angeles Community College District. Contact the Office of Admissions and Records for information on exceptions and procedures to request to take a course more than three times. The deadline to submit a petition to enroll in a course after three recorded enrollments is published in the Schedule of Classes each semester. You may not submit a petition for this purpose during winter or summer terms.

#### **FAMILIES OF COURSES**

Active participation courses in physical education, visual arts or performing arts must be clustered into “families,” and students limited to four enrollments per family. Substandard grades and withdrawals count toward the total enrollments. Students attempting to enroll beyond the 4-course limit will be blocked by a message saying they have exceeded the number of courses they can take in that family.

#### Course Repeatability

Effective fall 2013, most courses are no longer repeatable in and of themselves. Rather, most course repetition is now tied to the circumstance of the individual student rather than the course itself.

Students who earned a satisfactory grade but want to repeat a non-repeatable course must demonstrate that the course is: (1) required as a condition of employment, (2) educationally mandated under recency requirements [generally not less than 3 years], or (3) due to extenuating circumstances as defined in Title 5, i.e. fire, flood, hospitalization, act of God.

A very limited number of courses will continue to be repeatable. For more information on course repeatability, consult a Counselor.

#### AUDITING

Students may be permitted to audit a class under the following conditions:

1. Payment of a fee of \$15 per unit. Fees may not be refunded. Students enrolled in classes to receive credit for 10 or more semester units shall not be charged a fee to audit three or fewer semester units per semester.
2. Students auditing a course shall not be permitted to change their enrollment in that course to receive credit for the course.
3. Priority in class enrollment shall be given to students desiring to take the course for credit.
4. Permission to enroll in a class on an audit basis is at the instructor’s discretion.
5. Participation in class activities by student auditors will be solely at the discretion of the instructor, who may provide a written statement of the extent of participation allowed beyond observation.

#### CONCURRENT ENROLLMENT

Concurrent enrollment in more than one section of the same course during a semester is not permitted, with the exception of certain Physical Education classes on a limited basis. Concurrent enrollment in courses that are cross-referenced to each other is not permitted (i.e., courses designated “same as” in the District Directory of Educational Programs and Courses). Violation of this regulation will result in exclusion from class and denial of course credit in both courses.

#### COURSE REPETITION AND ACTIVITY REPETITION

Active participation courses in physical education, visual arts or performing arts must be clustered into “families”, and students limited to four enrollments per family. Substandard grades and

withdrawals count toward the total enrollments. Students attempting to enroll beyond the four-course limit will be blocked by a message saying they have exceeded the number of courses they can take in that family.

Most courses are no longer repeatable in and of themselves. Rather, most course repetition is now tied to the circumstances of the individual student rather than the course itself.

Students who earned a satisfactory grade but want to repeat a non-repeatable course must demonstrate that the course is (1) required as a condition of employment, (2) educationally mandated under recency requirements [generally not less than 3 years], or (3) due to extenuating circumstances as defined in Title 5, i.e. fire, flood, hospitalization, act of God.

Excess enrollment will result in an administrative drop. Consult a counselor for the latest restricted activity enrollment list.

#### COURSE REPETITION TO IMPROVE SUBSTANDARD GRADES

The California College Promise Grant adopted regulations that limit apportionment for enrollment in a single credit course to three enrollments, with specific exemptions. Enrollment occurs when a student receives an evaluative (A-F, N, NP, CR, NC) or non-evaluative (W) symbol, pursuant to Title 5, Section 55023. Limits set forth in this new regulation will affect students based on all prior course enrollments. Students will only have three attempts to pass a class within the LACCD. If the student gets a “W” or a grade of “NP” or “F” in a class, that will count as an attempt. Students with three or more such records of enrollment will not be allowed to repeat the course within the Los Angeles Community College District (but can take the course outside of the district). Students may, however, petition to repeat a course a third time within the district (subject to certain conditions) due to extenuating circumstances such as significant lapse of time, military withdrawal, etc.

Exemptions to this policy include courses identified as “repeatable” such as Kinesiology and performing arts in accordance with Title 5, Section 55041, subdivision (c), but do not apply to enrollment in all other credit courses. (See Course Repetition and Activity Repetition section.)

Students may repeat courses in which substandard grades (“D”, “F”, “NC”, or “NP”) were awarded in LACCD. No specific course or categories of courses shall be exempt from course repetition. This policy only applies to courses taken at colleges within the Los Angeles Community College District. Courses completed through the provisions of Board Rule 6704 Credit by Examination may not be used to remove a substandard grade. Other institutions may differ and students planning to transfer to another college should contact the institution regarding their policy. The LACCD Chancellor, in consultation with the District Academic Senate, may adopt regulations to limit course repetition within specific programs.

#### FIRST AND SECOND COURSE REPETITION TO IMPROVE SUBSTANDARD GRADES

Upon completion of a repeated course, the highest grade earned will be computed in the cumulative grade point average and the student's academic record so annotated.

### THIRD COURSE REPETITION TO IMPROVE SUBSTANDARD GRADES

A student may repeat the same course for a third time provided the student has:

1. Received three substandard grades for the same District course,
2. Filed a petition that states the extenuating circumstances are the basis for the petition for the third repeat. "Extenuating circumstances" are verified cases of accidents, illness, military service, or other circumstances beyond the control of the student.
3. Had the petition approved by the College President or designee.

Upon the completion of the third repetition, the grade used in computing the student's cumulative grade point average shall be the highest grade earned, and the student's record will be so annotated. The three lower substandard grades will not be used in the computation of the grade point average.

See Nursing Program section of the catalog for additional information regarding Nursing Program academic policy.

### PETITIONING TO REPEAT A COURSE A THIRD TIME

A Petition to Repeat a Course a Third Time accompanied by appropriate documentation must be filed no later than the published deadline for the term during which the student wishes to repeat. The deadline is published each fall and spring semester in the Schedule of Classes.

To be eligible to file a Petition to Repeat a Course a Third Time at least one regular semester (Fall or Spring) must have elapsed since receiving the third substandard grade. A committee will review petitions and students will be notified of the outcome. Petitions to Repeat a Course a Third Time are available in the Office of Admissions and Records and the Counseling Center.

If approved, a student must obtain an Add Permit from the instructor once the semester begins and submit the Add Permit to Admissions and Records for processing.

### COURSE REPETITION: SPECIAL CIRCUMSTANCES

Repetition of courses for which substandard work has not been recorded shall be permitted only upon advance petition of the student and with written permission of the LASC President or designee based on a finding that circumstances exist which justify such repetition. In such repetition under special circumstances, the student's permanent academic record shall be annotated in such a manner that all work remains legible. Grades awarded for repetition under special circumstances shall not be counted in calculating a student's grade point average.

### CREDIT FOR COURSES COMPLETED AT NON-ACCREDITED INSTITUTIONS

Students transferring from non-accredited institutions may, after successful completion of 30 units with a "C" or better grade point average at Los Angeles Southwest College, petition to have previously completed non-accredited courses evaluated for acceptance by LASC. Only 15 units of those credits may be accepted.

The following exceptions may be made to this regulation:

1. **Credit for Graduates of Diploma Schools of Nursing:** The following amount of credit is authorized for graduates of Diploma Schools of Nursing who enter colleges in the Los Angeles Community College District:
  - a. Thirty (30) semester units of credit will be given to graduates of Diploma Schools of Nursing under the following conditions:
    - i. The student presents a valid, current California certificate as a licensed registered nurse to the designated administrative officer; and
    - ii. The student had completed at least 12 units of credit at the College to which application is made.
  - b. The work of graduates of Diploma Schools of Nursing outside California will be recognized if the student has a valid and current California license. Credit will be given even though the license was obtained on the basis of reciprocity with another state rather than by examination.
  - c. Candidates for the Associate of Arts or Associate of Science Degree are exempt from Health Education as a general education requirement. No other general education requirements will be waived,
  - d. Additional courses in Nursing may be taken for credit only upon approval of the Nursing Department,
  - e. The transcript is not to reflect the major field nor should the diploma, where given, indicate Nursing as a major.
2. **Credit for Military Service Training:** Students who are currently serving in or have served in the military service shall have an evaluation of credit earned through military service training schools and/or military occupational specialties, if appropriate.
3. **Credit for Law Enforcement Academy Training:** Credit for basic recruit academy training instructional programs in Administration of Justice or other criminal justice occupations shall be granted as follows:
  - a. Credit will be given for training from institutions that meet the standards of

training of the California Peace Officers Standards and Training Commission.

- b. A single block of credit will be given and identified as academy credit.
- c. One (1) unit of credit may be granted for each 50 hours of training, not to exceed ten (10) semester units or their equivalent.

Credits granted by an institution of higher education for basic recruit academy training, under the above provisions, shall not be identified as equivalent to any required course in the major.

## CREDIT BY EXAMINATION

A College President may designate courses listed in the college catalog wherein any student who satisfies the following requirements may be granted credit by examination:

1. Is currently registered and in good standing, and has a minimum cumulative grade point average of 2.0
2. Has completed 12 units within the Los Angeles Community College District
3. Is not currently enrolled in, or has not completed a more advanced course in this discipline
4. Has never taken the same course for Credit by Examination and passed or not passed the examination

**Limitation on Petitioning for Examination:** The maximum of units for which a student may petition for credit by examination at the college shall be 15 units.

**Maximum Units Allowable:** The maximum number of credit by examination units with a grade of "P" (or "CRX" for courses taken before and up to Fall 2009) that may be applied toward graduation requirements shall be limited to 15 units.

**Acceptance towards Residence:** Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence.

**Recording of Grades:** Credit by examination shall be entered on the student's record as "P" or "NP" (or "CRX" or "NCRX" for courses taken before and up to fall 2009) as provided in Board Rule 6702. The student's record shall also be annotated "Credit by Examination" as provided in Board Rule 6704.

**Limitations on Examinations:** A student who does not pass the examination for a course may not repeat the examination.

## ADVANCED PLACEMENT CREDIT

### 1. Course Equivalency

Course equivalency for Advanced Placement exams, for purposes other than meeting General Education and graduation competency requirements for the Associates Degree, shall be determined by the college, using policies developed in consultation with the college's Academic Senate, in accordance with

the provisions of LACCD Board Rules, Chapter XVIII, Article I. Course equivalency does not award unit credit. For unit credit policy, see item 3 below.

### 2. Use of Advanced Placement

Use of Advanced Placement exams for meeting General Education Requirements and graduation competency requirements for the Associate of Arts and Associate of Science Degrees

Advanced Placement (AP) Exams shall be used toward meeting General Education requirements and Graduation Competency for the Associate of Arts and Associate of Science Degrees, as defined in Board Rule Chapter VI, Article II.

Students must receive a passing score (3, 4, or 5) on an AP exam to receive the credit indicated in Appendix A.

### 3. Advanced Placement Unit Credit

For the purpose of granting unit credit toward meeting General Education and graduation competency requirements, LACCD shall follow the guidelines for Advanced Placement credit set by the American Council on Education:

In general, the recommended minimum number of semester hours from ACE corresponds to the status of the corresponding high school AP course:

- Three semester hours are recommended in the case of a half-year course,
- Six semester hours for most full-year courses,
- Eight semester hours for some of the mathematics, sciences, and foreign languages

### 4. CSU GE BreAssh and IGETC

The placement of courses in the California State University General Education Breadth (CSU GE Breadth) and the Intersegmental General Education Transfer Curriculum (IGETC) Plans is determined by the University of California and California State University.

## COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) CREDIT

### 1. Course Equivalency

Course equivalency for CLEP (College-Level Examination Program) exams, for purposes other than meeting General Education and Graduation Competency requirements for the Associate Degree, shall be determined by LASC, using policies developed in consultation with the college's Academic Senate, in accordance with the provisions of LACCD Board Rules, Chapter XVIII, Article I. Course equivalency does not award unit credit. For unit credit policy, see item 3 below.

### 2. Use of CLEP exams for meeting General Education requirements and Graduation Competency



requirements for the Associate in Arts and Associate in Science Degrees.

CLEP Exams shall be used toward meeting General Education requirements and Graduation Competency for the Associate in Arts and Associate in Science Degrees, as defined in Board Rule Chapter VI, Article II.

Students must receive a passing score (50) on most CLEP exams, except Foreign Language level 2 exams, which require a higher score.

Students who take an Advanced Placement (AP) exam, an International Baccalaureate (IB) exam or College-Level Examination Program (CLEP) exam in the same topic area will receive credit for only one exam (for example, if a student takes both the CLEP exam in Biology and the AP exam in Biology, they will only be awarded credit for one exam because the

topics are duplicative). The college should award credit for the exam that most benefits the student.

### 3. CLEP Unit Credit

For the purpose of granting unit credit toward meeting General Education and Graduation Competency requirements, LACCD shall follow the guidelines for CLEP credit set by the American Council on Education:

- Three semester hours are recommended in the case of a half-year course.
- Six semester hours for most full-year courses.
- Twelve semester hours for Level 2 Foreign Language exams equivalent to four semesters of college-level foreign language coursework.

## LACCD CREDIT FOR ADVANCED PLACEMENT EXAMS

| AP SUBJECT AREA                    | AP SCORE | TOTAL SEMESTER UNITS AWARDED TOWARD ASSOCIATE DEGREE | SEMESTER UNITS APPLIED TOWARD ASSOCIATE DEGREE GE REQUIREMENTS | ASSOCIATE DEGREE GE AREA FULFILLED BOARD RULE: CHAPTER VI: 6201.14               | GRADUATION COMPETENCY REQUIREMENT FULFILLED BOARD RULE: CHAPTER VI: 6201.12 | TITLE 5 AMERICAN INSTITUTIONS REQUIREMENT FULFILLED BOARD RULE: CHAPTER VI: 6201.14 | IGETC APPLICABILITY SOURCE: IGETC STANDARDS V 1.6        | CSU GE BREADTH APPLICABILITY SOURCE: CSU CODED MEMO A/ AA-2015-19 |
|------------------------------------|----------|--|--|--|---|---|--|---|
| Art Studio Drawing                 | 3, 4, 5  | 3  | 3  | Section C: Humanities  |   |   | N/A  | N/A   |
| Art Studio 2D Design               | 3, 4, 5  | 3  | 3  | Section C: Humanities  |   |   | N/A  | N/A   |
| Art Studio 3D Design               | 3, 4, 5  | 3  | 3  | Section C: Humanities  |   |   | N/A  | N/A   |
| Art History                        | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3A or 3B<br>3 semester units/<br>4 quarter units         | C1 or C2<br>3 semester units                                      |
| Biology                            | 3, 4, 5  | 6  | 3  | Section A: Natural Science   |   |   | 5B and 5C<br>4 semester units/<br>5 quarter units        | B2 and B3<br>4 semester units                                     |
| Chemistry                          | 3, 4, 5  | 6  | 3  | Section A: Natural Science   |   |   | 5A and 5C<br>4 semester units/<br>5 quarter units        | B1 and B3<br>4 semester units                                     |
| Chinese Language & Culture         | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units        | C2<br>3 semester units  |
| Computer Science Exam A            | 3, 4, 5  | 3  | 3  | Section D: Language & Rationality: Area 2. Communication and Analytical Thinking |   |   | N/A  | N/A   |
| Computer Science Exam AB           | 3, 4, 5  | 6  | 3  | Section D: Language & Rationality: Area 2. Communication and Analytical Thinking |   |   | N/A  | N/A   |
| Economics - Macroeconomics         | 3, 4, 5  | 3  | 3  | Section B2: Social and Behavioral Sciences                                       |   |   | 4<br>3 semester units/<br>4 quarter units                | D2<br>3 semester units  |
| Economics - Microeconomics         | 3, 4, 5  | 3  | 3  | Section B2: Social and Behavioral Sciences                                       |   |   | 4<br>3 semester units/<br>4 quarter units                | D2<br>3 semester units  |
| English Language & Composition     | 3, 4, 5  | 6  | 3  | Section D: Language & Rationality: Area 1. English Composition                   | Reading and Written Expression Competency Satisfied                         |   | 1A<br>3 semester units/<br>4 quarter units               | A2<br>3 semester units  |
| English Literature & Composition   | 3, 4, 5  | 6  | 3  | Section D: Language & Rationality: Area 1. English Composition                   | Reading and Written Expression Competency Satisfied                         |   | 1A or 3B<br>3 semester units/<br>4 quarter units         | A2 and C2<br>6 semester units                                     |
| Environmental Science              | 3, 4, 5  | 4  | 3  | Section A: Natural Science   |   |   | 5A and 5C<br>3 semester units/<br>4 quarter units        | B1 and B3<br>4 semester units                                     |
| French Language & Culture          | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units        | C2<br>3 semester units  |
| French Literature & Culture        | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units        | C2<br>3 semester units<br>(removal fall 09)                       |
| German Language & Culture          | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units        | C2<br>3 semester units  |
| Government & Politics: U.S.        | 3, 4, 5  | 3  | 3  | Section B1: American Institutions  |   | American Institutions Satisfied   | 4 and US-2<br>3 semester units/<br>4 quarter units       | D8+US-2<br>3 semester units                                       |
| Government & Politics: Comparative | 3, 4, 5  | 3  | 3  | Section B2: Social and Behavioral Sciences                                       |   |   | 4<br>3 semester units/<br>4 quarter units                | D8<br>3 semester units  |
| History: European                  | 3, 4, 5  | 6  | 6  | Section B2: Social and Behavioral Sciences AND Section C: Humanities             |   |   | 3B or 4<br>3 semester units/<br>4 quarter units          | C2 or D6<br>3 semester units                                      |
| History: U.S.                      | 3, 4, 5  | 6  | 3  | Section B1: American Institutions  |   | American Institutions Satisfied   | 3B or 4 and US-1<br>3 semester units/<br>4 quarter units | C2 or D6 + US-1<br>3 semester units                               |

## LACCD CREDIT FOR ADVANCED PLACEMENT EXAMS (cont)

| AP SUBJECT AREA                       | AP SCORE | TOTAL SEMESTER UNITS AWARDED TOWARD ASSOCIATE DEGREE | SEMESTER UNITS APPLIED TOWARD ASSOCIATE DEGREE GE REQUIREMENTS | ASSOCIATE DEGREE GE AREA FULFILLED BOARD RULE: CHAPTER VI: 6201.14               | GRADUATION COMPETENCY REQUIREMENT FULFILLED BOARD RULE: CHAPTER VI: 6201.12 | TITLE 5 AMERICAN INSTITUTIONS REQUIREMENT FULFILLED BOARD RULE: CHAPTER VI: 6201.14 | IGETC APPLICABILITY SOURCE: IGETC STANDARDS V 1.6 | CSU GE BREADTH APPLICABILITY SOURCE: CSU CODED MEMO A / AA-2015-19 |
|---------------------------------------|----------|--|--|--|---|---|---|--|
| History: World                        | 3, 4, 5  | 6  | 3  | Section B2: Social and Behavioral Sciences                                       |   |   | 3B or 4<br>3 semester units/<br>4 quarter units   | C2 or D6<br>3 semester units                                       |
| Human Geography                       | 3, 4, 5  | 3  | 3  | Section B2: Social and Behavioral Sciences                                       |   |   | 4<br>3 semester units/<br>4 quarter units         | D5<br>3 semester units   |
| Italian Language & Culture            | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units | C2<br>3 semester units   |
| Japanese Language & Culture           | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units | C2<br>3 semester units   |
| Latin Literature                      | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units | C2<br>3 semester units<br>(removal fall 09)                        |
| Latin: Vergil                         | 3, 4, 5  | 3  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units | C2<br>3 semester units<br>(removal fall 12)                        |
| Mathematics – Calculus AB             | 3, 4, 5  | 3  | 3  | Section D: Language & Rationality: Area 2. Communication and Analytical Thinking | Mathematics Competency Satisfied  |   | 2A<br>3 semester units/<br>4 quarter units        | B4<br>3 semester units   |
| Mathematics – Calculus BC             | 3, 4, 5  | 6  | 3  | Section D: Language & Rationality: Area 2. Communication and Analytical Thinking | Mathematics Competency Satisfied  |   | 2A<br>3 semester units/<br>4 quarter units        | B4<br>3 semester units   |
| Mathematics – Calculus BC/AB Subscore | 3, 4, 5  | 3  | 3  | Section D: Language & Rationality: Area 2. Communication and Analytical Thinking | Mathematics Competency Satisfied  |   | 2A<br>3 semester units/<br>4 quarter units        | B4<br>3 semester units   |
| Music Theory                          | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | N/A   | C1<br>3 semester units<br>(removal fall 09)                        |
| Physics 1                             | 3, 4, 5  | 4  | 3  | Section A: Natural Science   |   |   | 5A and 5C<br>4 semester units/<br>5 quarter units | B1 and B3<br>4 semester units                                      |
| Physics 2                             | 3, 4, 5  | 4  | 3  | Section A: Natural Science   |   |   | 5A and 5C<br>4 semester units/<br>5 quarter units | B1 and B3<br>4 semester units                                      |
| Physics B                             | 3, 4, 5  | 6  | 3  | Section A: Natural Science   |   |   | 5A and 5C<br>4 semester units/<br>5 quarter units | B1 and B3<br>4 semester units<br>(removal fall 13)                 |
| Physics C Mechanics                   | 3, 4, 5  | 4  | 3  | Section A: Natural Science   |   |   | 5A and 5C<br>3 semester units/<br>4 quarter units | B1 and B3<br>4 semester units                                      |
| Physics C Electricity & Magnetism     | 3, 4, 5  | 4  | 3  | Section A: Natural Science   |   |   | 5A and 5C<br>3 semester units/<br>4 quarter units | B1 and B3<br>4 semester units                                      |
| Psychology                            | 3, 4, 5  | 3  | 3  | Section B2: Social and Behavioral Sciences                                       |   |   | 4<br>3 semester units/<br>4 quarter units         | D9<br>3 semester units   |
| Spanish Language & Culture            | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units | C2<br>3 semester units   |
| Spanish Literature & Culture          | 3, 4, 5  | 6  | 3  | Section C: Humanities  |   |   | 3B and 6A<br>3 semester units/<br>4 quarter units | C2<br>3 semester units   |
| Statistics                            | 3, 4, 5  | 3  | 3  | Section D: Language & Rationality: Area 2. Communication and Analytical Thinking | Mathematics Competency Satisfied  |   | 2A<br>3 semester units/<br>4 quarter units        | B4<br>3 semester units   |

## LACCD CREDIT FOR COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) EXAMS

| CLEP EXAM   | ACE RECOMMENDED SCORE | TOTAL SEMESTER UNITS AWARDED TOWARD ASSOCIATE DEGREE | SEMESTER UNITS APPLIED TOWARD ASSOCIATE DEGREE GE REQUIREMENTS | ASSOCIATE DEGREE GE SECTION FULFILLED BOARD RULE: CHAPTER VI: 6201.14 | GRADUATION COMPETENCY REQUIREMENT FULFILLED BOARD RULE: CHAPTER VI: 6201.12 | TITLE 5 AMERICAN INSTITUTIONS REQUIREMENT FULFILLED BOARD RULE: CHAPTER VI: 6201.14 |
|---|-----------------------|--|--|---|---|---|
| <b>BUSINESS EXAMS</b>   |                       |  |  |   |   |   |
| Financial Accounting  | 50                    | 3  | N/A  |   |   |   |
| Information Systems and Computer Applications   | 50                    | 3  | 3  | Section D2: Communication and Analytical Thinking                     |   |   |
| Introductory Business Law   | 50                    | 3  | N/A  |   |   |   |
| Principles of Management  | 50                    | 3  | N/A  |   |   |   |
| Principles of Marketing   | 50                    | 3  | N/A  |   |   |   |
| <b>COMPOSITION AND LITERATURE</b>   |                       |  |  |   |   |   |
| American Literature   | 50                    | 3  | 3  | Section C: Humanities   |   |   |
| Analyzing and Interpreting Literature   | 50                    | 3  | 3  | Section C: Humanities   |   |   |
| College Composition replaces English Composition w/essay effective 07/01/10   | 50                    | 6  | 3  | Section D: Language & Rationality: Area 1. English Composition        |   |   |
| College Composition Modular Replaces English Composition and Freshman College Composition exams effective 07/01/10    | 50                    | 3  | 3  | Section D: Language & Rationality: Area 1. English Composition        |   |   |
| English Literature  | 50                    | 3  | 3  | Section C: Humanities   |   |   |
| Humanities  | 50                    | 3  | 3  | Section C: Humanities   |   |   |
| <b>FOREIGN LANGUAGES</b>  |                       |  |  |   |   |   |
| French Language, Level 1  | 50                    | 6  | 3  | Section C: Humanities   |   |   |
| French Language, Level 2  | 59                    | 9  | 3  | Section C: Humanities   |   |   |
| German Language, Level 1  | 50                    | 6  | 3  | Section C: Humanities   |   |   |
| German Language, Level 2  | 60                    | 9  | 3  | Section C: Humanities   |   |   |
| Spanish Language, Level 1   | 50                    | 6  | 3  | Section C: Humanities   |   |   |
| Spanish Language, Level 2   | 63                    | 9  | 3  | Section C: Humanities   |   |   |
| Level 1 - Equivalent to the first two semesters (or 6 semester hours) of college-level foreign language course work   |                       |  |  |   |   |   |
| Level 2 - Equivalent to the first four semesters (or 12 semester hours) of college-level foreign language course work |                       |  |  |   |   |   |
| <b>HISTORY AND SOCIAL SCIENCES</b>  |                       |  |  |   |   |   |
| American Government   | 50                    | 3  | 3  | Section B1: American Institutions                                     |   | American Institutions Satisfied   |
| History of the United States I: Early Colonization to 1877  | 50                    | 3  | 3  | Section B1: American Institutions                                     |   | American Institutions Satisfied   |
| History of the United States II: 1865 to present  | 50                    | 3  | 3  | Section B1: American Institutions                                     |   | American Institutions Satisfied   |
| Human Growth and Development  | 50                    | 3  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |

## LACCD CREDIT FOR COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP) EXAMS (cont)

| CLEP EXAM   | ACE RECOMMENDED SCORE | TOTAL SEMESTER UNITS AWARDED TOWARD ASSOCIATE DEGREE | SEMESTER UNITS APPLIED TOWARD ASSOCIATE DEGREE GE REQUIREMENTS | ASSOCIATE DEGREE GE SECTION FULFILLED BOARD RULE: CHAPTER VI: 6201.14 | GRADUATION COMPETENCY REQUIREMENT FULFILLED BOARD RULE: CHAPTER VI: 6201.12 | TITLE 5 AMERICAN INSTITUTIONS REQUIREMENT FULFILLED BOARD RULE: CHAPTER VI: 6201.14 |
|---|-----------------------|--|--|---|---|---|
| Introduction to Educational Psychology            | 50                    | 3  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |
| Introductory Psychology                           | 50                    | 3  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |
| Introductory Sociology                            | 50                    | 3  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |
| Principles of Macroeconomics                      | 50                    | 3  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |
| Principles of Microeconomics                      | 50                    | 3  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |
| Social Sciences and History                       | 50                    | 6  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |
| Western Civilization I: Ancient Near East to 1648 | 50                    | 3  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |
| Western Civilization I: 1648 to Present           | 50                    | 3  | 3  | Section B2: Social and Behavioral Sciences                            |   |   |
| <b>SCIENCE AND MATHEMATICS</b>                    |                       |  |  |   |   |   |
| Biology   | 50                    | 6  | 3  | Section A: Natural Sciences   |   |   |
| Calculus  | 50                    | 4  | 3  | Section D2: Communication and Analytical Thinking                     | Mathematics Competency Satisfied  |   |
| Chemistry   | 50                    | 6  | 3  | Section A: Natural Sciences   |   |   |
| College Algebra                                   | 50                    | 3  | 3  | Section D2: Communication and Analytical Thinking                     | Mathematics Competency Satisfied  |   |
| College Mathematics                               | 50                    | 6  | 3  | Section D2: Communication and Analytical Thinking                     | Mathematics Competency Satisfied  |   |
| Precalculus                                       | 50                    | 3  | 3  | Section D2: Communication and Analytical Thinking                     | Mathematics Competency Satisfied  |   |
| Natural Sciences                                  | 50                    | 6  | 3  | Section A: Natural Sciences   |   |   |

1The scores and credit hours that appear in this table are the credit-granting scores and semester hours recommended by the American Council on Education (ACE). The scores listed above are equivalent to a grade of "C" in the corresponding course. The credit in this table is applicable for local Associate Degrees only.

## LACCD CREDIT FOR INTERNATIONAL BACCALAUREATE (IB) EXAMS

| IB SUBJECT AREA                                  | MINIMUM PASSING SCORE<br>A.A./A.S. CSU<br>GE IGETC | TOTAL SEMESTER UNITS<br>AWARDED<br>TOWARD ASSO-<br>CIATE DEGREE | SEMESTER<br>UNITS APPLIED<br>TOWARD<br>ASSOCIATE<br>DEGREE GE<br>REQUIREMENTS | ASSOCIATE<br>DEGREE GE AREA<br>FULFILLED<br>BOARD RULE:<br>CHAPTER VI:<br>6201.14 | GRADUATION<br>COMPETENCY<br>REQUIREMENT<br>FULFILLED<br>BOARD RULE:<br>CHAPTER VI:<br>6201.12 | TITLE 5 AMERICAN<br>INSTITUTIONS<br>REQUIREMENT<br>FULFILLED BOARD<br>RULE: CHAPTER VI:<br>6201.14 | IGETC<br>APPLICABILITY<br>SOURCE: IGETC<br>STANDARDS V 1.3                   | CSU GE BREADTH<br>APPLICABILITY<br>SOURCE: CSU<br>CODED MEMO<br>AA-2010-09    |
|--|--|---|---|---|---|--|--|---|
| IB Biology HL                                    | 5 (ALL)  | 6   | 3   | Section A: Natural Science  |   |  | 5B<br>3 semester units/<br>4 quarter units                                   | B2<br>3 semester units  |
| IB Chemistry HL                                  | 5 (ALL)  | 6   | 3   | Section A: Natural Science  |   |  | 5A<br>3 semester units/<br>4 quarter units                                   | B1<br>3 semester units  |
| IB Economics HL                                  | 5 (ALL)  | 6   | 3   | Section B2: Social and Behavioral Sciences  |   |  | 4B<br>3 semester units/<br>4 quarter units                                   | D2<br>3 semester units  |
| IB Geography HL                                  | 5 (ALL)  | 6   | 3   | Section B2: Social and Behavioral Sciences  |   |  | 4E<br>3 semester units/<br>4 quarter units                                   | 5D<br>3 semester units  |
| IB History (any region) HL                       | 5 (ALL)  | 6   | 3   | Section B2: Social and Behavioral Sciences  |   |  | 3B or 4F<br>3 semester units/<br>4 quarter units                             | C2 or D6<br>3 semester units  |
| IB Language A1 (ENGLISH) HL                      | 4 (A.A./A.S.)                                      | 6   | 3   | Section D: Language & Rationality: Area 1 English Communication                   | Reading and Written Expression Competency Satisfied   |  | Refer below to IB Language A1 (any language) HL for IGETC Area applicability | Refer below to IB Language A1 (any language) HL for CSU GE Area applicability |
| IB Language A2 (ENGLISH) HL                      | 4 (A.A./A.S.)                                      | 6   | 3   | Section D: Language & Rationality: Area 1 English Communication                   | Reading and Written Expression Competency Satisfied   |  | Refer below to IB Language A2 (any language) HL for IGETC Area applicability | Refer below to IB Language A2 (any language) HL for CSU GE Area applicability |
| IB Language A1 (any language, except English) HL | 4 (A.A./A.S.)<br>5 (IGETC)                         | 6   | 3   | Section C: Humanities   |   |  | 3B and 6A<br>3 semester units/<br>4 quarter units                            | N/A   |
| IB Language A2 (any language, except English) HL | 4 (A.A./A.S.)<br>5 (IGETC)                         | 6   | 3   | Section C: Humanities   |   |  | 3B and 6A<br>3 semester units/<br>4 quarter units                            | N/A   |
| IB Language A1 (any language) HL                 | 4 (A.A./A.S.)<br>4 (CSU GE)<br>5 (IGETC)           | 6   | 3   | Section C: Humanities   |   |  | 3B<br>3 semester units/<br>4 quarter units                                   | C2<br>3 semester units  |
| IB Language A2 (any language) HL                 | 4 (A.A./A.S.)<br>4 (CSU GE)<br>5 (IGETC)           | 6   |   | Section C: Humanities   |   |  | 3B<br>3 semester units/<br>4 quarter units                                   | C2<br>3 semester units  |
| IB Language B* (any language) HL                 | 4 (A.A./A.S.)<br>4 (CSU GE)<br>5 (IGETC)           | 6   | 3   | Section C: Humanities   |   |  | 6A<br>Meets proficiency reg.   | N/A   |
| IB Mathematics HL                                | 4 (A.A./A.S.)<br>4 (CSU GE)<br>5 (IGETC)           | 6   | 3   | Section D: Language & Rationality: Area 2 Communication and Analytical Thinking   | Mathematics Competency Satisfied  |  | 2A<br>3 semester units/<br>4 quarter units                                   | B4<br>3 semester units  |
| IB Physics HL                                    | 5 (ALL)  | 6   | 3   | Section A: Natural Science  |   |  | 5A (without lab)<br>3 semester units/<br>4 quarter units                     | B1<br>3 semester units  |
| IB Psychology HL                                 | 5 (ALL)  | 3   | 3   | Section B2: Social and Behavioral Sciences  |   |  | 4I<br>3 semester units/<br>4 quarter units                                   | D9<br>3 semester units  |
| IB Theater HL                                    | 4 (A.A./A.S.)<br>4 (CSU GE)<br>5 (IGETC)           | 6   | 3   | Section C: Humanities   |   |  | 3A<br>3 semester units/<br>4 quarter units                                   | C1<br>3 semester units  |



## INTERNATIONAL BACCALAUREATE (IB) CREDIT

The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students from 16 to 19 years old. The IB Diploma Program is a comprehensive pre-university course of study, leading to examinations that demand the best from motivated students and teachers. It is widely recognized for its high academic standards.

- The two-year curriculum is rigorous and intellectually coherent, encouraging critical thinking through the study of a wide range of subjects in the traditional academic disciplines while encouraging an international perspective.
- Beyond completing college-level courses and examinations, Diploma Program students are also required to engage in community service, individual research, and an inquiry into the nature of knowledge.
- The two-year course of study leads to final examinations in six subject areas.

### THE IB GOVERNANCE IS COMPOSED OF:

- An IB Board of Governors
- Six committees (access and advancement, audit, compensation, education, finance and governance)

*The IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.*

## REQUIREMENTS

### 1. Course Equivalency

Course equivalency for IB (International Baccalaureate) exams, for purposes other than meeting General Education and graduation competency requirements for the Associate Degree, shall be determined by the college, using policies developed in consultation with the college's Academic Senate, in accordance with the provisions of LACCD Board Rules, Chapter XVIII, Article I. Course equivalency does not award unit credit. For unit credit policy, see item 3 below.

### 2. Use of IB Exams for meeting General Education Requirements and Graduation Competency requirements for the Associate in Arts and Associate in Science Degrees

IB Exams shall be used toward meeting General Education requirements and Graduation Competency for the Associate in Arts and Associate in Science Degrees, as defined in Board Rule Chapter VI, Article II. Students must receive a minimum score of 4 on most IB exams; other exams may require a score of 5. Credit will only be given for

Higher Level (HL) exams. No credit is given for Standard Level (SL) exams.

Students who take an Advanced Placement (AP) exam, an International Baccalaureate (IB) exam or College-Level Examination (CLEP) exam in the same topic area will receive credit for only one exam. For example, if a student takes both the AP exam in Biology and the IB Biology HL exam, they will only receive credit for one exam because the topics are duplicative. The college should award credit for the exam that most benefits the student.

### 3. IB Unit Credit

For the purpose of granting unit credit towards meeting General Education and graduation competency requirements, the LACCD shall follow the guidelines for IB credit set by the International Baccalaureate Organization: Students can receive a score of one (poor or elementary) to seven (excellent) for each subject studied. Universities and colleges typically expect individual HL Subject scores to be a minimum of four (satisfactory) or sometimes five (good) for credit consideration.

### 4. CSU GE Breadth and IGETC

The placement of courses in the California State University General Education Breadth (CSU GE Breadth) and the Intersegmental General Education Transfer Curriculum (IGETC) Plans is determined by the University of California and California State University systems respectively; therefore it is not necessary for the college to grant course equivalency for this to occur. Appendix A indicates how IB exams are used to meet these requirements.

### 5. Annotation of IB GE/Elective Credit on LACCD Transcripts

IB credit should be annotated on LACCD transcripts using the following format: IB Exam name: Score received; A.A/A.S. GE Area met; units awarded (if applicable); A.A/A.S. electives; units awarded (if applicable); competency met (if applicable). See Page 59 for more information.

## COURSE PREREQUISITES

### Prerequisites, Corequisites and Recommended Courses

When the words "Prerequisite," "Corequisite," or "Recommended" appear in the Schedule of Classes or the College Catalog, it is important to understand the definitions of these terms.

**PREREQUISITE** means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. A prerequisite represents a set of skills or a body of knowledge that a student must possess prior to enrollment and without which the student is highly unlikely to succeed in the course or

program. Students will not be permitted to enroll in such courses and programs without the appropriate prerequisite.

**COREQUISITE** means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course. A corequisite represents a set of skills or a body of knowledge that a student must acquire through concurrent enrollment in another course and without which the student is highly unlikely to succeed. Students must concurrently enroll in corequisite courses.

**RECOMMENDED** means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program. Recommended preparation represents a set of skills or a body of knowledge with which a student will achieve a greater depth or breadth of knowledge of course material but without which the student is still likely to succeed in the course or program.

### PREREQUISITE CHALLENGE PROCESS

LASC has established procedures by which any student who does not meet a prerequisite or corequisite requirement or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to the challenge process. The Prerequisite Challenge Form can be obtained from the Counseling Office. All requests should be turned in no earlier than two weeks before the start of the school term and no later than five days after the first class meeting.

Specific ways a student may challenge a prerequisite for a course:

1. Challenging the prerequisite on the grounds that it has not been made reasonably available,
2. Challenging the prerequisite on the grounds that it is not valid because it is not necessary for success in the course for which it is required,
3. Challenging the prerequisite because it is discriminatory or applied in a discriminatory manner, or,
4. Challenging the prerequisite based on student knowledge or ability to succeed in the course despite not meeting the prerequisite.

### CREDIT FOR PREREQUISITES

Students may not concurrently enroll in and receive credit for an advanced course and its prerequisite(s). Students may not enroll in and receive credit for the prerequisite(s) to an advanced course if they have previously completed the advanced course. Violation of this regulation will result in exclusion from class and denial of course credit.

To meet content competency, complete all pre-requisites with a grade of "C" or better.

## GRADING SYMBOLS AND DEFINITIONS

Only the symbols in the grading scale given in this section shall be used to grade all courses offered in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma, or license.

Grades shall be averaged on the basis of the point equivalences to determine a student's grade-point average, using the following evaluative symbols:

| Grade                    | Points |
|--------------------------|--------|
| A Excellent              | 4      |
| B Good                   | 3      |
| C Satisfactory           | 2      |
| D Less than satisfactory | 1      |
| F Failing                | 0      |

**P Pass** (formerly Credit): At least satisfactory. Units awarded but not counted in GPA.

**NP No Pass** (formerly No Credit): Less than satisfactory. Units awarded but not counted in GPA.

**RD Report Delayed**: Grade filed late or not yet filed by instructor.

P and NP grades may be given only in courses authorized by the District Pass/No Pass Option and Credit by Examination Policies.

See below for non-evaluative symbols may be entered on a student's record.

### I – Incomplete

Once the student has informed the instructor of record of incomplete academic work for unforeseeable, emergency, and justifiable reason at the end of the term, it may result in an "I" symbol being entered in the student's record. The condition for removal of the Incomplete shall be stated by the instructor on the Incomplete Grade form.

This record shall contain the detailed condition(s) for the removal of the incomplete and the grade to be assigned in lieu of the incomplete. This record shall be given to the student, with a copy on file in the Office of Admissions and Records until the incomplete work is to be made up or within the time limit of one year.

The Incomplete shall not be used in calculating units attempted or for grade points. The Incomplete may be made up no later than one year following the end of the term in which it was assigned. Note: Courses in which the student has received an Incomplete ("I") may not be repeated unless the "I" is removed and has been replaced by a grade of "D" or "F". This does not apply to courses which are repeatable for additional credit.

### IP – In Progress

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. "IP" indicates that work is "in progress" but that assignment of a substantive grade must await its completion. The "IP" symbol

shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative grade and unit credit shall be assigned and appear on the student's record for the term in which the required work of the course is completed. The "IP" shall not be used in calculating grade-point averages. If a student enrolled in an "open-entry, open-exit" course is assigned "IP" at the end of an attendance period and does not complete the course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) as specified above to be recorded on the student's permanent record for the course.

#### **MW – Military Withdrawal**

"Military withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a "MW" may be assigned at any time after 30% of the time the class is scheduled to meet. No notation ("W" or other) shall be made on the records of a student who withdraws during the first 30% of the time the class is scheduled. Enrollment fees will be refunded with military withdrawals. Military withdrawals shall not be counted in progress probation and dismissal calculations, nor are they counted in the three attempts to take a course.

#### **RD – Report Delayed**

The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. RD is not used in calculating grade-point averages.

#### **W – Withdrawal**

Withdrawal from a class or classes shall be authorized up through 75% of the time the class is scheduled to meet.

No notation ("W" or other) shall be made on the record of a student who withdraws during the first 20% of the time the class is scheduled to meet.

Students can withdraw from classes between the end of the second week (or 20% of the time the class is scheduled to meet, whichever is less) and up through 75% of the time the class is scheduled to meet. A student who remains in class beyond 75% of the time the class is scheduled shall be given a grade other than a "W," except in cases of extenuating circumstances.

After 75% of the time the class is scheduled, the student may withdraw from class by a petition demonstrating extenuating circumstances and after consultation with the appropriate faculty. Students should obtain a petition in the Office of Admissions and Records. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Withdrawal after the end of 75% of the time the class is scheduled, which has been authorized as extenuating circumstances, shall be recorded as "W."

#### **PASS/NO PASS OPTION**

These are designated courses in the College Catalog wherein all students are evaluated on a "Pass/No Pass" (formerly "Credit/No Credit") basis or wherein each student may elect on registration by no later than the end of the first 30% of the term, whether the basis of evaluation is to be Pass/No Pass or a letter grade. These courses will be noted in the College Catalog as being eligible for the Pass/No Pass option.

1. **Usage for Single Performance Standard:** The Pass/No Pass grading system shall be used in any course in which there is a single satisfactory standard of performance for which unit credit is assigned. A grade of Pass (P) shall be assigned for meeting that standard, and a grade of No Pass (NP) shall be assigned for failure to do so.
2. **Acceptance of Credits:** All units earned on a Pass/No Pass basis in accredited California institutions of higher education or equivalent out-of-state institutions shall be counted in satisfaction of community college curriculum requirements.
3. **Recording of Grade:** A student who is approved to be evaluated on the Pass/No Pass basis shall receive both course credit and unit credit upon satisfactory completion of the course. Satisfactory completion for credit is equivalent to the grade of "C" or better. A student who does not perform satisfactorily will be assigned a No Pass (NP) grade.
4. **Grade Point Calculation:** Units earned on a Pass/No Pass basis shall not be used to calculate grade-point-averages. However, units attempted for which No Pass (NP) is recorded shall be considered in probationary and dismissal procedures.
5. **Standards of Evaluation:** The student who is enrolled in a course on a Pass/No Pass basis will be held responsible for all assignments and examination requirements in the course and must meet the standards of evaluation, which are identical for all students.
6. **Conversion to Letter Grade:** A student who has received credit for a course taken on a Pass/No Pass basis may not convert this credit to a letter grade.
7. **Course Repetition:** A student who has received a grade of No Pass (NP) may repeat the course by meeting the requirements set forth by the District Course Repetition to Improve Substandard Grades Policy.

#### **CAMPUS PROCEDURE FOR USING THE PASS/NO PASS OPTION**

A student wishing to take a course on a Pass/No Pass basis will go to the Office of Admissions and Records during the sixth week of a semester (the second week of a five-week summer and winter session or the fourth week of a twelve-week summer session) and record his/her choice by completing the proper

form. A student who elects to be evaluated on a Pass/No Pass basis does not have the option of reversing this decision. In certain courses listed below and marked by an (\*), all students are evaluated on a Pass/No Pass basis. In the other courses a student may elect whether to be graded with the conventional letter grade (A-F) or on a Pass/No Pass basis. A student electing to be evaluated on the Pass/No Pass basis will receive both course credit and unit credit upon satisfactory completion of the course. A student who fails to perform satisfactorily will be assigned a No Pass grade. In computing a student's grade point average, grades of Pass or No Pass are omitted.

A student is allowed to enroll in only one course per semester on a Pass/No Pass basis; a maximum of 15 units may be applied toward the two-year degree on this basis.

Courses taken for Pass/No Pass do not meet the prerequisites for the next higher courses unless special approval is secured from the appropriate department chair. The general practice at most four-year colleges is not to accept Pass/No Pass grades for courses required in the major or preparation for the major.

List of available courses with Pass/No Pass:

- Administration of Justice - All courses
- Art - 201, 202, 300, 307, 501
- Business - All courses
- Computer Applications and Office Technology (CAOT)
- Computer Science - All courses
- Counseling - 006, 017
- Developmental Communications - 022, 023, 026
- Economics - All courses
- Electronics - All courses
- Engineering, General - 101
- English - 102
- Foreign Languages - French 001, 002, 003, 004; Spanish 001, 002, 003, 004
- Geology 001
- History - All courses
- Family & Consumer Studies - All courses
- Humanities - All courses
- Journalism 101
- Library Science - 101
- Mathematics - 105, 115, 125, 230, 235, 236, 240, 265, 266, 267, 270
- Nursing 517
- Philosophy - 007, 008
- Political Science - All courses
- Psychology - 003, 030, 043
- Sociology - All courses

## FINAL EXAMINATIONS

Final examinations are held in all subjects, according to the Schedule of Classes. No student will be excused from final examinations. Should any circumstance develop requiring a special examination at a time earlier or later than the scheduled time, special authorization must be secured from the Office of Academic Affairs.

## GRADES AND GRADE CHANGES

The instructor of the course shall determine the grade to be awarded to each student in accordance with the Los Angeles Community College Board Rule 6705 and Title 5, C.C.R., Section 55760. The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetence. Any removal or change of a grade in a student's record shall be done only upon authorization by the instructor of the course.

When an instructor is not available for review, the existing grade shall remain unless the student can show evidence that an error was made in the calculation of grade.

A grade may not be challenged by a student more than one calendar year from the end of the term in which the course was taken. If there is proof of unusual circumstances such as an unforeseen long illness of the student or if the student is called to military duty, a grade may be challenged up to two calendar years from the end term in which the course was taken.

If a student wishes to challenge a grade, the following steps should be followed:

1. Consult the Instructor for resolution,
2. Confer with the Department Chair as second level of authority if issue is not resolved,
3. Make an appointment with the Dean of the relevant academic department if there is no resolution at Levels 1 or 2,
4. The Dean of the relevant academic department may refer the student to the Dean of Student Services or to the Executive Vice President if there is no resolution at Level 3,
5. Further referral may be to the College President or to the LACCD Office.

## ACADEMIC RENEWAL

Students may submit a petition to the Office of Admissions and Records to have their academic records reviewed for academic renewal action of substandard academic performance under the following conditions:

1. Students must have achieved a grade-point average of 2.5 in their last 15 semester units, or 2.0 in their last 30 semester units completed at any accredited college or university, and,
2. At least one (1) calendar year must have elapsed from the time the coursework to be removed was completed.

If the above conditions are met, academic renewal shall be granted, consisting of:

1. Eliminating from consideration in the cumulative grade-point-average up to 30 semester units of course work within LACCD,
2. Annotating the student academic record indicating where courses have been removed by academic renewal action.

Academic renewal actions are irreversible.

## Academic Standards

### ACADEMIC REGULATIONS – DISTRICT POLICIES

#### Good Standing

In determining a student's eligibility to acquire or remain in good standing and attendance, both quality of performance and progress toward completion of objectives are considered. A student who completes 12 or more semester units and earns a 2.0 GPA on a 4 point grading scale and who completes 50 percent or more of all enrolled units merits a good standing relationship with the college. Students in good standing are limited to 19 units per semester. In exceptional cases, a student may initiate a petition with the Office of Admissions and Records to exceed the 19-unit limit.

#### Academic Standards and Credit Policies

A student shall be subject to dismissal and subsequently be dismissed under the conditions set forth within this section. Dismissal shall be determined based on student coursework dating from Fall 1981, course work completed prior to Fall of 1981 is excluded from dismissal calculations.

### UNITS OF WORK/STUDY LOAD

#### Study Load Limitations

Maximum and minimum unit requirements may apply, as follows:

- Nineteen (19) is the maximum number of units a student may enroll in during the fall and spring semesters
- Nine (9) units is the maximum number of units a student may enroll in for the winter session
- Nine (9) is the maximum for all summer sessions district-wide

The normal class load for students in the fall or spring semester is 12 to 19 units per semester for full-time students. A college program of 15 units is equal to at least a 40-hour work week for most students.

Those students who will be employed while attending college should consider reducing their programs accordingly. It is suggested that those students who are employed full-time should enroll in no more than one or two classes or nine units maximum.

#### Enforcement of 30-Unit Limit on Basic Skills Courses

Title 5, California Code of Regulations, limits a student from taking more than 30 units of "remedial" course work, which is defined as "non-degree applicable basic skills courses." The

LACCD's registration system will prevent students who have exceeded this limit from enrolling in additional basic skills courses. However, a student who has reached this limit but enrolls in a credit or non-credit English as a Second Language (ESL) course will be allowed to also enroll in additional basic skills courses. Students with a learning disability may request an exemption through the Disabled Students Programs & Services Office (DSP&S). This limitation does not apply to enrollment in non-credit basic skills courses.

A student who is subject to the 30-Unit Limit on Basic Skills courses may petition for an exemption by contacting the Counseling Department.

The following courses are considered Basic Skills courses for purposes of this unit limitation:

- English 021, 094
- Learning Foundations 045, 055
- Math 105, 110, 112

## Academic Honors

### Dean's Honor List

Each semester, fall and spring, an Honor List is composed of students who have satisfactorily completed 12 or more units in a given semester with a 3.5 grade point average or who have completed six to 11.5 units in a semester with a 3.5 grade point average and have completed a cumulative total of 12 or more units with a 3.5 grade-point average in all work attempted.

The units referred to above must be transferable units and must not be units earned for repeated classes. In recognition of this scholastic accomplishment, each student is honored and awarded a certificate. The certificate issued for the first and second semester is titled the Dean's Honor List.

### President's Honor Award

Students who have met the requirements for the Dean's Honor List for three consecutive semesters qualify for the President's Honor Award.

### Graduation Honors

Some graduates will be recognized at the annual commencement ceremony for outstanding scholastic achievement. Outstanding academic achievement is designated by the Latin phrases Summa Cum Laude (with greatest praise), Magna Cum Laude (with great praise), and Cum Laude (with praise) for the cumulative grade point average in all college courses attempted. Certificate coursework is not used to determine eligibility for graduation honors.

- Summa Cum Laude 3.8 to 4.0
- Magna Cum Laude 3.6 to 3.79
- Cum Laude 3.3 to 3.59

### Valedictorian and Salutatorian

The Valedictorian and Salutatorian are the students with the two highest cumulative grade-point averages in the actual graduating class. The GPA is based on graduate status obtained at the end of the fall semester. The Valedictorian is



the graduate with the highest grade-point average. The Salutatorian is the graduate with the second highest grade-point average.

Students who petition in the spring semester are considered candidates for graduation, and will not be considered graduates until all grades have been evaluated. These students are not eligible for consideration for Valedictorian, Salutatorian nor graduation honors at the commencement ceremony. When final grades are evaluated, if the student has met the requirements to receive honors, his/her degree will reflect honor status.

#### HONORS PROGRAM REQUIREMENTS

The Honors Program offers students a dynamic, enriching academic experience while completing a curriculum of transferable general education classes. This program is designed for academically prepared, transfer-ready, highly motivated students. Honors classes are designed to encourage student participation and critical thinking expression. These courses are challenging and enhance intellectual skills necessary for success at the university level. Small class sizes allow for increased student-instructor interaction. The Honors Program promotes transfer to a host of prestigious universities including UCLA, UC Irvine, UC Riverside, Pepperdine University, USC, and CSU campuses.

#### To Qualify for the Honors Program

**High School Students:** Students entering the program directly from high school or who are concurrently enrolled are required to have a cumulative 3.0 GPA or better and must qualify for English 101 on the LASC placement exam, complete English 28, have a score of 3, 4, or 5 on an AP English Literature or AP English Language exam, or complete the Southwest equivalent to English 101 at another college.

**Continuing College Students:** Students already attending LASC are required to have a minimum of 12 units of UC/CSU transferable coursework completed and a 3.25 GPA or better in all transferable courses to enter the program. Students must also be eligible for English 101 either through the LASC English placement exam, by completing the necessary prerequisite courses to English 101, or by completing the LASC equivalent to English 101 at another college.

#### To Apply to the Honors Program

- Complete an Honors Program application and essay
- Provide verification of English 101 eligibility as noted above. Official transcripts from colleges outside of the LACCD must be mailed to the LASC Admission and Records Office.
- Submit a letter of recommendation from a LASC instructor
- Eligible candidates will be invited for an interview with the Honors Director and Honors Counselor

#### Program Requirements

Honors Program requirements include:

- Completion of (15) units of Honors coursework

- Maintaining a cumulative 3.25 GPA in all UC/CSU transferable coursework
- Attendance to Honors Seminar meetings
- Completion of an Honors project before exiting out of the program

#### Program Benefits

- Specialized Honors counseling and mentoring
- Honors recognition on the transcript for each Honors course completed
- Smaller class sizes
- Membership into the Beta Pi Omega Chapter of Phi Theta Kappa International Honor Society
- National Society of Collegiate Scholars affiliation
- UCLA library privileges, field trips to colleges and universities, and attendance to cultural events and research conferences.

### Academic Probation & Dismissal

#### Academic Standards for Probation

The following standards for academic and progress probation shall be applied as required by regulations adopted by the Board of Governors of the California Community Colleges.

For the purpose of determining academic probation or progress probation, "units enrolled" means all units of credit in the LACCD for which the student is enrolled after census, and "units attempted" means all units of credit in the LACCD.

#### Dismissal

A student on academic or progress probation for three consecutive semesters may be dismissed from the college. Academic probation is reached when a student has attempted a minimum of 12 semester units of work and has a grade-point average of less than a "C" (2.0). Progress probation is reached when a student has enrolled in a minimum of 12 semester units and the percentage of all units in which a student has enrolled for which entries of "W" (Withdrawal), "I" (Incomplete), and "NP" (No Pass) are recorded reaches or exceeds fifty percent (50%). Once dismissed, the student may not attend any college within the Los Angeles Community College District for a period of one year and must petition for re-admission at the end of that period of time.

#### Appeal of Dismissal

A student has the right to file a written petition with the college Student Success and Support Program Office to appeal a proposed dismissal action, if he/she experienced extenuating circumstances beyond his/her control that warrant an exception to the proposed dismissal. The student must file a written appeal within fifteen (15) calendar days after the dismissal notification was sent. If the student fails to file a written petition within the 15-day period, the student waives all future rights to appeal the dismissal action. The petition must include a clear statement of the grounds on which continued enrollment should be granted, and evidence supporting the request. The student will be continued on probation until the appeal is concluded. The student will be notified within 15 calendar days of the filing

deadline. The student may appeal the decision of the Appeals Committee, in writing, to the College President or designee within 5 working days of the date of notification. The decision of the LASC President or designee, is final. If the appeal of the dismissal is granted, the student will be continued on probation for an additional semester. At the end of that semester, the student's academic record will be evaluated to determine whether the student shall be removed from probation, dismissed, or continue on probation.

#### Readmission After Dismissal

A student who has been dismissed may request reinstatement after two (2) semesters have elapsed. The student shall submit a written petition requesting readmission to college in compliance with College procedures. Readmission may be granted, denied, or postponed based on evaluation of uniform criteria escribed by the Board of Trustees. The following criteria will be considered in reviewing individual situations:

1. Documented extenuating circumstances presented during their appeal,
2. Marked improvement at an educational institution outside of the LACCD during the time the disqualification was in effect,
3. Semesters on which disqualification was based were atypical of past academic performance,
4. Improved GPA as a result of grade changes, fulfillment of incompletes, or academic renewal.

#### Notification of Probation and Loss of BOG Fee Waiver

Each student will receive notification of academic or progress probation status no more than 30 days after the end of the term that resulted in academic or progress probation.

Reasonable efforts will be made to provide counseling and other support services to help students on probation overcome academic difficulties. The College will help mitigate potential loss of the BOG Fee Waiver and ensure that students have the opportunity to receive appropriate counseling, assessment, advising, and other services on a timely basis.

Reasonable efforts will be made to notify students of removal from probation, reinstatement after dismissal, and restoration of BOG Fee Waiver within timelines established by LACCD.

#### 1. Notification Timeline

- a. At the end of the first semester and in each subsequent semester for which the student is on academic or progress probation, the student will receive an electronic notification of their academic or progress probation status no more than 30 days after the end of the term that resulted in academic or progress probation. The notification will also inform students of available college support services and the procedure to appeal the loss of BOG Fee Waiver.

A student who is placed on academic or progress probation may submit a written appeal in compliance

with regulations issued by the Chancellor. A student who has lost the BOG Fee Waiver due to academic standing may submit a written appeal of that standing in accordance with existing regulations issued by the Chancellor.

#### 2. Removal from Probation and Reinstatement of BOG Fee Waiver

A student shall be removed from academic or progress probation and have their fee waiver restored upon meeting the following criteria:

- a. Academic Probation - The student shall be removed from academic probation when his/her cumulative grade point average is 2.0 or higher.
- b. Progress Probation - The student shall be removed from progress probation when the percentage of units for which for which entries of "W" (Withdrawal), "I" (Incomplete), "NC" (No Credit) or "NP" (No Pass) are recorded drops below fifty percent (50%).

A student may retain or reinstate the BOG Fee Waiver based on achieving the minimum grade point average or progress standard defined above.

#### 3. Electronic Notification: Students will be notified via their District assigned student email.

- a. Probationary Notification: The electronic communication notifying the student of his/her probationary status will cover, at a minimum, the explanation of the significance of being on probation, procedures to appeal loss of free waiver eligibility, and description of the available services.
- b. Dismissal Notification: The electronic communication notifying the student that he/she is subject to dismissal will cover, at a minimum, the reference to appropriate Board Rules, explanation of what dismissal means, procedure for reinstatement, and procedure to appeal dismissal.

#### Probation

A student shall be placed on probation if any one of the following conditions prevail:

2. Academic Probation: The student has attempted a minimum of 12 semester units of work and has a grade-point average less than a "C" (2.0).

A student on academic probation for a grade-point deficiency shall be removed from probation when the student's cumulative grade-point average is 2.0 or higher.

A student on academic probation for two consecutive semesters shall lose Group 2 priority registration eligibility and BOG Fee Waiver eligibility. Loss of eligibility shall become effective at the first

registration opportunity after such determination is made.

3. Progress Probation: The student has enrolled in a total of at least 12 semester units and the percentage of all units in which a student has enrolled and for which entries of "W" (Withdrawal), "I" (Incomplete), and "NP" (No Pass) are recorded reaches or exceeds fifty percent (50%).

A student on progress probation for two consecutive semesters shall lose Group 2 priority registration eligibility and BOG Fee Waiver eligibility. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.

Foster youth, or former foster youth under the age of 24, are exempt from the loss of fee waiver due to academic or progress probation

# ACADEMIC REQUIREMENTS

## Graduation Requirements

Associate in Arts or Associate in Science Degree: The Board of Governors of the California Community Colleges has authorized the Los Angeles Community College District Board of Trustees to confer the degrees of Associate in Arts and Associate in Science. (6200.00)

### MAJOR REQUIREMENTS:

- At least 18-36 semester units of study taken in single or related disciplines.
- All courses that meet the major requirements of the educational programs listed in the catalog may be applied toward graduation requirements for the Associate Degree. All transfer courses may be applied to the Associate Degree. Some courses, which are offered for college credit, but which cannot be applied toward graduation requirements for the Associate Degree, are designated as NDA, non-degree applicable.
- See the following pages for specific information about the LACCD General Education Plan.

**UNIT REQUIREMENT:** A minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education. (6201.10)

**SCHOLARSHIP REQUIREMENT:** A "C" (2.0) grade point average or better in all work attempted in the curriculum upon which the degree is based. (6201.11)

**COMPETENCY REQUIREMENTS:** Competence in written expression shall be demonstrated by obtaining a satisfactory grade in English 101, or another English course at the same level and with the same rigor as recommended by the District Academic Senate and approved by the Chancellor. Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in Mathematics 125 (Intermediate Algebra), or another mathematics course at the same level and rigor, or higher, and with elementary algebra or higher as a prerequisite, as recommended by the District Academic Senate and approved by the Chancellor. (6201.12)

**ACADEMIC RESIDENCE REQUIREMENTS:** Completion of at least 12 units of work in residence with at least six (6) units in the major for the degree being awarded, at the college conferring the degree. The governing Board may make exceptions when it determines that an injustice or undue hardship would be placed on the student. (6201.13)

**CATALOG RIGHTS:** A student remaining in continuous attendance in the Los Angeles Community College District may elect to satisfy the degree, certificate or graduation requirements in effect at the college from which the student will either earn his/her degree, certificate or graduate at the time the student began such attendance at the college. (6202.00)

**PETITIONING FOR GRADUATION:** All students meeting degree or certificate requirements must complete the petition in order to qualify to receive the degree or certificate. Students should contact a Counselor while in their last semester of classes in order to file the petition. All course work must be completed or in progress at the time of filing. The graduation petition document is used to process a student's record of course work to qualify for and to receive the Associate Degree and participate in the Commencement Ceremony.

The first day to file a Graduation Petition follows the last day to add a class a date that is noted in both the Fall and Spring Schedules of Classes. Note the last day to file a petition, as specified in the schedules also. Petitions may also be filed during the summer sessions; note the filing period in the Summer Schedule of classes. Course work taken at institutions outside the Los Angeles Community College District must be documented with an official transcript filed in the Office of Admissions and Records.



## University Transfer Information

Throughout the state of California, the community college system generally provides the equivalent of the first two years of a four-year university education. By choosing courses approved by the university systems, you may transfer your credit earned at the community college level and enter the university in your third (Junior) year of education. There are two public California university systems: the California State University system (CSU) and the University of California system (UC).

**ASSOCIATE DEGREES FOR TRANSFER:** California Community Colleges are now offering associate degrees for transfer to the CSU system. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses.

LASC currently offers the following Associate Degrees for Transfer:

- AS-T Administration of Justice
- AA-T Anthropology
- AS-T Business Administration
- AA-T Communication Studies
- AS-T Early Childhood Education
- AA-T English
- AA-T History
- AA-T Journalism
- AA-T Kinesiology
- AS-T Nutrition and Dietetics
- AS-T Mathematics
- AS-T Physics
- AA-T Political Science
- AA-T Psychology
- AS-T Public Health
- AA-T Social Justice Studies
- AA-T Sociology
- AA-T Spanish
- AA-T Studio Arts
- AA-T Theatre Arts

Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units. Current and prospective community college students are encouraged to meet with a counselor to review their options for transfer and to develop an educational plan that best meets their goals and needs.

**WHAT YOU NEED TO TRANSFER:**

You need a total of 60 Transferable Units earned in General Education and in your Major.

**Transferable Units**

Transferability is listed for each course in “Course Descriptions”. You will find the transfer designation after the number of units for the course. If “CSU” is noted, it means the course is accepted for credit by any CSU in California. If “UC” is noted, it means the course is accepted for credit by any UC in California. When both are noted (“UC:CSU”), it means the course credit is approved for transfer by both the CSU and UC systems.

**General Education, CSU**

General Education requirements to transfer to a California State University are satisfied by completing the list of courses known as the “CSU-GE” curriculum. Completion of 15 selected courses from Areas A-F satisfies the General Education requirement for transfer to any CSU. Note that 2 courses in Area F may be double-counted, making the total 13 courses. Your grade point average must be at least a “C” or 2.0. You must complete Areas A (Communication in the English Language and Critical Thinking) and B4 (Mathematics/Quantitative Reasoning) with a “C” or better.

**General Education, UC**

General Education requirements to transfer to a University of California are satisfied by completing courses from the list known as “IGETC”. Completion of 14 selected courses from Areas 1-5 and Area 7 satisfies the General Education requirements for transfer to a UC. Note that Area 6 (Languages Other Than English) may be satisfied in various ways, including taking a class in a foreign language. You must complete all Areas with a “C” grade or better.

**Transferring to a Private University or Out-of-State College**

Private schools and those outside the state of California have their own specific transfer requirements. (Their requirements are not listed on <http://www.assist.org>, which is for California public institutions only.) Some of the schools maintain their own websites that list the courses required for General Education, your major, and transfer for each school in California. Those lists of requirements are known as Articulation Agreements.

For example, you may find the Articulation Agreement between LASC and the University of Southern California (a private institution) on the USC website at [www.usc.edu/articulation](http://www.usc.edu/articulation).

**Credits Earned at Other Schools**

If you attended another college or university in the United States, LASC will accept all of your units if the school is regionally accredited. If you studied at a California public institution, each course will be accepted for LASC General Education credit in the area in which it is accepted at the school where you took the course. This is also true for areas approved for that school for CSU-GE and IGETC curricula. This procedure of accepting credit in the state of California is known as “pass-along credit.” Courses taken at a private school or outside of the state of California will be accepted for General Education if the course is equivalent to a course that is required



by LASC. Determinations are generally made on the basis of the Course Description and hours studied.

Courses will be accepted for the Major if they are equivalent to courses required by LASC. Determinations are generally made on the basis of the Course Description and hours studied.

For further information, see a General Counselor in Student Services Building, Room 227.



LOS ANGELES SOUTHWEST COLLEGE

|   |  |
|---|--|
| <p><b>AREA A—NATURAL SCIENCES</b><br/><b>Minimum</b></p>  | <p><b>3 Semester Units</b></p>         |
| <p><b>Anatomy 1; Anthropology 101, 103; Astronomy 1; Biology 3, 5, 6, 7, 20; Chemistry 51, 101, 102, 211, 212; Environmental Science 1, 2; Geography 1, 7, 14; Geology 1, 2; Microbiology 1; Physical Science 1; Physics 6, 7, 37, 38, 39; Physiology 1; Psychology 2</b></p>   |  |
| <p><b>AREA B—SOCIAL AND BEHAVIORAL SCIENCES AND AMERICAN INSTITUTIONS</b><br/><b>Minimum</b></p>  | <p><b>6 Semester Units</b></p>         |
| <p><b>B1. American Institutions (3 Semester Units Minimum)</b><br/><b>History 5, 11, 12, 41, 42, 43; Political Science 1</b></p>  |  |
| <p><b>B2. Social and Behavioral Sciences (3 Semester Units Minimum)</b><br/><b>Accounting 1; Administration of Justice 1, 63, 180; African American Studies 2, 7; Anthropology 102, 103, 121, 132; 133; Business 1, 5, 6; Chicano 2, 4; Child Development 1; Communication Studies 122, 190; Economics 1, 2; Education 203, 204; Environmental Studies 101; Geography 2, 7, 14; Health 21; History 1, 2, 3, 5, 12, 37, 52; International Business 602, 603; Law 3, 13; Political Science 2, 5, 7, 9, 19, 20, 50; Psychology 1, 11, 14, 41; Sociology 1, 2, 4, 7, 11, 12, 19, 23, 45; Supervision 1, 6, 12</b></p> |  |
| <p><b>AREA C—HUMANITIES</b></p>   | <p><b>3 Semester Units Minimum</b></p> |
| <p><b>American Sign Language 1, 2, 3; Anthropology 104; Art 101, 102, 103, 104, 201, 213, 300, 307, 501, 502; Art History 126, 130, 140; Communication Studies 130; English 111, 127, 211, 212, 213, 215, 223, 234, 240; French 1; Humanities 1, 2, 6, 31; Music 101, 111, 116, 141, 650; Philosophy 1; Spanish 1, 2, 3, 4, 8, 14, 24; Theater 100, 110, 114, 130, 231, 240, 270, 271, 291, 300</b></p>   |  |
| <p><b>AREA D—LANGUAGE AND RATIONALITY</b></p>   | <p><b>6 Semester Units Minimum</b></p> |
| <p><b>D1. English Composition (3 Semester Units Minimum)</b><br/><b>English 28, 101*, Journalism 101</b></p>  |  |
| <p><b>D2. Communication and Analytical Thinking (3 Semester Units Minimum)</b><br/><b>Communication Studies 101, 104, 121, 122, 151, 190; Computer Science 601, 607; English 102, 103; Library Science 101; Math 115, 122, 125*, 216, 227, 230, 235, 236, 240, 245, 260, 265, 266, 267, 270, 275; Philosophy 8; Psychology 91, 92; Supervision 4</b></p>  |  |
| <p><i>*English 101 and Math 125 required as of Fall 09; see Competency Requirements</i></p>   |  |

**AREA E—HEALTH AND PHYSICAL EDUCATION\***

**3 Semester Units**

**Minimum**

**E1.** Health Education Note: Health 2 includes the physical education activity (2 Semester Units Minimum)  
**Family and Consumer Studies 21; Health 2, 8, 11, 12**

**E2.** PHYSICAL EDUCATION ACTIVITY (1 Semester Units Minimum)

**Dance Studies 814; Dance Techniques 121; Kinesiology 180-391; Kinesiology Athletics 504, 508, 552; Kinesiology Major 101, 111**

*\*Military Credit awarded for Area E with acceptable documentation; Nursing students are exempt from Health*

# LOS ANGELES SOUTHWEST COLLEGE

## ASSOCIATE DEGREE REQUIREMENTS; LACCD-GE, 2020-2021

### 1. Unit Requirement: (LACCD BOARD RULES - CH. VI, ARTICLE II)

A minimum of 60 semester units in degree applicable courses.

### 2. General Education Requirement: (LACCD BOARD RULES - CH. VI, ARTICLE II)

For every major, you must complete a series of courses that make up the general education requirement of the degree. While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement.

### 3. Major Requirement: (LACCD BOARD RULES - CH. VI, ARTICLE II)

In addition to the general education requirements, each degree requires a major. Effective for students admitted to a community college for the fall 2009 term, or any term thereafter, each course counted toward the major requirement must be completed with a grade of "C" or better or a "P" if the course is taken on a "pass-no pass" basis. A course may be used to satisfy both a general education requirement and a major requirement.

### 4. Scholarship Requirement: (LACCD BOARD RULES - CH. VI, ARTICLE II)

A minimum "C" (2.0) cumulative grade point average in all courses used toward the degree. Effective for all students admitted for the Fall 2009 term or any term thereafter, each course counted toward the major requirements must be completed with a grade of "C" or better or a "P" if the course is taken on a "pass-no pass" basis.

### 5. Degree Requirement: (LACCD BOARD RULES - CH. VI, ARTICLE II)

Students must complete no fewer than 12 units at the college conferring the degree. When the same major is offered at multiple colleges in the LACCD, the degree shall be conferred by the college where the student has taken the majority (greater than 50.0%) of units in the major.

### 6. Competency Requirement: (LACCD ADMINISTRATIVE REGULATIONS - E-79)

#### Mathematics Competency

The competency requirement in mathematics for the Associate Degree may be met by completion of any of the following:

- (1) Verification of passing with a grade of C or P or higher any course from a California Community College Chancellor's Office (CCCCO) Course Basic (CB) Code of "One Level Below Transfer" or higher with a TOP code beginning with 17.
- (2) Verification of passing with a grade of C- or higher a mathematics course at or above the level of the course typically known as Intermediate Algebra or the equivalent from any United States regionally accredited secondary or post-secondary institution.
- (3) Verification of passing with a grade of C or P or higher a California Community College course that meets the California State University General Education Breadth (CSUGE Breadth) requirement in Area B4: Mathematics/Quantitative Reasoning and/or the Intersegmental General Education Transfer Curriculum (IGETC) in Area 2A: Mathematical Concepts and Quantitative Reasoning.
- (4) Achieving a satisfactory score (using a DAS-approved scoring-method) on a DAS-approved District Mathematics Competency Examination.
- (5) Achieving a satisfactory score on an external examination (such as, but not limited to an Advanced Placement Exam) as specified in LACCD Administrative Regulations.

#### Written Expression Competency

The competency requirement in written expression for the Associate Degree may be met by completion of any of the following:

- (1) Verification of passing with a grade of C or P or higher Freshman Composition from any California Community College or the equivalent from any United States regionally accredited institution with a grade of C- or higher.
- (2) Verification of passing with a grade of C or P or higher a California Community College course that meets the California State University General Education Breadth (CSUGE Breadth) requirement in Area A2: Written Communication and/or the Intersegmental General Education Transfer Curriculum (IGETC) in Area 1A: English Composition
- (3) Achieving a satisfactory score on an external examination (such as, but not limited to an Advanced Placement Exam) as specified in LACCD Administrative Regulations.

Students who maintain continuous catalog rights (as defined in Board Rule 6203) may satisfy competency according to the requirements stated in college catalogs pursuant to relevant Board Rules and Administrative Regulations from the first term under those rights until the term all graduation requirements have been met or any intervening term.

#### **Transfer Students**

Completing the Associate Degree does not necessarily meet the university-admission requirements for transfer. An Associate Degree is not a requirement for transfer to either the CSU or UC campuses. Private and out-of-state colleges and universities have unique transfer requirements. However, if you would like to transfer to a university and earn an associate degree, early educational planning can make this goal achievable. You should meet with a counselor early in your studies to develop an Educational Plan that fulfills both transfer requirements and associate degree requirements.

#### **Procedure for requesting the degree:**

You must file a Graduation Petition for the degree in the Counseling Office. Please check the Schedule of Classes for deadlines. If you have completed coursework at other schools that you believe meets some of your degree requirements, you may petition for course substitution with a Los Angeles Southwest College counselor.





**LOS ANGELES SOUTHWEST COLLEGE  
CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION CERTIFICATION**

*The CSU-GE curriculum is recommended for students planning to transfer to a Cal State University.  
Legend: C=Completed, IP=In Progress, R=Remaining*

**AREA A-ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING**  
9 semester units required with at least one course each from A1, A2 and A3

|    |   |
|----|---|
| A1 | <b>Oral Communication (completed with a "C" or better)</b><br>Communication Studies 101               |
| A2 | <b>Written Communication (completed with a "C" or better)</b><br>English 101                          |
| A3 | <b>Critical Thinking (completed with a "C" or better)</b><br>English 102, English 103; Philosophy 008 |

**AREA B-SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING**  
9 semester units required with at least one course each from Physical Science, Life Science (at least one to contain a laboratory component) and Mathematics/Quantitative Reasoning

|    |  |
|----|--|
| B1 | <b>Physical Science</b><br>Astronomy 001; Chemistry 051, 101, 102, 211, 212; Earth Science 001; Environmental Science 001; Geography 001; Geology 001, 200, 004; Physical Science 001, 004; Physics 006, 007, 037, 038, 039;   |
| B2 | <b>Life Science</b><br>Anatomy 001; Anthropology 101; Biology 003, 005, 006, 007, 009, 020, 022; 046; Environmental Science 002; Microbiology 001, 020; Physiology 001; Psychology 002   |
| B3 | <b>Laboratory Activity</b><br>Anthropology 111; Astronomy 005; Earth Science 002; Geography 015; Geology 006, 007; Oceanography 010; Physical Science 014<br>This requirement may also be met by completion of any lecture with lab course listed in Area B1 or B2 above that is underlined. |
| B4 | <b>Mathematics/Quantitative Reasoning (completed with a "C" or better for CSU admission)</b><br>Math 215, 227, 228B, 227S, 230, 235, 236, 240, 245, 260, 265, 266, 267, 270, 275   |

**AREA C-ARTS AND HUMANITIES**  
9 semester units required with at least one course each in Arts and Humanities

|    |  |
|----|--|
| C1 | <b>Arts (Arts, Cinema, Dance, Music, Theater)</b><br>Art 101, 102, 103, 104, 201, 300, 501; Art History 126, 130, 140; Dance 805, Music 111, 116, 141; Theater 100, 110  |
| C2 | <b>Humanities (Literature, Philosophy, Languages Other than English)</b><br>American Sign Language 001, 002; Anthropology 104; Communication Studies 130; English 102, 207, 208, 211, 212, 213, 215, 234; French 001, 002; History 001, 002; Humanities 001, 002, 006, 031; Philosophy 001; Spanish 001, 002, 003, 004 |

**AREA D-SOCIAL SCIENCES**  
9 semester units required with courses in at least 2 disciplines

|  |   |
|--|---|
|  | <b>D0 - Sociology and Criminology</b> -Administration of Justice 063; Health 021; Sociology 001, 002, 011, 045<br><b>D1 - Anthropology and Archeology</b> -Anthropology 102, 103, 104, 133<br><b>D2 - Economics</b> -Economics 001, 002; Political Science 060<br><b>D3 - Ethnic Studies</b> - African American Studies 002, 007; Chicano Studies 002, 004; History 041, 042, 043; Political Science 020; Sociology 011<br><b>D4 - Gender Studies</b> -History 052; Political Science 019<br><b>D5 - Geography</b> -Geography 002, 007, 014<br><b>D6 - History</b> -History 001, 002, 005, 011, 012, 041, 042, 043, 052; Humanities 006<br><b>D7 - Interdisciplinary Social or Behavioral Science</b> - Chicano Studies 002, 004; Child Development 001; Environmental Studies 101; Health 021; Sociology 045<br><b>D8 - Political Science, Government and Legal Institutions</b> -Administration of Justice 001, 002; African American Studies 002, 007; History 011, 012; Law 003; Political Science 001, 002, 005, 007, 019, 020, 030, 050, 060<br><b>D9 - Psychology</b> -Psychology 001, 011, 014, 041 |
|--|---|



|  |
|--|
| <b>AREA E-LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT</b><br>3 semester units, not all in physical activity  |
| Counseling 020, 040; Environmental Science 002; Family and Consumer Studies 021; Health 002, 008, 011, 021, 101; Kinesiology 201*,217*, 251*, 303*, 327, 334*, 336-1*, 345*, 419-1*; Kinesiology Athletics 552*, Kinesiology Major 134**; Psychology 003, 041; Sociology 012<br><b>NOTE:</b> * = 1 unit; ** = 2 units  |
| <b>CSU U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS Graduation Requirement</b><br>2 courses (6 semester units)   |
| <b>NOTE:</b> The CSU system accepts the following courses in fulfillment of its United States History, Constitution and American Ideals requirement.<br><br><b>Choose one course from Group 1 and one course from Group 2. Group 1: Historical Development of American Institutions and Ideals</b><br>History 005, 011, 012, 041, 042, 43<br><b>Group 2: US Constitution and Government/California State and Local Government</b><br>Political Science 1 |

**Background**

CSU GE requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons. These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience. (CSU Executive Order 1100 3.1).

**Minimum Grades**

A grade of C- or better is required in each CSU or transfer course in written communication in the English language (A2), oral communication in the English language (A1), critical thinking (A3), and mathematics/quantitative reasoning (B4). (Title 5 Sections 40803, 40804, 40804.1). Each CSU campus shall establish the minimum grades for satisfactory completion of remaining general education breadth courses, subject to reciprocity requirements specified in Section 5.6 (CSU Executive Order 1100 2.2.2).

**Double Counting/General Education, Major, and Other Requirements**

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement (CSU Executive Order 1100 2.2.6).

**Fulfillment of Lower-Division Requirements**

Students admitted to a CSU campus with full certification shall not be held to additional lower-division general education requirements (CSU Executive Order 1100 5.3.2.1).

**Additional Lower-Division Graduation Requirements**

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the GE program of the campus awarding the degree (CSU Executive Order 1100 5.3.2.2).

**Qualification for Full Certification**

To qualify for full certification, a student must satisfactorily complete 39 lower-division semester units, or the quarter unit equivalent, of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Subject-Area Distribution). If a student completes a laboratory experience with academic credit, as described in Subarea B3, the student may be certified for 40 semester units or the quarter equivalent. CCC GE certification does not guarantee that all CSU campus admission requirements have been met (CSU Executive Order 1100 5.3.2.3).

**Approved Associate Degree for Transfer**

Students are considered lower-division CSU GE certified if they successfully complete and are awarded a CCC Associate Degree for Transfer (ADT) that includes the CSU lower-division GE requirements (CSU Executive Order 1100 5.3.4).

**General Education Breadth for STEM Majors within ADTs**

Students pursuing certain ADTs may be eligible to take "GE Breadth for STEM," deferring one lower-division course in Subarea C and one lower-division course in Subarea D until after transfer. GE Breadth for STEM is applicable only to majors for which the Transfer Model Curriculum specifies GE Breadth for STEM (CSU Executive Order 1100 5.3.5).

**For further information, please see a counselor**



**LOS ANGELES SOUTHWEST COLLEGE  
INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM**

|   |  |
|---|--|
| <i>The IGETC curriculum is recommended for transfer to a UC or CSU. All Areas must be completed with "C" or better.<br/>Legend: C=Completed, IP=In Progress, R=Remaining</i>                              |  |
| <b>AREA 1 - ENGLISH COMMUNICATION</b><br>UC - 2 courses required one each from group A and B.<br>CSU - 3 courses required, one each from group A, B and C.  |  |
| 1A  | <b>English Composition (1 course, 3 semester units)</b><br>English 101   |
| 1B  | <b>Critical Thinking - English Composition (1 course, 3 semester units)</b><br>English 102 or English 103  |
| 1C  | <b>Oral Communication - CSU requirement only (1 course, 3 semester units)</b><br>Communication Studies 101   |
| <b>AREA 2 - MATHEMATICAL CONCEPTS &amp; QUANTITATIVE REASONING</b><br>1 courses, 3 semester units minimum.  |  |
| 2A  | Mathematics 227, 230, 235◊, 236◊, 245◊, 260◊, 265◊, 266◊, 267, 270, 275  |
| <b>AREA 3 - ARTS AND HUMANITIES</b><br>At least 3 courses, with at least one course from the Arts and one course from Humanities. 9 semester units minimum.   |  |
| 3A  | <b>Arts:</b> Art 101, 102, 103, 104; Art History 126, 130 ; Music 111, 116, 141; Theater 100, 110  |
| 3B  | <b>Humanities:</b><br>American Sign Language 003; Anthropology 104; English 102, 207, 211, 212, 213, 215, 234; French 002; History 001, 002, 005, 011, 012; Humanities 001, 031; Philosophy 001; Spanish 002, 003, 004   |
| <b>AREA 4 - SOCIAL AND BEHAVIORAL SCIENCES</b><br>At least 3 courses from at least 2 disciplines or an interdisciplinary sequence. 9 semester units minimum.  |  |
| 4A-J  | Administration of Justice 063; Anthropology 102, 103, 104, 133; African American Studies 002, 007; Chicano Studies 002, 004; Economics 001, 002; Environmental Studies 101; Geography 002, 007, 014; Health 021; History 001*, 002*, 005*, 011*, 012*, 041*, 042*, 043*, 052; Political Science 001, 002, 005, 007, 019, 020, 030, 050, 060; Psychology 001, 041◊; Sociology 001, 002, 004, 011, 045 |
| <b>AREA 5 - PHYSICAL AND BIOLOGICAL SCIENCES</b><br>At least 2 courses, one Physical Science course and one Biological Science course; at least one must include a laboratory. 7-9 semester unit minimum. |  |
| 5A  | <b>Physical Science:</b> Astronomy 001; Chemistry <u>051◊, 101, 102, 211, 212</u> ; Earth 001, Environmental Science 001; Geography 001; Geology 001, 002, <u>004</u> ; Physical Science 001◊; Physics <u>006◊, 007◊, 037◊, 038◊, 039◊</u> ;   |
| 5B  | <b>Biological Science:</b> Anatomy <u>001◊</u> ; Anthropology 101; Biology <u>003◊, 005◊, 006, 007, 020◊</u> ; Environmental Science 002; Microbiology <u>001, 020</u> ; Physiology <u>001◊</u> ; Psychology 002   |
| 5C  | <b>Science Laboratory:</b> Anthropology 111; Astronomy 5; Geography 15; Geology 6, 7; Earth 002, Physical Science 014<br><i>(This requirement may also be satisfied by completion of any lecture with lab course listed in Area 5A or 5B above that is underlined.)</i>  |
| <b>AREA 6 - LANGUAGES OTHER THAN ENGLISH (UC Requirement ONLY)</b><br>Proficiency equivalent to two years of high school study in the same language   |  |
| 6A  | American Sign Language 001, 002, 003; French 001, 002; Spanish 001, 002, 003, 004  |
| <b>CSU GRADUATION REQUIREMENT<br/>U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS</b>  |  |
| Group 1   | <b>Historical Development of American Institutions and Ideals:</b><br>History 005, 011◊*, 012◊*, 041◊*, 042◊*, 043◊*   |



|                    |  |
|--------------------|--|
| <b>Group<br/>2</b> | <b>US Constitution &amp; Government/California State &amp; Local Government:</b><br>Political Science 001* |
|--------------------|--|

◊ Transfer credit is limited by either UC or CSU or both. Please consult with a counselor.

\* Courses listed in multiple areas shall not be certified in more than one area except for courses in *Languages Other Than English*, which can be certified in both areas 3B and 6A.

#### **History**

The Intersegmental General Education Transfer Curriculum (IGETC) began in 1991 to provide an option for California Community College students to fulfill lower-division general education requirements before transferring to either a California State University or University of California campus (IGETC Standard 1.0)

#### **Students Who May Use IGETC**

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a California Community College to a California State University (CSU) or University of California (UC) campus generally without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion. All UC and CSU campuses will accept the completed IGETC to satisfy all lower-division general education requirements. However, individual colleges or majors within a UC campus may not accept IGETC for meeting general education (IGETC Standard 2.0).

#### **California Community College (CCC) Courses on IGETC**

In recognition that students often attend multiple California Community Colleges, policy specifies that IGETC coursework completed in specific subject areas will be used in the area designated by the CCC at which the course was completed. In other words, if College A is certifying IGETC completion using work completed at College B, College A should use the coursework according to the approved list for College B (IGETC Standard 5.1).

#### **Lower-division Courses**

A California Community College may include non-CCC lower-division courses that are completed at a United States regionally accredited institution and meet IGETC specifications if the following criteria are met:

1. The coursework completed at these institutions is deemed by the CCC faculty in the discipline or their designee to be comparable to coursework on that community college's approved IGETC course list; or
2. If the certifying CCC does not have an IGETC comparable course for a non-CCC course, but there is a comparable course at another CCC which is found on their IGETC pattern, the course may be used on IGETC as long as the course outlines are compared and scrutinized as to equivalency in content, prerequisites, texts, units, and conformity to IGETC Area Standards. (See Section 10.0 for Standards).
3. If there is no comparable course at either the certifying CCC or another CCC's, then the certifying CCC may use the non-CCC course on the IGETC provided that the non-CCC course conforms to the IGETC Area Standards. (See Section 10.0 for Standards) (IGETC Standard 5.2.1)

#### **International Coursework on IGETC**

International coursework may be applied to IGETC if the international institution has United States regional accreditation. All other international coursework cannot be applied to IGETC (IGETC Standard 5.3).

**Exception:** Area 6: Language Other Than English (LOTE). International coursework completed at a non-United States institution may be applied. (See Section 10.6.1 for details on Language Other than English)

#### **Minimum Grade Requirements**

A minimum "C" grade is required in each college course for IGETC. A "C" is defined as a minimum of 2.0 grade points on a 4.0 scale. A "C-" grade valued at less than 2.0 grade points on a 4.0 scale cannot be used for IGETC certification (IGETC Standard 9.1).

#### **Students who are eligible to use the IGETC for STEM Majors**

- Students preparing for a major in science, technology, engineering or mathematics are eligible. (IGETC for STEM will allow them to concentrate on the lower division math and science courses required for a STEM major.); and
- If it is impossible for students to complete major preparation coursework and IGETC or CSU GE Breadth within 60 units prior to transfer. (IGETC Standard 11.0)

#### **Certification Processes**

It is the student's responsibility to request IGETC Certification. It is strongly recommended that students complete IGETC prior to transfer. Advantages of completing IGETC include more flexibility in class selection at the university and timely progress to degree completion (IGETC Standard 12.0).

#### **Who Certifies the IGETC?**

Students who have completed coursework at more than one California Community College should have their coursework certified by the last California Community College they attended for a regular term (*fall or spring for semester schools; fall, winter or spring for quarter schools*) prior to transfer. If a student requests certification from a California Community College that is not the last school of attendance, it is at the discretion of that community college to certify (IGETC Standard 12.1).

**For further information, please see a counselor.**

Updated 8/2019

## Academic Departments and Disciplines

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### Arts & Humanities

Cox Building, Room 520  
(323) 241-5418

[www.lasc.edu/students/departments/arts-humanities/artdepartment.html](http://www.lasc.edu/students/departments/arts-humanities/artdepartment.html)

A degree in the Arts and Humanities prepares our students to open their minds and imaginations to fresh perspectives on the world, their communities and themselves. Discovery in the arts helps students to cultivate the creative contributions they have to share with the diversity of humanity. By studying the world's cultures, students expand their horizons and prepare themselves for an increasingly multicultural world; the study in philosophy helps students to analyze the fundamental questions about society and the universe. Our disciplines explore the ways in which people have articulated their understanding of themselves and the world.

The department offers courses in six subjects, with degree programs in five (5) areas. In addition the department supports an Interdisciplinary Studies (IDS) degree in the Arts and Humanities. Many of the courses in the Arts and Humanities serve the dual purpose of General Education subjects for transfer to major Colleges and Universities. With this in mind, Los Angeles Southwest College endorses the Los Angeles Community College District Board Rule (6201.14) on General Education:

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In keeping with the mission of Los Angeles Southwest College, General Education courses should also expand students' academic experiences that contribute to enrichment of life, affirmation of a diverse population, and promote life-long learning.

#### Faculty

Taylor, Katrina, *Department Chair, Assistant Professor, Communication Studies*  
Bremen, Jonathan, Professor, Music  
Duncan, Yancy, *Assistant Professor, Communication Studies*  
Evans, Lauren, *Assistant Professor, Fine Arts*  
Greene, Voiza, *Associate Professor, Speech Communication*  
Pope-Evans, Jonathan, *Assistant Professor, Theater Arts*

#### DISCIPLINES

Art  
Communication Studies  
Humanities  
Music  
Philosophy  
Theatre Arts

### Behavioral & Social Sciences

School of Behavioral and Social Science Building, Room 204  
(323) 241- 5539

[www.lasc.edu/students/departments/bssd/index.html](http://www.lasc.edu/students/departments/bssd/index.html)

We explore how human beings and animals are studied through science, observation and experimental methods. Areas of focus such as anthropology, psychology, and sociology give us greater understanding of human interactions. The Behavioral and Social Sciences Department offers various student-led clubs and programs designed to facilitate student involvement, participation and extended learning.

#### Faculty

Jones, Maisha, *Department Chair, Associate Professor, Sociology*  
Apenahier, Leonard E. *Associate Professor, Psychology*  
Du Bry, Travis A. *Assistant Professor, Anthropology*  
Flowers, Elizabeth, History  
Howard, Tamara *Instructor, Political Science*  
Lee, Sandra *Professor, Psychology*  
Powell, Wonda *Professor, History, Business*  
Robert, Lance A. *Instructor, Political Science*  
Saafir, Rasheed, Instructor, Administration of Justice  
Wright, Kristine *Instructor, Sociology*

#### DISCIPLINES

Administration of Justice  
American Sign Language  
Anthropology  
Education  
History  
Political Science  
Psychology  
Sociology

### Business, Computer Science & Related Technologies

School of Career & Technical Education, Room 235  
(323) 241-5415

[www.lasc.edu/business/](http://www.lasc.edu/business/)

The Business, Computer Science & Related Technologies

Department provides a broad overview of the functional areas of business and technology with selected areas of specialization. Students take foundation courses in accounting, business, economics, management, entrepreneur, supervision, real estate, law/paralegal, computing and electronics. The department offer students the opportunity to acquire skills, transfer credit and degrees in a number of dynamic areas that encompass various business and technologies disciplines. Core courses that relate to the basic functions of business, such as economics, finance, management, marketing and management are offered across many of the disciplines in this department. The department blends business with technology to offer students opportunities in:

- Accounting
- Business, Economics, Finance, Marketing, Management, Supervision
- Real Estate
- Computer Science
- Information Technology
- Computer Applications & Office Technology
- Law/Paralegal
- Electronics

Degree and certificate programs are designed to prepare students for immediate employment, promotional advancement and transfer opportunities in each of its disciplines. Students may pursue courses merely to upgrade their computer skills, pursue a career pathway, transfer to a four-year institution or to obtain an Associate degree in a wide variety of business and technology programs.

All students, even those who are just interested in updating their computer skills, may earn certificates of completion in a wide variety of business-related computer application programs.

#### Faculty

Moore, Allison *Department Chair, Professor, Accounting*  
 El-Khoury, Naja *Instructor, Computer Science and Information Technology*

Haghoo, Majid *Professor, Computer Science and Information Technology*

Miramontes, Ramon *Instructor, Business Administration*

Magee, Carolyn *Professor, Computer Applications & Office Technology*

Mantena Niladri R., *Professor, Electronics & Computer Technology*

Mrava, Joan *Professor, Business Administration*

Toure, Nouha, *Associate Professor, Business & Economics*

#### DISCIPLINES

Accounting

Business

Computer Applications and Office Technologies

Computer Science & Information Technologies

Computer Technology

Economics

Electronics

Finance

International Business

Law/Paralegal

Management

Marketing

Real Estate

Supervision

## Child Development

Child Development Education Complex, Room 210

(323) 241-5030

[www.lasc.edu/chdev/](http://www.lasc.edu/chdev/)

The Child Development Program prepares individuals for various levels of employment in child development centers, preschools, recreation centers, public school settings, Head Start programs, family and in-home daycare and other areas where caring for young children is the principle function. The program explores best practices relevant to current theory, pedagogy, intentional teaching as well as early childhood trauma and preschool learning foundations. The program integrates theoretical and empirical concepts of development with field and laboratory experiences. Goals of the Child Development Program are to provide students with an awareness, appreciation and inclusive understanding of variables influencing the development of children.

The Child Development Program offers each student opportunities to:

- Acquire necessary units for the Child Development Associate in Arts degree, Early Childhood Education AS-T Transfer degree, and Liberal Arts: Child Development degree
- Acquire necessary units for various Child Development Certificates and units required for the California Child Development Permit
- Participate in a Student Teacher Training program at the LASC Child Development Center Laboratory School and local Child Development Centers
- Receive assistance from quality improvement programs such as The California Early Childhood Mentor Program (CECMP) and The Child Development Training Consortium (CDTC)
- Receive grants, stipends, and participate in professional development workshops, trainings, and conferences.

In addition, the faculty and staff provide a very positive learning environment to enhance and ensure student success. They take pride in offering a comprehensive Child Development Program. The field of early childhood education needs well-trained passionate and creative educators to provide high quality and respectful services to diverse children and families in a variety of settings. At LASC, students receive the education, training, and support services needed to be



successful early childhood educators.

Below are some webpages that will help you pursue your goals in the Child Development field:

[www.childdevelopment.org](http://www.childdevelopment.org) Child Development Training Consortium

[www.ctc.ca.gov](http://www.ctc.ca.gov) California Teacher Credentialing

[www.naeyc.org](http://www.naeyc.org) National Association for the Education of Young Children

<http://www.cde.ca.gov/sp/cd/re/psframework.asp> California Curriculum Framework

#### Faculty

Brinson, LaShawn, *Department Chair, Professor, Child Development*

Amos, Gail, *Assistant Professor, Child Development*

Garcia-Oliva, Claudia E., *Assistant Professor, Child Development*

Juarez, Monica M., *Assistant Professor, Child Development*

Robinson, Dawn, *Assistant Professor, Child Development*

#### DISCIPLINES

Child Development

Family & Consumer Studies

## Child Development Center Lab

### School

Child Development Education Complex

323-241-5000

[www.lasc.edu/chdev/index.html](http://www.lasc.edu/chdev/index.html)

The Child Development Center Lab School is part of the Child Development Program and serves as a laboratory school for students majoring in Child Development or related disciplines at Los Angeles Southwest College. Child Development students are placed in the center to observe the application of developmentally appropriate practices in early childhood education, to gain "hands-on" knowledge of the implementation of daily lesson plans throughout the curriculum, and to acquire field experience (student teaching) in a quality child development setting for toddlers, preschool and school-age children. In addition, students majoring in Child Development and trying to meet requirements for the Child Development Permit career ladder matrix may apply for employment/training opportunities at the Center.

The Center is licensed to serve children 12 months to 5 years of age in the day program from 7:30 a.m. to 3:00 p.m., Monday through Thursday, and 7:30 a.m. to noon on Fridays. The Child Development Center Lab School accepts applications year-round.

#### Faculty

Garcia, Monica, *Director, Child Development, Title IX Coordinator*

Auria, Debra R., *Associate Professor, Child Development Center*

Blanks, Misty K., *Instructor, Child Development Center*  
Grey, Joanne, *Instructor, Child Development Center*

## English & Foreign Language

School of Behavioral and Social Science Building (SSEC),  
Room121N

(323) 242-5597

[www.lasc.edu/students/departments/efl](http://www.lasc.edu/students/departments/efl)

#### ENGLISH

Welcome to the English Department! The English Program is aimed at improving students' abilities to read, think, and write critically. Objectives in courses range from teaching the fundamentals of language and composition to an introduction to significant literature in Western culture.

We offer an Associate's Degree and prepare students with professional, comprehensive, and rigorous training in writing for transfer to a university B.A. degree program with the writing, researching, and critical thinking skills necessary to succeed. The courses in the program are specifically designed to prepare students for study in English at a four-year university; with goals both educational and artistic, the English Program offers a multi-genre curriculum with foundation courses in critical thinking, writing, literature, fiction, nonfiction, drama, and poetry with additional options to take courses in African-American literature, Chicana Literature, Shakespeare, creative writing, journalism, and other specialized courses in literature and writing. Accentuated by active participation in student-centered classrooms, students learn strategies for participation in and facilitating workshops at the professional level.

In keeping with the mission of LASC, the English Program courses expand students' academic experiences that contribute to enrichment of life, affirmation of a diverse population, life-long learning, and enhanced critical thinking.

#### Learning Outcomes:

1. Read accurately, critically, broadly and reflectively, demonstrating the ability to consider contrastive or opposing perspectives and non-insular openness to diverse ideas and intellectual traditions.
2. Produce college-level academic English prose to communicate clear yet nuanced viewpoints on complex subjects and ideas, demonstrating a sound understanding of audience and purpose.
3. Utilize research skills to produce essays that meet a range of educational, professional, and personal objectives, and that integrate sources effectively, use appropriate and accurate documentation methods, and incorporate relevant and sufficient support.

## JOURNALISM

The Journalism Program is aimed at teaching students how to report and write the news, how to shoot news photographs, and how to design a college newspaper using computer technology.

Objectives of courses include learning the fundamentals of interview techniques and newspaper production.

### Learning Outcomes:

Analyze the ethical concepts, legal implications, considerations and practices that guide online forums.

Apply tools and technologies appropriate for the production, editing and presentation of visual and textual, or other web-based content.

## FOREIGN LANGUAGE

The Foreign Language Program offers a sequence of courses in Spanish, which students can pursue for individual purposes. One direction provides courses which may be used as partial fulfillment of the requirement for the A.A. degree. A second direction provides the General Education courses necessary for transferring to a four-year university. A third direction provides the basic language courses required for the Spanish major transferring to a four-year institution.

The Program also offers classes for students who are interested in learning Spanish for use on their jobs or for vocational purposes. Native Spanish speakers may also take courses that enable them to improve their writing, reading, and speaking abilities.

### Learning Outcomes:

Read a short story or article in Spanish and answer questions based on the reading.

Write an essay in Spanish of at least two pages using correct grammar and appropriate vocabulary.

## English Department COMPETITION & PUBLICATIONS

### Say the Word Essay and Poetry Competition

Students may enter essays or poetry to the Say The Word Writing Competition. We accept essays and poetry on any subject. Winners in each category (essays and poetry) will receive cash prizes of \$100.00 for First Place and \$50.00 for Second Place. Both contest winners and selected entrants will be published in the current issue of Say The Word Anthology of Student Writing. Select poetry winners will be invited to read their poems at the Say The Word Event in Spring semester; select essay competition winners will be invited to read their work at the Anthology Publication Party the following Fall. Send submissions to [cifaredl@lasc.edu](mailto:cifaredl@lasc.edu) or submit hard copies to Professor Cifarelli's mailbox in the English Department.

The Word

Students (and staff and faculty) are encouraged to submit work for publication in our forthcoming online newspaper. Any writing that is topical, addresses a current event, reviews a film, CD, TV show, theatrical performance, or any other event, is an interview or portrait of a significant person, expresses an opinion about a current social issue or local events, is informative about community happenings, addresses a controversy in any discipline, provides advice, or anything else that might typically appear in a newspaper or make an interesting feature story...is welcome. Send submissions to [cifaredl@lasc.edu](mailto:cifaredl@lasc.edu). Editing help is available by request.

## Poetry Collective

The Poetry Collective is a safe environment where you can share your work, thoughts, and feelings without any ridicule or judgment. You don't have to be a poet to join. You can bring work from other poets to share. If you have any other talents such as drawing, music, etc., we'll incorporate it into the organization. There are no fees or deadlines to join. The collective looks great on scholarships, transfer applications, and resumes; it also provides opportunities to perform at on and off campus events as well as opportunities to publish your work in anthologies and chapbooks.

## Faculty

Bohn, Jeffrey, *Department Chair, Instructor, English*  
Arms-Gradington, Stephanie, *Assistant Professor, English*  
Burrus, Stephanie, *Instructor, Reading*  
Cifarelli, Darren, *Instructor, English*  
Dillon, Sioban V., *Professor, English*  
Drawbond, Jessica, *Instructor, English*  
Evans, Max, *Assistant Professor, English*  
Johnson, Joni F., *Instructor, English*  
Maselli, Sharon, *Professor, English*  
Persaud, Arabella C., *Professor, Spanish*  
Turner-Odom, Sabrena, *Associate Professor, English*

## DISCIPLINES

English  
French  
Journalism  
Reading  
Spanish

## Mathematics

Technology Education Building, Room 281  
(322) 241- 5366

[www.lasc.edu/students/departments/math/mathdepartment.html](http://www.lasc.edu/students/departments/math/mathdepartment.html)

The department is located on the second floor of the Technology Education Center and consists of nine full-time and about 30 part-time, faculty members.

The department offers a full spectrum of courses from basic mathematics through Statistics, Calculus, Linear Algebra, and Differential Equations to meet the needs of students with a wide variety of goals.

Courses are scheduled throughout the day and evening from 7:45 a.m. to 9 p.m. Monday through Thursday. Courses are also offered on Fridays and Saturdays. The Math Lab is staffed with experienced instructors and student tutors and offers a wide variety of tutoring services, including workshops.

The Mathematics Department at LASC is committed to making your math experience the best possible!

#### Faculty

Saakian, Lernik, *Department Chair, Instructor, Mathematics*

Dammena, Dimetros W., *Associate Professor, Mathematics*

Dammena, Zekarias W., *Associate Professor, Mathematics*

Elias, Deyanira, *Instructor, Mathematics*

Gromova, Irina, *Instructor, Mathematics*

Hector, Edward, *Associate Professor, Mathematics*

Martirossian, Martin, *Instructor, Mathematics*

Ramos, Guadalupe, *Assistant Professor, Mathematics*

Tadele, Gizaw, T., *Associate Professor, Mathematics*

#### DISCIPLINES

Mathematics

## Natural Sciences, Health & Kinesiology

School of Science, Room 104

(323) 241-5296

<https://www.lasc.edu/programs/divisions/Math-Science-Health-Kinesiology-Nursing/Science-Health-Kinesiology/index>

If you enjoy science, but aren't sure what you'd like to study more of, take a look at all we offer through Natural Sciences, Health, and Kinesiology. Study our physical world through natural science subjects such as biology, chemistry, geography, geology, and physics. Get an up-close look at cells, viruses, and bacteria in microbiology. Get to know more about the human body through anatomy, human biology, and physiology.

Live your best life through our health and kinesiology courses. Expand your well-being and movement with our many physical activity courses such as swimming, weightlifting, yoga, Zumba, and self-defense. Get the information everyone needs to achieve an optimum quality of life through our health courses such as public health, human sexuality, men's and women's personal health, as well as nutrition. Come and explore the courses we have to offer which will help satisfy your degree and certificate requirements and give you the foundation to seek a career in the fields of Natural Sciences, Health, and Kinesiology.

Our primary goal is to provide access through this multicultural, international and intercultural community via a collegiate experience that promotes equity for all. The department's programs appeal to both the traditional and non-traditional student, offer equal opportunity for participation in all disciplines, provide comprehensive transfer and career programs, and maintain high enrollment and retention as well as high completion ratios.

We provide an environment of diversity to meet the specific needs of the South Los Angeles community we serve. We have energetic and committed faculty and staff who inspire students to reach their goals. Necessary skills for student success in both academic and career segments of student education are provided in Anatomy, Biology, Chemistry, Microbiology, Physiology, Health, Kinesiology, Physics, Geology and Geography disciplines.

The purpose of our department and function is in concert with the core values of our institution: access, success, excellence, accountability, collaboration and resources, and career and technical education.



#### New School of Science Building

Opened in Fall 2019, the School of Science building is the new home for the Natural Sciences department. This state-of-the-art, environmentally-sound facility has all the latest technological and scientific resources and equipment to give you a strong foundation to become our next generation of scientific thinkers, explorers, and innovators.

You will use new instruments and perform many complex and insightful experiments in the building's nine labs, where each one is dedicated to a specified science discipline. Our new building also includes a study room, astronomy observation deck, and a 90-seat lecture hall.

#### Faculty

Kim, Kang, *Department Chair, Professor, Natural Sciences*

Collins-Head, Sharon, *Professor, Dance, Health & Physical Education*

Doose, Paul R., *Professor, Earth Sciences*

Estrada, Robert E., *Associate Professor, Kinesiology*

Gamble, Brian, *Instructor, Physics*  
 Roberts, Todd, *Professor, Biology & Physiology*  
 Stewart, Robert, *Assistant Professor, Anatomy & Biology*  
 Syed, Erum, *Associate Professor, Microbiology*  
 Tatum, Heidi, *Assistant Professor Health Science*  
 Toure, Pogban, *Associate Professor, Chemistry*

**DISCIPLINES**

Anatomy  
 Biology  
 Chemistry  
 Dance  
 Engineering  
 Environmental Science  
 Environmental Studies  
 Geography  
 Geology  
 Health  
 Kinesiology  
 Microbiology  
 Physical Science  
 Physics  
 Physiology

**Nursing**

SoCTE Suite 132  
 (322) 241- 5461

[www.lasc.edu/faculty\\_staff/nursing/nursing\\_prog\\_info.html](http://www.lasc.edu/faculty_staff/nursing/nursing_prog_info.html)

**About Nursing at Los Angeles Southwest College (LASC)**

The Los Angeles Southwest College (LASC) nursing program has a history of excellence in the preparation of competent Registered Nurses since 1967. The Associate Degree Registered Nursing program is Approved/Accredited by the California Board of Registered Nursing (BRN). 1625 N. Market Boulevard; Suite N-217; Sacramento, CA 95834; [www.rn.ca.gov](http://www.rn.ca.gov) (916) 322-3350. LASC Associate Degree Nursing Program offers quality education with an emphasis on critical thinking skills needed to apply theoretical concepts to clinical nursing practice and Patient- Centered Care. LASC offers extensive support services throughout the program.

**FULL-TIME NURSING FACULTY**

Dr. Azubuike, Catherine, RN, MSN/Ed, DNP, Professor of Nursing; Nursing Program Director& Department Chairperson,  
 Dr. Ezeobah, Nkonye, RN, MSN, FNP, RNC-MNN, EDD, Professor of Nursing, Assistant Director  
 Mrs. McClellan, RN, MSN/Ed, Indiana, Instructor, Nursing, Assistant Director  
 Mrs. Song, Rosa, RN, MSN, Nursing Instructor  
 Mrs. Thompson, Lorna, RN, MSN/Ed, Nursing Instructor  
 Dr. Omuson, Victoria, RN, MSN/Ed, PHNP, DNP, Nursing Instructor  
 Sheila Joshway, RN, MSN, Nursing Instructor.

**ADJUNCT NURSING FACULTY**

Lydia Ajao..... RN, MSN, CNS  
 Maureen Akpofure-Ojose ..... RN, MMSN, FNP, NP  
 Chona Biteng..... RN, BSN  
 Charity Chibueze..... RN, MSN  
 Nancy De La Cruz ..... RN, BSN  
 Norma Haye ..... RN, MSN  
 Bridgette Holt-Carter ..... RN, MSN, FNP  
 Dr. Eric Williams ..... RN, MSN, DNP  
 Dr. Gerald Tcheumani..... RN, MSN, DNP  
 Marion White ..... RN, MSN  
 Isibor Nekpen ..... RN, MSN  
 Ezioma Azubuike ..... RN, MSN, NP  
 Nadine Farquharson ..... RN, MSN

**STAFF**

Mrs. Aracely Martinez..... Senior Office Assistant  
 Erika Amador..... Program Assistant  
 Mr. Anthony Amey..... Nursing Counselor

**ASSOCIATE DEGREE**

- Nursing (ADN)

**CERTIFICATES OF ACHIEVEMENT**

- Certified Nursing Assistant/Home Health Aides

**Educational Program**

The Associate Degree Nursing Program at Los Angeles Southwest College is one that demands high levels of performance and proficiency. It effectively integrates general education with the basics of Nursing theory and practice. The curriculum provides two options: 1) the “Generic Option” which requires students to earn an Associate in Science degree; and 2) the “30-Unit Option,” mandated by the Board of Registered Nursing, which does not require the students to earn a degree. Upon completion of either option, the student is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Upon passing the California NCLEX-RN Exam, the student becomes a Registered Nurse (R.N.) in the state of California.

Information regarding program cost is available in the office of the Nursing Department, located in Academic Village #104. Available Financial aid includes: FASFA, tuition waivers, grants and college work-study. Additional information and assistance regarding financial aides, is available in the Financial Aid Office in SSB 104.

Students seeking admission to the Nursing program are required to meet with the Nursing Counselor in AV 104 to review and complete an Educational Plan. Enrollment in the Associate Degree Nursing Program requires acceptance as a fully matriculated student at Los Angeles Southwest College. If a student has a prior record of conviction of a serious offense,



the student is urged to contact the Board of Registered Nursing before applying to the Nursing Program. It is the responsibility of the Board to protect the public against unsafe practitioners by limiting licensure. Even if a student has successfully completed a course of study, the Board may still refuse to grant a license. Further clarification may be obtained by contacting the Board of Registered Nursing; 1625 N. Market Boulevard; Suite N-217; Sacramento, CA 95834; [www.rn.ca.gov](http://www.rn.ca.gov) (916) 322-3350. Each student enrolled in a Nursing Program in the Los Angeles Community College District must complete and have on file with the Nursing Program office a clear criminal background check in order to participate in placement(s) in clinical facilities. The background check is not a requirement for admission to the Nursing Program. Rather, it is a clinical facility requirement for compliance with Joint Commission on Accreditation of Healthcare Organizations. Background checks are to be completed once the student receives acceptance for admission.

Communication with the Nursing Department is primarily done by mail and email. It is the responsibility of each applicant to make sure the department has his/her current address, email, and phone number on file.

### Program Standards

In order to apply to the Nursing Program, a student must have achieved a cumulative grade point average (GPA) of 2.5 or higher for all college coursework taken and an overall GPA of 2.5 for all the Human Anatomy, Human Physiology and Microbiology Prerequisite courses with no grade less than a "C" and NO MORE than ONE Repetition of any of the science courses (See E-10 Guideline). In addition, a grade of "C" or higher is required in all Nursing Prerequisite courses. These standards are required for application to both the "Generic Option" and the "30-Unit Option" programs. Note that a "W" is considered a substandard (fail) grade in all Nursing courses. As per E-10 guideline, only one class in the Nursing Program may generally be repeated. Continuing students must maintain a 2.0 cumulative grade point average.

### Transfer Students:

- Make an appointment with the nursing counselor for transcript verification and evaluation.
- Bring copies of ALL college transcripts, letter of reference from the previous program director and syllabi from completed nursing courses to the meeting with the Nursing counselor
- Pass the ATI-TEAS at or above 62%. Students who do not meet the cut scores will have 6- months to one year to remediate and re-take the exam. Those not meeting the cut score for the second time will not be eligible for entry into the nursing program
- Must have an overall GPA of 2.0 or better in nursing courses taken to date.
- Schedule an appointment with the Nursing Director (323) 241-5461 to determine the point of entry into the program.
- The Nursing Director will review all documents and finalized program admission decisions

- Once accepted to the Nursing Program, the student will apply to the College and receive a student ID number
- Transfer students from other nursing programs will be evaluated on an individual basis. This process requires a completed application, college catalog, letter from the former program director and course syllabi for all successfully completed nursing courses.
- Transfer students must meet the admission requirements for LASC Nursing Program's Generic Nursing Students. *Transfer students must also follow the same application procedure as general students in order to apply to the program.* Space for transfer students is limited. And students will be admitted based on availability of space for entry into the designated course.
- Please contact the Nursing Department to verify if transfer students are currently being accepted.

### Challenging Coursework through Credit by Examination

A maximum of 15 units may be earned through Credit by Examination and applied toward an Associate Degree. A student wishing to take the first or any other Nursing course must be officially admitted to the Generic Nursing Program and have completed at least 12 units within the Los Angeles Community College District. Application for Credit by Examination must be made in writing and exams taken in sequential order. Evaluation is conducted on an individual basis of each application and accompanying documentation of past education and experience. If the application to take an exam is approved, a study guide will be provided prior to the test. The student will then be registered in the course and tuition must be paid. If the student passes the exam, credit will be issued.

A Licensed Vocational Nurse who wishes to receive selected Nursing credits through examination must possess a current California Vocational Nursing License. A career ladder option, however, is not offered.

### LASC POLICY – Petition for Credit by Examination

1. A maximum of 15 units may be earned through Credit by Examination and applied toward an Associate Degree.
2. A student wishing to take the first semester or any other Nursing Course must be officially admitted to the generic Nursing Program and have completed at least 12 units within the Los Angeles Community College District.
3. Application for Credit by Examination must be made in writing and exams taken in sequential order.
4. The student must be enrolled and pay all fees.
5. The current established theory and clinical course outlines, objectives, learning activities and



recommended readings in the course/s being challenged will be used.

6. The examination criteria, theory and clinical, will be the same criteria currently established for the specific course/s being challenged.
7. The theory challenge examination must be passed at 75% or higher before the clinical portion can be challenged.
8. The clinical portion must be passed as "Satisfactory." If the clinical portion results in "failure," the whole course being challenged must be taken.  
Theory, clinical and skills lab must be passed to receive a grade for the course.
9. Applicants must follow the required steps to apply to the LASC nursing Program (see below).

#### Military-Trained Personnel Challenge/Advanced Placement Policy:

Individuals who have documented military education and experience in health care occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68 W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4NOX1C) may be eligible for advanced placement into the LASC nursing programs with documentation of education and experience qualifying them for the specific Military Health Care Occupation and upon successful completion of the appropriate challenge exams, dosage calculation exam and skills competency evaluation. Official transcript(s) and documentation of experience (on official letterhead) must be submitted. The veteran must have been discharged under "honorable" conditions. Please review and follow the policies below:

1. Documentation of education and clinical experience for military health care occupations must demonstrate satisfactory completion of education and experience. Official transcript(s) and documentation of experience (on official letterhead) must be submitted.
2. Applicants must meet all general entrance requirements of the Associate Degree Nursing program, including completion of designated prerequisites and achievement of required cut score of 62% on nursing readiness entrance examination (ATI-Test of Essential Academic Skills (ATI-TEAS). Students who do not meet the cut scores will have 6-months to one year to remediate and re-take the exam. Those not meeting the cut score for the second time will not be eligible for entry into the nursing program
3. Acceptance of military challenge/advanced placement students into the Associate Degree Nursing Program is contingent upon space

availability, and successful passing of the skills competency exam, achievement of 75% or above on the challenge exam and 95% on dosage calculation exam.

4. Military Challenge students who have earned a substandard grade of "D", or "W" in a previous nursing program will not be eligible for admission to the Associate Degree Nursing Program.
5. Applicants must adhere to the challenge policy and procedure, as stated in the Student Handbook and College Catalog (Petition for Credit by Examination) and as stated below:
6. Applicants must adhere to LACCD Administrative Regulation E-10 guideline as stated on the LACCD webpage and the LASC nursing program Progression and Retention policy,

#### PROCEDURE:

1. Interested candidates must request an appointment with the program director at least four weeks prior to the application period (See LASC Nursing website for application period) to discuss eligibility requirements for the associate degree nursing. The petitioner must:
  - a. Satisfy the rules and regulations established in the LASC policy for petitioning for credit by examination (refer to current LASC catalog for the established criteria)
  - b. Have satisfactorily completed the prerequisites of the nursing courses being challenged.
  - c. Submit to the Department Chairperson documentation of all previous course work and /or experiences that the petitioner believes qualifies him/her for course credit by examination
2. The petition, document and recommendations of the Chair will be presented and discussed with the Nursing Program's Policy/Admission committee at the next regularly scheduled meeting.
3. The Nursing Policy/Admission committee will determine eligibility.
4. Qualified applicants will be contacted by the examiner following the decision of the Policy/Admission committee advising:
  - a. The date the course materials will be available
  - b. Suggested dates and location of the examinationDates of scheduled clinical experiences that include development of nursing care plans; (nursing care plans will be grades as Pass/Fail).
5. A letter grade will be given upon completion of the theory and clinical examination. The student will be

notified of the grade achieved for the course. If the student passes the exam, credit will be issued.

6. The petitioner will be informed of his /her grade and the grade will be submitted to the Admission and Records Office.

The Nursing Program requires clinical experience that will be observed at local hospitals and other health care settings in the community. All clinical experience is coordinated with classroom instruction. Lecture hours will be assigned

*Approved by the LACCD Nursing District Discipline Committee: 04/13/16*

#### Required Steps to Apply to the Nursing Program

The Los Angeles Southwest College Nursing Program accepts applications twice a year:

- July 15- September 15, for the spring filing period and
- January 15-March 15, for the fall filing period.

In order to obtain Nursing Program Application, the following steps **MUST** be completed well in advance of the application filing period:

1. Students interested in applying to the LASC nursing program must have completed all the nursing prerequisite courses. Prerequisites **MUST** be completed and grades must be posted on transcripts. None of the prerequisite courses should be in progress at the time of application.
2. Students who have never applied to Los Angeles Southwest College before, need to submit a college application to the LASC Admissions Office. International students must first apply to the International Student Program.
3. High School graduation or equivalent **MUST** be provided in the form of an Official Transcript. The Official Transcript **MUST** be from an Accredited High School in the U.S.A. or; Official Transcript of a passing score on the General Education Development (G.E.D) Exam; Or Official transcript

stating Associate Degree or Baccalaureate Degree from an Accredited Institution of Higher Education in the U.S.A; Or, Official evaluation of International Degree by LASC approved foreign transcript evaluation services.

4. All U.S. transcripts outside of the Los Angeles Community College District (LACCD) must be mailed directly from the college attended to the LASC Admissions Office. Hand-carried U.S. transcripts of any kind are **NOT** acceptable at the LASC Admission Office. However, Nursing Students must hand carry a second set of official transcripts to be submitted to the nursing office when submitting nursing admission application
5. All transcripts outside of the U.S. must be evaluated according to the following procedures:
  - a. Must complete 12 units with a "C" average within the LACCD prior to submitting any petition for credit.
  - b. Submit foreign transcripts to an LASC-approved foreign transcripts evaluation service to obtain credit recommendations.
  - c. LASC will **not** accept foreign transcript credit conferred by another college toward program pre-requisites.
  - d. Submit to the college's Petitions Committee a sealed copy of the evaluation service's credit recommendations along with a petition for approval of credit. Credit approval by the Petitions Committee is **NOT** automatic (see a counselor for details).
6. Attend a Mandatory Application Session (Dates will be posted on-line in the LASC Nursing website during Application Periods only). The counselor will provide students with a signed "Nursing Prerequisites GPA Verification Form" verifying that all Nursing Program prerequisites are completed with a "C" or better, after applying to the nursing program during the application period.

### Associate Degree Requirements at LASC

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#### **ASSOCIATE DEGREE REQUIREMENTS**

The awarding of an Associate Degree symbolizes a successful attempt on the part of the college to lead students through patterns of learning experiences. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding (Board Rules – Chapter VI, Article II, 6201).

#### **UNIT REQUIREMENT**

A minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education (Board Rules – Chapter VI, Article II, 6201.10).

#### **RESIDENCY REQUIREMENT**

Students must complete no fewer than 12 units at the college conferring the degree (Board Rules – Chapter VI, Article II, 6201.11).

#### **SCHOLARSHIP REQUIREMENT**

A "C" (2.0) grade average or better in all work attempted in the curriculum upon which the degree is based (Board Rules – Chapter VI, Article II, 6201.12).

#### **COMPETENCY REQUIREMENT**

This requirement may be met by achieving a grade of "C" or better in appropriate courses, recommended by the District Academic Senate, and approved by the Chancellor or by achieving a passing score on an examination or examinations recommended by the District Academic Senate and approved by the Chancellor.

Effective for all students entering on or after the Fall 2009 semester, competence in written expression shall be demonstrated by obtaining a satisfactory grade in English 101, or another English course at the same level and with the same rigor as recommended by the District Academic Senate and approved by the

Chancellor. Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in Mathematics 125 (Intermediate Algebra), or another mathematics course at the same level and rigor, or higher, and with elementary algebra or higher as a prerequisite, as recommended by the District Academic Senate and approved by the Chancellor (Board Rules – Chapter VI, Article II, 6201.13).

#### **CONFERRING THE DEGREE WHEN OFFERED AT MULTIPLE LACCD COLLEGES**

When the same major is offered at multiple colleges in the LACCD, the degree shall be conferred by the college where the student has taken the majority (greater than 50.0%) of units in the major. When units are split equally among two or more colleges, the college where the student was last enrolled shall award the degree (Board Rules – Chapter VI, Article II, 6201.14).

#### **GENERAL EDUCATION REQUIREMENT**

General Education is designed to introduce students to the variety of means through which people comprehend the modern world.

Developing and implementing a specific philosophy of General Education is a responsibility of each college, since each must be sensitive to the unique educational needs and learning environment of its students. Each college shall publish its statement of philosophy in their catalog.

The following three general education plans are offered at the colleges of the Los Angeles Community College District: the LACCD General Education Plan; the California State University General Education Breadth Plan (CSU GE-Breadth Plan); the Intersegmental General Education Transfer Curriculum (IGETC) (Board Rules – Chapter VI, Article II, 6201.15).

#### **GRADUATION REQUIREMENTS FOR ASSOCIATE DEGREE IN NURSING**

To obtain an associate degree in nursing, students who have baccalaureate or higher degrees from a United States regionally accredited institution of higher education are only required to complete the course work that is unique and exclusively required for completion of the registered nursing program, including prerequisites and nursing course work (Board Rules – Chapter VI, Article II, 6201.17).

**ASSOCIATE DEGREES FOR TRANSFER AND LOCAL ASSOCIATE DEGREES**

A student who completes an Associate Degree for Transfer (ADT) in a particular major/area of emphasis may also be awarded a local associate in the same major/area of emphasis provided that the student completes any additional coursework required for the local associate degree.

**Associate Degree for Transfer Degree (ADT)**

The Associate for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into a Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The intent of the Associate for Transfer Degree is to assist students in seamlessly transferring to CSU.

Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Arts in English for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
    - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
    - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district
    - c. Minimum 18 units in the major
  2. Obtainment of a minimum grade point average of 2.0.
- ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

**ASSOCIATE DEGREES FOR TRANSFER AND LOCAL ASSOCIATE DEGREES**

A student who completes an Associate Degree for Transfer (ADT) in a particular major/area of emphasis may also be awarded a local associate in the same major/area of emphasis provided that the student completes any additional coursework required for the local associate degree (Board Rules – Chapter VI, Article II, 6201.19).

**Administration of Justice**

**ASSOCIATE IN ARTS IN**

**ADMINISTRATION OF JUSTICE**

Student Learning Outcomes:

Upon completion of this program, students will:

1. Analyze the interrelationships between the courts, law enforcement, and corrections.
2. Demonstrate the sequence of events necessary in determining admissibility or suppression of evidence.
3. Analyze basic legal definitions of criminal justice law.
4. Compare and contrast information obtained to maintain a balanced perception of law enforcement.

Required Courses: .....Units

|   |           |
|---|-----------|
| ADM JUS 1 Introduction to Administration of Justice .....       | 3         |
| ADM JUS 2 Concepts of Criminal Law .....                        | 3         |
| ADM JUS 3 Legal Aspects of Evidence .....                       | 3         |
| ADM JUS 4 Principles and Procedures of the Justice System ..... | 3         |
| ADM JUS 5 Criminal Investigation .....                          | 3         |
| ADM JUS 6 Patrol Procedures .....                               | 3         |
| ADM JUS 14 Report Writing for Peace Officers .....              | 3         |
| ADM JUS 67 Community Relations I .....                          | 3         |
| ADM JUS 310 FIELD WORK I .....                                  | 3         |
| <b>TOTAL UNITS .....</b>  | <b>27</b> |

Recommended Electives: .....Units

|   |   |
|---|---|
| ADM JUS 8 Juvenile Procedures .....                 | 3 |
| ADM JUS 16 Recruitment Selection Process .....      | 3 |
| ADM JUS 62 Fingerprint Classification .....         | 3 |
| ADM JUS 63 Introduction to Criminology .....        | 3 |
| ADM JUS 73 Law & Minority Groups .....              | 3 |
| ADM JUS 75 Introduction to Corrections .....        | 3 |
| ADM JUS 83 Introduction to Security .....           | 3 |
| MATH 227 Statistics.....                            | 4 |
| MATH 235 Finite Mathematics .....                   | 5 |
| OR  |   |
| PHILOS 8 Deductive Logic .....                      | 3 |
| POL SCI 1 The Government of the United States ..... | 3 |
| PSYCH 1 General Psychology I .....                  | 3 |
| SOC 1 Introduction to Sociology .....               | 3 |
| SPAN 14 Spanish for Public Service Personnel .....  | 3 |

**ASSOCIATE IN SCIENCE IN**

**ADMINISTRATION OF JUSTICE FOR TRANSFER**

The Associate in Science in Administration of Justice for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Criminal Justice Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum that prepares students for a variety of careers in the criminal justice system. Courses within the program acquaint students with the American Justice system, crime causes, the role of law enforcement, roles of administration of justice practitioners, procedural and constitutional rights of defendants, legal defenses, criminal courtroom procedure, evidence procedures, juvenile procedures, and misdemeanor and felony violations of criminal law.

The intent of the Associate in Science in Administration of Justice for Transfer Degree is to assist students in seamlessly transferring to CSU.

Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Science in Administration of Justice for Transfer Degree:

1. Complete 60 semester units or 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements. Student Learning Outcomes:

Upon completion of this program, students will:

1. Analyze the interrelationships between the courts, law enforcement, and corrections.
2. Demonstrate the sequence of events necessary in determining admissibility or suppression of evidence.
3. Analyze basic legal definitions of criminal justice law.
4. Compare and contrast information obtained to maintain a balanced perception of law enforcement.

Required Courses: ..... Units

|   |   |
|---|---|
| ADM JUS 1 Introduction to Administration of Justice | 3 |
| ADM JUS 2 Concepts of Criminal Law                  | 3 |

**List A: Two Courses (6 units)**

|  |   |
|--|---|
| ADM JUS 3 Legal Aspects of Evidence    | 3 |
| ADM JUS 5 Criminal Investigation       | 3 |
| ADM JUS 67 Community Relations         | 3 |
| ADM JUS 75 Introduction to Corrections | 3 |
| ADM JUS 8 Juvenile Procedures          | 3 |

**List B: Two Courses (minimum of 6 units)**

|                                 |               |
|---------------------------------|---------------|
| SOC 1 Introduction to Sociology | 3             |
| MATH 227 Statistics             | 4             |
| PSYCH 1 General Psychology I    | 3             |
| <b>TOTAL UNITS</b>              | <b>18 -19</b> |

**CERTIFICATE OF ACHIEVEMENT**

**ADMINISTRATION OF JUSTICE**

Student Learning Outcome:

Upon completion of this program, students will:

1. Analyze and compare the most frequently used investigative techniques, tactics and processes.
2. Identify the crime problems, philosophy and history of enforcing laws, and theories of crime and delinquency.
3. Evaluate, select and explain which investigative procedure would be the most appropriate to employ for a particular crime and/or scene, as described.
4. Write investigative report using the data you are provided from a criminal occurrence.

Required Courses: ..... Units

|   |   |
|---|---|
| ADM JUS 1 Introduction to Administration of Justice | 3 |
| ADM JUS 2 Concepts of Criminal Law                  | 3 |

|   |           |
|---|-----------|
| ADM JUS 3 Legal Aspects of Evidence                       | 3         |
| ADM JUS 4 Principles and Procedures of the Justice System | 3         |
| ADM JUS 5 Criminal Investigation                          | 3         |
| ADM JUS 6 Patrol Procedures                               | 3         |
| ADM JUS 14 Report Writing for Peace Officers              | 3         |
| ADM JUS 67 Community Relations I                          | 3         |
| ADM JUS 310 FIELD WORK I                                  | 3         |
| <b>TOTAL UNITS</b>  | <b>27</b> |

**SKILL CERTIFICATE**

**FINGERPRINTING**

Student Learning Outcome:

Upon completion of this program, students will:

1. Compare and contrast the differences in various fingerprint characteristics.
2. Analyze and describe different fingerprint patterns and how they affect fingerprint classification.
3. Proficiently acquire several clear and accurate sets of fingerprints; compare and classify them according to their patterns.

Required Courses: ..... Units

|   |          |
|---|----------|
| ADM JUS 1 Introduction to Administration of Justice | 3        |
| ADM JUS 3 Legal Aspects of Evidence                 | 3        |
| ADM JUS 62 Fingerprint Classification               | 3        |
| <b>TOTAL UNITS</b>                                  | <b>9</b> |

**SKILL CERTIFICATE**

**PRIVATE INVESTIGATIONS**

This certificate designed to give those students interested in private investigations the necessary skills to perform the needed work for private investigation firms, insurance companies, state agencies, business and others. Traffic accident investigations and identity crime investigations such as: driver license, credit card, and Social Security are examples of topics that will be covered in this program.

Required Courses: ..... Units

|   |           |
|---|-----------|
| ADM JUS 5 Criminal Investigation                    | 3         |
| ADM JUS 14 Report Writing for Peace Officers        | 3         |
| ADM JUS 83 Introduction to Security                 | 3         |
| CO SCI 601 Introduction to Computers and Their Uses | 3         |
| CO SCI 602 Introduction to Computer Science         | 3         |
| <b>TOTAL UNITS</b>                                  | <b>15</b> |

**Anthropology**

**ASSOCIATE IN ARTS**

**ANTHROPOLOGY**

Student Learning Outcome:

Upon completion of this program, students will:

1. Apply a holistic anthropological perspective to the analysis of local, national, and global human issues.
2. Analyze the role that culture plays in human behavior, biology, evolution, and ways of life.
3. Develop an awareness of and respect for human diversity.

Required Courses: ..... Units

|  |   |
|--|---|
| ANTHRO 101 Human Biological Evolution                | 3 |
| ANTHRO 102 Human Ways of Life: Cultural Anthropology | 3 |
| GEOG 1 Physical Geography                            | 3 |
| HISTORY 1 Introduction to Western Civilization I     | 3 |



|   |           |
|---|-----------|
| HISTORY 2 Introduction to Western Civilization II ..... | 3         |
| SOC 1 Introduction to Sociology .....                   | 3         |
| <b>TOTAL UNITS .....</b>                                | <b>21</b> |

**PLUS 3 units from Recommended Electives:**

|   |   |
|---|---|
| ANTHRO 104 Human Language and Communication .....               | 3 |
| ANTHRO 121 Anthropology of Religion, Magic, and Witchcraft..... | 3 |
| ANTHRO 133 Peoples and Cultures of Africa .....                 | 3 |
| HUMAN 1 Cultural Patterns of Western Civilization .....         | 3 |
| POL SCI 1 The Government of the United States .....             | 3 |
| PSYCH 1 General Psychology I .....                              | 3 |
| SOC 2 American Social Problems .....                            | 3 |

**ASSOCIATE IN ARTS IN**

**ANTHROPOLOGY FOR TRANSFER**

The intent of the Associate in Arts in Anthropology for Transfer Degree is to assist students in seamlessly transferring to CSU into the Anthropology Bachelors program. Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Arts in Anthropology for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

**Student Learning Outcome:**

Upon completion of this program, students will:

1. Apply a holistic anthropological perspective to the analysis of local, national, and global human issues.
2. Analyze the role that culture plays in human behavior, biology, evolution, and ways of life.
3. Develop an awareness of and respect for human diversity.

|  |              |
|--|--------------|
| <b>Required Courses: .....</b>                             | <b>Units</b> |
| ANTHRO 101 Human Biological Evolution .....                | 3            |
| ANTHRO 102 Human Ways of Life: Cultural Anthropology ..... | 3            |
| ANTHRO 103 Archaeology: Reconstructing the Human Past..... | 3            |

**List A: Select One**

|  |   |
|--|---|
| ANTHRO 121 Anthropology of Religion, Magic and Witchcraft..... | 3 |
| MATH 227 Statistics .....                                      | 4 |

**List B Area 1: Select One**

|                                       |   |
|---------------------------------------|---|
| PSYCH 92 Psychological Research ..... | 5 |
| SOC 4 Sociological Analysis .....     | 3 |

**List B Area 2: Required**

|   |   |
|---|---|
| GEOLOGY 1 Physical Geology .....            | 3 |
| GEOLOGY 6 Physical Geology Laboratory ..... | 2 |

**List C: Select One**

|                                       |              |
|---------------------------------------|--------------|
| SOC 1 Introduction to Sociology ..... | 3            |
| SOC 11 Race and Ethnic Relations..... | 3            |
| <b>TOTAL UNITS .....</b>              | <b>18-21</b> |

**Art**

**ASSOCIATE IN ARTS**

**ART**

**Program Learning Outcome:**

Upon completion of this program, students will:

1. Use terminology appropriate to art appreciation, and analyze works of art to explain how visual works of art communicate within a cultural context.
2. Analyze the composition, design, application of media, and iconography of art works.
3. Explain what constitutes significant or major innovations by studying the evolution of style.
4. Demonstrate application of color, the visual elements, space systems, and how to organize and present a resolved composition.

|  |              |
|--|--------------|
| <b>Required Courses: .....</b>                   | <b>Units</b> |
| ART 101 Survey of Art History I .....            | 3            |
| ART 102 Survey of Art History II .....           | 3            |
| ART 201 Drawing I .....                          | 3            |
| ART 501 Beginning Two-Dimensional Design.....    | 3            |
| ART 502 Beginning Three-Dimensional Design ..... | 3            |

**PLUS 3 units from Recommended Electives:**

|  |           |
|--|-----------|
| ART 103 Art Appreciation I .....       | 3         |
| ART 104 Art Appreciation II .....      | 3         |
| ART 202 Drawing II .....               | 3         |
| ART 300 Introduction to Painting ..... | 3         |
| <b>TOTAL UNITS .....</b>               | <b>18</b> |

**ASSOCIATE IN ARTS**

**ART: OPTION IN ART HISTORY**

**Program Learning Outcome:**

Upon completion of this program, students should be able to:

1. Use terminology appropriate to art appreciation, and analyze works of art to explain how visual works of art communicate within a cultural context.
2. Identify major works of art from pre-history to the early modern world.

|   |              |
|---|--------------|
| <b>Required Courses: .....</b>                          | <b>Units</b> |
| ART 101 Survey of Art History I .....                   | 3            |
| ART 102 Survey of Art History II .....                  | 3            |
| ART 501 Beginning Two-Dimensional Design .....          | 3            |
| OR  |              |
| ART 502 Beginning Three-Dimensional Design .....        | 3            |
| ENGLISH 102 College Reading and Composition II .....    | 3            |
| HUMAN 1 Cultural Patterns of Western Civilization ..... | 3            |

**PLUS 3 units from Recommended Electives:**

|                                   |           |
|-----------------------------------|-----------|
| ART 103 Art Appreciation I .....  | 3         |
| ART 104 Art Appreciation II ..... | 3         |
| <b>TOTAL UNITS .....</b>          | <b>18</b> |

**ASSOCIATE IN ARTS IN**

**STUDIO ARTS FOR TRANSFER**

The Associate in Arts in Studio Arts for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Studio Arts Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Associate in Arts in Studio Arts for Transfer Degree is designed to provide students with a Transfer Model Curriculum which offers a broad range of courses in the visual arts designed for the student who is planning to transfer to a CSU. The study of Studio Arts is an interdisciplinary, critical study of technical development, as well as the foundation for all studio based courses. Students explore the various areas of studio art to build a foundation for future creative, interpretive, analytical work and portfolios.

|  |              |
|--|--------------|
| <b>Required Courses:</b> .....                               | <b>Units</b> |
| ART 102 Survey of Art History II .....                       | 3            |
| ART 201 Drawing I .....                                      | 3            |
| ART 501 Beginning Two-Dimensional Design .....               | 3            |
| ART 502 Beginning Three-Dimensional Design .....             | 3            |
| List A: Select One   |              |
| ART 101 Survey of Art History I .....                        | 3            |
| ARTHIST 130History of Asian Art.....                         | 3            |
| ARTHIST 140Arts of Africa, Oceania and Ancient America ..... | 3            |
| List B: Select Three   |              |
| ART 202Drawing II.....                                       | 3            |
| ART 204Life Drawing.....                                     | 3            |
| ART 213Color Theory .....                                    | 3            |
| ART 300 Introduction to Painting .....                       | 3            |
| <b>TOTAL UNITS</b> .....                                     | <b>24</b>    |

## Biology

### ASSOCIATE IN SCIENCE

#### BIOLOGY

PL0 1 - Students will apply the scientific method to solve a problem.

PL0 2 - Students will solve problems utilizing the major concepts in cell biology and the experimental approaches taken to address them.

|                                     |              |
|-------------------------------------|--------------|
| <b>Required Courses:</b> .....      | <b>Units</b> |
| BIOLOGY 6 General Biology I .....   | 5            |
| BIOLOGY 7 General Biology II .....  | 5            |
| CHEM 101 General Chemistry I .....  | 5            |
| CHEM 102 General Chemistry II ..... | 5            |
| PHYSICS 6 General Physics I .....   | 4            |
| PHYSICS 7 General Physics II .....  | 4            |
| <b>TOTAL UNITS</b> .....            | <b>28</b>    |

#### Recommended Electives Units

|  |   |
|--|---|
| BIOLOGY 5 Introduction to Human Biology .....          | 4 |
| CHEM 211 ..... Organic Chemistry for Science Majors I  | 5 |
| CHEM 212 Organic Chemistry for Science Majors II ..... | 5 |
| MATH 227 Statistics .....                              | 4 |
| MICRO 1 Introductory Microbiology .....                | 5 |

## Business Administration: Accounting/General Business

### ASSOCIATE IN SCIENCE IN

#### BUSINESS ADMINISTRATION FOR TRANSFER

The Associate in Science in Business Administration for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Business Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The degree prepares students to continue their formal education in the Business field at a CSU.

The intent of the Associate in Science in Business Administration for Transfer Degree is to assist students in seamlessly transferring to CSU.

Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Science in Business Administration for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following:
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtain of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

|   |              |
|---|--------------|
| <b>Required Courses:</b> .....                            | <b>Units</b> |
| ACCTG 1 Introductory Accounting I .....                   | 5            |
| ACCTG 2 Introductory Accounting II .....                  | 5            |
| ECON 1 Principles of Economics I .....                    | 3            |
| ECON 2 Principles of Economics II .....                   | 3            |
| BUS 5 Business Law I .....                                | 3            |
| Select One Course   |              |
| MATH 227 Statistics.....                                  | 4            |
| OR  |              |
| MATH 235Finite Mathematics.....                           | 5            |
| OR  |              |
| MATH 265Calculus with Analytic Geometry I .....           | 5            |
| Select Two Courses  |              |
| CO SCI 660 Business Systems Design .....                  | 3            |
| OR  |              |
| CO SCI 601 Introduction to Computers and Their Uses ..... | 3            |
| BUS 1 Introduction to Business .....                      | 3            |
| <b>TOTAL UNITS</b> .....                                  | <b>29-32</b> |

### ASSOCIATE IN ARTS

#### BUSINESS ADMINISTRATION: ACCOUNTING/GENERAL BUSINESS

Student Learning Outcomes:

Upon completion of this program, students will:

1. Accumulate, record, and analyze financial data.
2. Prepare accurate reports following generally accepted accounting principles and ethical standards of the profession for decision-making and regulatory compliance.
3. Analyze financial reports and communicate the results to both financial and non-financial stakeholders.
4. Apply accounting and business terminology used in business scenarios, and be proficient with commonly used office software systems.
5. Decode, evaluate and analyze the ethics of an accounting scenario and analyze the scenario through effective written communication.

|  |       |
|--|-------|
| Required Courses: .....                      | Units |
| ACCTG 21 Bookkeeping and Accounting I.....   | 3     |
| AND  |       |
| ACCTG 22 Bookkeeping and Accounting II ..... | 3     |
| OR   |       |
| ACCTG 1 Introductory Accounting I .....      | 5     |
| ACCTG 2 Introductory Accounting II.....      | 5     |
| BUS 1 Introduction to Business .....         | 3     |
| BUS 5 Business Law I .....                   | 3     |
| ECON 1 Principles of Economics I .....       | 3     |
| ECON 2 Principles of Economics II .....      | 3     |
| TOTAL UNITS .....                            | 22-23 |

**Recommended Electives**

|  |   |
|--|---|
| ACCTG 15 Tax Accounting .....                              | 3 |
| BUS 6 Business Law II .....                                | 3 |
| BUS 38 Business Computations .....                         | 3 |
| CAOT 82 Microcomputer Software Survey in the Office .....  | 3 |
| CAOT 85 Microcomputer Office Applications Spreadsheet..... | 3 |
| MATH 227 Statistics .....                                  | 4 |
| MATH 235 Finite Mathematics .....                          | 5 |
| MATH 236 Calculus for Business and Social Science .....    | 5 |

**CERTIFICATE OF ACHIEVEMENT**

**GENERAL BUSINESS**

Student Learning Outcome:

Upon completion of this program, students will:

1. Analyze the role of supply and demand in a free market economy and the necessary elements to function efficiently.
2. Evaluate the advantages of a free market economy and the role of competitive pricing in achieving efficiency.
3. Define, analyze, and demonstrate economic problems using statistical methods, figures, and graphs.

|   |       |
|---|-------|
| Required Courses: .....                                     | Units |
| ACCTG 1 Introductory Accounting I .....                     | 5     |
| ACCTG 2 Introductory Accounting II .....                    | 5     |
| BUS 1 Introduction to Business .....                        | 3     |
| BUS 5 Business Law I .....                                  | 3     |
| BUS 38 Business Computations.....                           | 3     |
| CAOT 85 Microcomputer Office Applications: Spreadsheet..... | 3     |
| ECON 1 Principles of Economics I .....                      | 3     |
| ECON 2 Principles of Economics II .....                     | 3     |
| TOTAL UNITS .....   | 28    |

**Business Administration:  
Banking and Finance**

**ASSOCIATE IN ARTS**

**BUSINESS ADMINISTRATION: BANKING AND FINANCE**

Student Learning Outcome:

Upon completion of this program, students will:

1. Demonstrate skills needed to work in a supervisory capacity in a bank after some initial training.
2. Examine the broad operations of a bank or financial institution.
3. Use a spreadsheet for banking needs to analyze data for reporting to senior management.
4. Examine the legal implication of various financial transactions.

|  |       |
|--|-------|
| Required Courses: .....                  | Units |
| ACCTG 1 .....                            |       |
| Introductory Accounting I .....          | 5     |
| ACCTG 2 Introductory Accounting II ..... | 5     |
| BUS 1 Introduction to Business .....     | 3     |
| BUS 5 Business Law I .....               | 3     |
| CAOT 85 Microcomputer Applications ..... | 3     |
| FIN 1 Principles of Finance .....        | 3     |
| FIN 15 Principles of Banking.....        | 3     |
| ECON 1 Principles of Economics I .....   | 3     |
| ECON 2 Principles of Economics II .....  | 3     |
| TOTAL UNITS .....                        | 31    |

**Recommended Electives**

|   |   |
|---|---|
| CAOT 1 Computer Keyboarding I .....                               | 3 |
| CAOT 82 Microcomputer Software Survey in the Office .....         | 3 |
| CAOT 83 Microcomputer Office Applications: Operating Systems .... | 1 |
| MATH 235 Finite Mathematics.....                                  | 5 |
| MATH 236 Calculus for Business and Social Science .....           | 5 |

**CERTIFICATE OF ACHIEVEMENT**

**BANKING AND FINANCE**

Student Learning Outcome:

Upon completion of this program, students will:

1. Inspect the complex system of Banking and how they are divided according to functions.
2. Examine the relationship between banks, customers, Federal Reserve System, and various regulatory agencies.
3. Analyze the risks involved in lending and how to comply with various regulations while earning a profit for the shareholders/investors.
4. Perform any function in a bank or financial institution and will assess the consequences of their actions.

|  |       |
|--|-------|
| Required Courses: .....                  | Units |
| ACCTG 1 Introductory Accounting I .....  | 5     |
| ACCTG 2 Introductory Accounting II ..... | 5     |
| BUS 1 Introduction to Business .....     | 3     |
| BUS 5 Business Law I.....                | 3     |
| CAOT 85 Microcomputer Applications ..... | 3     |
| FINANCE 1 Principles of Finance .....    | 3     |
| FINANCE 15 Principles of Banking.....    | 3     |
| ECON 1 Principles of Economics I .....   | 3     |
| ECON 2 Principles of Economics II .....  | 3     |
| TOTAL UNITS .....                        | 31    |

**SKILL CERTIFICATE**

**BOOKKEEPING**

Student Learning Outcome:

Upon completion of this program, students will:

1. Enter basic accounting transactions into an accounting software program.
2. Consolidate accounts on a monthly basis to track business income and expenses.
3. Compare and contrast the financial information prepared for different types of business entities.

|   |       |
|---|-------|
| Required Courses: .....                                     | Units |
| ACCTG 1 Introductory Accounting I .....                     | 5     |
| OR  |       |
| ACCTG 21 Bookkeeping and Accounting I .....                 | 3     |
| AND   |       |
| ACCTG 22 Bookkeeping and Accounting II .....                | 3     |
| BUS 1 Introduction to Business .....                        | 3     |
| BUS 38 Business Computations .....                          | 3     |
| CAOT 85 Microcomputer Office Applications: Spreadsheet..... | 3     |
| COOP ED 295 Work Experience General I .....                 | 2     |
| TOTAL UNITS .....   | 16-17 |

### SKILL CERTIFICATE

#### BUSINESS AND TECHNOLOGY SKILLS

Student Learning Outcome:

Upon completion of this program, students will:

1. Solve problems and accomplish tasks through MS Excel and Access.
2. Employ MS Office software to create business documents.

|  |       |
|--|-------|
| Required Courses: .....                                      | Units |
| BUS 1 Introduction to Business .....                         | 3     |
| BUS 5 Business Law I .....                                   | 3     |
| BUS 38 Business Computations .....                           | 3     |
| CAOT 82 Microcomputer Software Survey in the Office .....    | 3     |
| CAOT 85 Microcomputer Office Applications: Spreadsheet ..... | 3     |
| COOP ED 295 Work Experience General I .....                  | 2     |
| TOTAL UNITS .....  | 17    |

### SKILL CERTIFICATE

#### FINANCE

Student Learning Outcome:

Upon completion of this program, students will:

1. Inspect the complex system of Banking and other financial institutions.
2. Examine the relationship between banks, customers, Federal Reserve System, and various regulatory agencies.

|  |       |
|--|-------|
| Required Courses: .....                                      | Units |
| ACCTG 1 Introductory Accounting I .....                      | 5     |
| OR   |       |
| ACCTG 21 Bookkeeping and Accounting I .....                  | 3     |
| AND  |       |
| ACCTG 22 Bookkeeping and Accounting II .....                 | 3     |
| CAOT 85 Microcomputer Office Applications: Spreadsheet ..... | 3     |
| COOP ED Cooperative Work Experience Education .....          | 2     |
| FINANCE 1 Principles of Finance.....                         | 3     |
| FINANCE 15 Principles of Banking.....                        | 3     |
| TOTAL UNITS .....  | 16-17 |

### SKILL CERTIFICATE

#### INCOME TAX FORM

Student Learning Outcome:

Upon completion of this program, students will:

1. Prepare and assemble federal and California individual income tax returns.
2. Research federal and state tax issues.
3. Advise and assist individual clients with federal and state income tax returns and tax planning.

|  |       |
|--|-------|
| Required Courses: .....                                      | Units |
| ACCTG 1 Introductory Accounting I .....                      | 5     |
| ACCTG 15 Tax Accounting I .....                              | 3     |
| BUS 1 Introduction to Business .....                         | 3     |
| BUS 38 Business Computations .....                           | 3     |
| CAOT 85 Microcomputer Office Applications: Spreadsheet ..... | 3     |
| TOTAL UNITS .....  | 17    |

## Business Administration: Economics

### ASSOCIATE IN ARTS

#### BUSINESS ADMINISTRATION: ECONOMICS

Student Learning Outcome:

Upon completion of this program, students will:

1. Analyze the role of supply and demand in a free market economy and the necessary elements to function efficiently.
2. Evaluate the advantages of a free market economy and the role of competitive pricing in achieving efficiency.
3. Define, analyze, and demonstrate economic problems using statistical methods, figures, and graphs.

|  |       |
|--|-------|
| Required Courses: .....                                      | Units |
| ACCTG 1 Introductory Accounting I .....                      | 5     |
| ACCTG 2 Introductory Accounting II .....                     | 5     |
| BUS 1 Introduction to Business .....                         | 3     |
| CAOT 85 Microcomputer Office Applications: Spreadsheet ..... | 3     |
| ECON 1 Principles of Economics I .....                       | 3     |
| ECON 2 Principles of Economics II .....                      | 3     |
| MATH 227 Statistics.....                                     | 4     |
| TOTAL UNITS .....  | 26    |

#### Recommended Electives

|  |   |
|--|---|
| BUS 5 Business Law I .....   | 3 |
| BUS 6 Business Law II .....  | 3 |
| CAOT 75 Word Processing: Equipment Operation .....                 | 2 |
| CAOT 82 Microcomputer Software in the Office .....                 | 3 |
| CAOT 83 Microcomputer Office Applications: Operating Systems ..... | 1 |
| MATH 235 Finite Mathematics .....                                  | 5 |

### SKILL CERTIFICATE

#### ECONOMICS

Student Learning Outcome:

Upon completion of this program, students will:

1. Apply business terminology used in business scenarios, and be proficient with commonly used office software systems.
2. Analyze various economic activities in the context of national and global ramifications.

|   |       |
|---|-------|
| Required Courses: .....                                     | Units |
| ACCTG 1 Introductory Accounting I .....                     | 5     |
| ACCTG 2 Introductory Accounting II .....                    | 5     |
| BUS 1 Introduction to Business .....                        | 3     |
| CAOT 85 Microcomputer Office Applications Spreadsheet ..... | 3     |

|   |           |
|---|-----------|
| ECON 1 Principles of Economics I .....  | 3         |
| ECON 2 Principles of Economics II ..... | 3         |
| MATH 227 Statistics .....               | 4         |
| <b>TOTAL UNITS .....</b>                | <b>26</b> |

## Business Administration: Management/Supervision

### ASSOCIATE IN ARTS

#### MANAGEMENT/SUPERVISION

Student Learning Outcome:

Upon completion of this program, students will:

1. Examine planning, organizing, scheduling, and controlling management functions.
2. Demonstrate communication and analytical skills on various management issues.
3. Demonstrate supervisory skills and how they operate in practical situations.

|  |           |
|--|-----------|
| Required Courses: .....                                      | Units     |
| BUS 1 Introduction to Business .....                         | 3         |
| BUS 5 Business Law I .....                                   | 3         |
| CAOT 85 Microcomputer Office Applications: Spreadsheet ..... | 3         |
| MGMT 2 Organization and Management Theory .....              | 3         |
| MGMT 13 Small Business Entrepreneurship .....                | 3         |
| MGMT 31 Human Relations for Employees .....                  | 3         |
| MGMT 33 Personnel Management .....                           | 3         |
| SUPV 1 Elements of Supervision .....                         | 3         |
| <b>TOTAL UNITS .....</b>                                     | <b>24</b> |

#### Recommended Electives Units

|  |   |
|--|---|
| ACCTG 1 Introductory Accounting I .....                          | 5 |
| ACCTG 2 Introductory Accounting II .....                         | 5 |
| BUS 6 Business Law II .....                                      | 3 |
| CAOT 1 Computer Keyboarding I .....                              | 3 |
| CAOT 75 Word Processing: Equipment Operation .....               | 2 |
| CAOT 83 Microcomputer Office Applications: Operation Systems ... | 1 |
| ECON 1 Principles of Economics I .....                           | 3 |
| ECON 2 Principles of Economics II .....                          | 3 |
| MATH 235 Finite Mathematics .....                                | 5 |
| PHILOS 1 Introduction to Philosophy .....                        | 3 |

### CERTIFICATE OF ACHIEVEMENT

#### MANAGEMENT/SUPERVISION

Student Learning Outcome:

Upon completion of this program, students will:

1. Demonstrate communication and analytical skills for business management functions as well as case studies.
2. Apply knowledge of the process, practice and theory of management principles.

|  |           |
|--|-----------|
| Required Courses: .....                                      | Units     |
| BUS 1 Introduction to Business .....                         | 3         |
| BUS 5 Business Law I .....                                   | 3         |
| CAOT 85 Microcomputer Office Applications: Spreadsheet ..... | 3         |
| MGMT 2 Organization and Management Theory .....              | 3         |
| MGMT 13 Small Business Entrepreneurship .....                | 3         |
| MGMT 31 Human Relations for Employees .....                  | 3         |
| MGMT 33 Personnel Management .....                           | 3         |
| SUPV 1 Elements of Supervision .....                         | 3         |
| <b>TOTAL UNITS .....</b>                                     | <b>24</b> |

### SKILL CERTIFICATE

#### MANAGEMENT

Student Learning Outcome:

Upon completion of this program, students will:

1. Apply the process, practice, and theory of management concepts.
2. Interpret, analyze, and communicate management issues with measureable data.

|   |           |
|---|-----------|
| Required Courses: .....                                   | Units     |
| CAOT 82 Microcomputer Software Survey in the Office ..... | 3         |
| MGMT 2 Organization and Management Theory .....           | 3         |
| MGMT 13 Small Business Entrepreneurship .....             | 3         |
| MGMT 31 Human Relations for Employees .....               | 3         |
| MGMT 33 Personnel Management .....                        | 3         |
| <b>TOTAL UNITS .....</b>                                  | <b>15</b> |

**TOTAL UNITS .....** 17

### SKILL CERTIFICATE

#### GLOBAL TRADE AND LOGISTIC MANAGEMENT

Student Learning Outcome:

Upon completion of this program, students will:

1. Apply management planning organizing, scheduling, and controlling skills of Supervisory functions.
2. Demonstrate effective management skills to prepare for a variety of entry-level supervisory functions.
3. Apply knowledge of business, culture, history and social practices to help companies find their niches in the international business community.

|   |           |
|---|-----------|
| Required Courses: .....   | Units     |
| INTBUS 601 Introduction to Global Trade & Logistic .....          | 3         |
| INTBUS 602 Global Economics .....                                 | 3         |
| INTBUS 603 Cross Cultural Management .....                        | 3         |
| INTBUS 604 Global Marketing and Trade Agreements .....            | 3         |
| INTBUS 605 Contemporary Issues in Global Trade and Logistics .... | 3         |
| INTBUS 606 Principles of Import .....                             | 3         |
| <b>TOTAL UNITS .....</b>  | <b>18</b> |

### SKILL CERTIFICATE

#### SMALL BUSINESS ENTREPRENEURSHIP LEVEL I

Student Learning Outcome:

Upon completion of this program, students will:

1. Evaluate, and utilize the principles of entrepreneurship.
2. Apply and communicate one's own entrepreneurial qualities and characteristics.

|   |           |
|---|-----------|
| Required Courses: .....                                   | Units     |
| BUS 1 Introduction to Business .....                      | 3         |
| BUS 5 Business Law I .....                                | 3         |
| BUS 38 Business Computations .....                        | 3         |
| CAOT 82 Microcomputer Software Survey in the Office ..... | 3         |
| COOP ED 295 Work Experience General I .....               | 2         |
| MGMT 13 Small Business Entrepreneurship .....             | 3         |
| <b>TOTAL UNITS .....</b>                                  | <b>17</b> |

### SKILL CERTIFICATE

#### SMALL BUSINESS ENTREPRENEURSHIP LEVEL II

Student Learning Outcome:

Upon completion of this program, students will:

1. Evaluate and utilize the principles of entrepreneurship.



- Apply and communicate one's own entrepreneurial qualities and characteristics.

|  |           |
|--|-----------|
| Required Courses: .....                                      | Units     |
| SUPV 1 Elements of Supervision .....                         | 3         |
| ACCTG 1 Introductory Accounting I .....                      | 5         |
| CAOT 85 Microcomputer Office Applications: Spreadsheet ..... | 3         |
| MARKET 1 Principles of Selling .....                         | 3         |
| <b>TOTAL UNITS .....</b>                                     | <b>14</b> |

### SKILL CERTIFICATE

#### SUPERVISION

Student Learning Outcome:

Upon completion of this program, students will:

- Apply management planning, organizing, scheduling, and controlling skills supervisory functions.
- Demonstrate effective management skills to prepare for a variety of entry-level supervisory positions.

|   |           |
|---|-----------|
| Required Courses: .....                                   | Units     |
| CAOT 82 Microcomputer Software Survey in the Office ..... | 3         |
| COOP ED 295 Work Experience General I .....               | 2         |
| SUPV 1 Elements of Supervision .....                      | 3         |
| MGMT 2 Organization and Management Theory .....           | 3         |
| MGMT 33 Personnel Management .....                        | 3         |
| <b>TOTAL UNITS .....</b>                                  | <b>14</b> |

### SKILL CERTIFICATE

#### GLOBAL ENTREPRENEURSHIP I

Student Learning Outcome:

Upon completion of this program, students will:

- Analyze the opportunities, limitation, issues, and risks of Entrepreneurial Venture.
- Assess and evaluate the effect of cultural differences on behavior and on different communication approaches to Entrepreneurship.
- Evaluate the relevancy and reliability of sources in international marketing found through internet searches.
- Apply knowledge of business, culture, history and social practices to help find their niches in the international business community.

|   |           |
|---|-----------|
| Required Courses: .....                                 | Units     |
| ENTREP 600 Psychology of the Entrepreneur .....         | 3         |
| BUS 6 Business Law II .....                             | 3         |
| ENTREP 601 Entrepreneur Manager/Leader .....            | 3         |
| ENTREP 602 Social Technology for Entrepreneurship ..... | 3         |
| ENTREP 603 Startup Global Entrepreneur .....            | 3         |
| ENTREP 604 Venture Growth Strategies .....              | 3         |
| <b>TOTAL UNITS .....</b>                                | <b>18</b> |

## Child Development

The mission of the Child Development program and Associate in Science in Early Childhood Education for Transfer is to provide an environment for quality learning for a diverse population of students in the discipline of Child Development. Our courses, programs, and activities are designed to educate, inform, and model "Best Practices" for educating and nurturing young children, working with families, and providing services to the community in a variety of early childhood educational careers. The program is designed to meet the educational and vocational training needs of those who are preparing for employment or who are presently employed in public (Title 5) or

private (Title 22) preschools. The Child Development Department and Child Development Center laboratory school collectively provide the education and vocational training necessary for LASC Child Development students to succeed in their higher educational/transfer goals, individual career choices, and professional business plans.

### ASSOCIATE IN ARTS

#### CHILD DEVELOPMENT

Program Learning Outcome:

Upon completion of this program, students should be able to:

- Integrate understanding of characteristics, special needs, and multiple influences on the development of children from birth to age eight as it relates to early childhood theories and milestones for optimal growth and development.
- Create and implement developmentally appropriate strategies, best practices, techniques, and curriculum incorporating the California Early Childhood Educator Competencies, as well as anti-bias and adaptation principles for working with typical and atypical developing children.
- Identify and evaluate developmental, environmental and teacher-child interaction assessment tools.
- Integrate understanding of infant and early childhood social emotional development, mental health, adverse childhood experiences, brain growth and development and the importance of attachment and relationships on the lives of children.
- Identify and demonstrate the strategies and techniques for building sensitive and respectful child, family, and community relationships that express understanding of culture, diversity, and factors that influence health safety, nutrition, and mental health.
- Uphold professional standards (based on NAEYC code of Ethics) for job seeking, respecting, interacting, and communicating with others (parents, staff, children, community members, colleagues, and peers).

|   |           |
|---|-----------|
| Required Courses: .....                                     | Units     |
| CH DEV 1 Child Growth and Development .....                 | 3         |
| CH DEV 2 Early Childhood: Principles and Practices .....    | 3         |
| CH DEV 7 Introduction to Early Childhood Curriculum .....   | 3         |
| CH DEV 8 Curriculum in Early Childhood Education .....      | 3         |
| CH DEV 10 Health, Safety and Nutrition .....                | 3         |
| CH DEV 11 Child, Family and Community .....                 | 3         |
| CH DEV 22 Practicum in Child Development I .....            | 4         |
| CH DEV 23 Practicum in Child Development II .....           | 4         |
| CH DEV 34 Observing and Recording Children's Behavior ..... | 3         |
| CH DEV 42 Teaching in a Diverse Society .....               | 3         |
| <b>TOTAL UNITS.....</b>                                     | <b>32</b> |

Specialized Electives:

*Infant and Toddler Studies*

|   |   |
|---|---|
| CH DEV 30 Infant and Toddler Studies I .....  | 3 |
| CH DEV 31 Infant and Toddler Studies II ..... | 3 |

*Language and Literacy*

|  |   |
|--|---|
| CH DEV 35 Fostering Literacy Development In Young Children ..... | 3 |
| CH DEV 36 Literature for Early Childhood .....                   | 1 |
| CH DEV 37 Literature for School Age Children .....               | 2 |

*Administrative and Supervision of Early Childhood Programs*

|  |   |
|--|---|
| CH DEV 38 Administration and Supervision of Early Childhood Programs I ..... | 3 |
| CH DEV 39 Administration and Supervision of Early Childhood Programs II..... | 3 |
| CH DEV 65Adult Supervision/Early Childhood Mentoring.....                    | 2 |

*Children with Special Needs*

|  |   |
|--|---|
| CH DEV 44 ..... Early Intervention for Children with Special Needs I | 3 |
| CH DEV 45 ..... Programs for Children with Special Needs I           | 3 |

*Positive Guidance and Family School Relationships*

|   |   |
|---|---|
| CH DEV 48 ..... Positive Guidance in Early Childhood Settings | 3 |
| CH DEV 12..... Parent-Teacher-Child Interaction .....         | 3 |

**Additional Electives**

|  |                 |
|--|-----------------|
| CH DEV 9..... Advanced Curriculum: Art in Early Childhood .....                      | 3               |
| CH DEV 27..... Advanced Curriculum: Science and Math in Early Childhood...3          |                 |
| CH DEV 28     Advanced Curriculum: Music, Movement and Language Arts Curriculum..... | 3               |
| FAM & CS 21 .....  | Nutrition ..... |
|  | 3               |
| CH DEV 16.....The Growing Brain I: From Birth to Five Years Old.....                 | 2               |
| CH DEV 17.....The Growing Brain II: From Birth to Five Years Old.....                | 2               |
| CH DEV 60..... Introduction to Family Child Care I.....                              | 1               |
| CH DEV 61..... Introduction to Family Child Care II.....                             | 1               |
| CH DEV 62.....Developmental Profiles: Pre-birth through Age Eight .....              | 2               |
| CH DEV 63..... Creative Curriculum in a Family Child Care Setting.....               | 2               |

**ASSOCIATE IN SCIENCE IN EARLY CHILDHOOD EDUCATION FOR TRANSFER**

**Program Learning Outcomes:**

Upon completion of this program, students should be able to:

1. Integrate understanding of characteristics, special needs, and multiple influences on the development of children from birth to age eight as it relates to early childhood theories and milestones for optimal growth and development.
2. Create and implement developmentally appropriate strategies, best practices, techniques, and curriculum incorporating the California Early Childhood Educator Competencies, as well as anti-bias and adaptation principles for working with typical and atypical developing children.
3. Identify and demonstrate the strategies and techniques for building sensitive and respectful child, family, and community relationships that express understanding of culture, diversity, and factors that influence health safety, nutrition, and mental health.
4. Create play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

5. Uphold professional standards (based on NAEYC code of Ethics) for job seeking, respecting, interacting, and communicating with others (parents, staff, children, community members, colleagues, and peers).

**Required Courses: ..... Units**

|                          |   |           |
|--------------------------|---|-----------|
| CH DEV 1 .....           | Child Growth and Development                            | 3         |
| CH DEV 2 .....           | Early Childhood: Principles and Practices               | 3         |
| CH DEV 7 ....            | Introduction to Curriculum in Early Childhood Education | 3         |
| CH DEV 10 .....          | Health, Safety, and Nutrition .....                     | 3         |
| CH DEV 11 .....          | Child, Family, and Community .....                      | 3         |
| CH DEV 22 .....          | Practicum in Early Child Development I                  | 4         |
| CH DEV 34 .....          | Observing and Recording Children's Behavior             | 3         |
| CH DEV 42 .....          | Teaching in a Diverse Society                           | 3         |
| <b>TOTAL UNITS .....</b> |   | <b>25</b> |

**SKILL CERTIFICATE ASSOCIATE TEACHER**

**Program Learning Outcomes:**

Upon completion of this program, students should be able to:

1. Integrate understanding of the needs, the characteristics and multiple Integrate understanding of characteristics, special needs, and multiple influences on the development of children from birth to age eight as it relates to early childhood theories and milestones for optimal growth and development.
2. Demonstrate developmentally appropriate practices when creating curriculum for young children.
3. Identify and demonstrate the strategies and techniques for building sensitive and respectful child, family, and community relationships that express understanding of culture, diversity, and factors that influence health safety, nutrition, and mental health.
4. Uphold professional standards (based on NAEYC code of Ethics) for job seeking, respecting, interacting, and communicating with others (parents, staff, children, community members, colleagues, and peers).

**Required Courses: ..... Units**

|                          |  |           |
|--------------------------|--|-----------|
| CH DEV 1 .....           | Child Growth and Development               | 3         |
| CH DEV 2 .....           | Early Childhood: Principles and Practices  | 3         |
| CH DEV 7 .....           | Introduction to Early Childhood Curriculum | 3         |
| CH DEV 11.....           | Child, Family and Community .....          | 3         |
| CH DEV 16 .....          | The Growing Brain I                        | 2         |
| CH DEV 17 .....          | The Growing Brain II                       | 2         |
| <b>TOTAL UNITS .....</b> |  | <b>16</b> |

**SKILL CERTIFICATE CHILDREN WITH SPECIAL NEEDS**

**Program Learning Outcomes:**

Upon completion of this program, students should be able to:

1. Integrate understanding of characteristics, special needs, and multiple influences on the development of children from birth to age eight as it relates to early childhood theories and milestones for optimal growth and development.
2. Analyze environmental and biological risk factors that impact children's behavior and brain growth.
3. Create and implement developmentally appropriate strategies, techniques, and curriculum incorporating the California Early Childhood Educator Competencies, as well as anti-bias and adaptation principles for working with typical and atypical developing children.

|  |           |
|--|-----------|
| Required Courses:  | Units     |
| CH DEV 1 .....Child Growth and Development                         | 3         |
| CH DEV 11 .....Child, Family and Community                         | 3         |
| CH DEV 42 ..... Teaching in a Diverse Society                      | 3         |
| CH DEV 44 ..... Early Intervention for Children with Special Needs | 3         |
| CH DEV 45 .....Programs for Children with Needs                    | 3         |
| CH DEV 48..... Positive Guidance in Early Childhood Settings       | 3         |
| <b>TOTAL UNITS</b>   | <b>18</b> |

### SKILL CERTIFICATE

#### COMMUNITY CARE LICENSING DIRECTOR

Program Learning Outcomes:

Upon completion of this program, students will:

1. Establish and administer a high quality early childhood program or family child care program.
2. Analyze, implement, and maintain licensing requirements of regulatory agencies including state and federal regulations.
3. Create diverse and inclusive environments that support staff, children and families.
4. Establish and maintain policies that foster positive family and community partnerships.

|  |           |
|--|-----------|
| Required Courses:  | Units     |
| CH DEV 1 .....Child Growth and Development                                   | 3         |
| CH DEV 2..... Early Childhood Principles and Education                       | 3         |
| CH DEV 7 .....Introduction to Early Childhood Curriculum                     | 3         |
| CH DEV 11 ..... Child, Family and Community                                  | 3         |
| CH DEV 38 .....Administration and Supervision of Early Childhood Programs I  | 3         |
| CH DEV 39 .....Administration and Supervision of Early Childhood Programs II | 3         |
| CH DEV 65..... Adult Supervision/Early Childhood Mentoring                   | 2         |
| <b>TOTAL UNITS</b>   | <b>20</b> |

### SKILL CERTIFICATE

#### EARLY CHILDHOOD CURRICULUM

Program Learning Outcomes:

Upon completion of this program, students will:

1. Create play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
2. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
3. Demonstrate the teacher's role in applying theory to practice including children's home language, culture, brain development, diverse abilities and learning modalities reflecting anti-bias principles.
4. Define how artistic and aesthetic experiences contribute to a child's overall development both typically and atypically.

|   |       |
|---|-------|
| Required Courses:   | Units |
| CH DEV 1 .....Child Growth and Development                | 3     |
| CH DEV 2 .....Early Childhood: Principles and Practices   | 3     |
| CH DEV 7 ..... Introduction to Early Childhood Curriculum | 3     |
| CH DEV 8 .....Curriculum in Early Childhood Education     | 3     |

Select Any Two Additional Curriculum Courses:

|   |              |
|---|--------------|
| CH DEV 9..... Advanced Curriculum: Art in Early Childhood                   | 3            |
| CH DEV 16 The Growing Brain I: From Birth to Five Years Old                 | 2            |
| CH DEV 17 The Growing Brain II: From Birth to Five Years Old                | 2            |
| CH DEV 27..... Advanced Curriculum: Science and Math in Early Childhood     | 3            |
| CH DEV 28 Advanced Curriculum: Music, Movement and Language Arts Curriculum | 3            |
| CH DEV 58 Transitional Kindergarten   | 3            |
| <b>TOTAL UNITS</b>  | <b>16-18</b> |

### SKILL CERTIFICATE

#### EARLY LITERACY DEVELOPMENT

Program Learning Outcomes:

Upon completion of this program, students will:

1. Design literacy rich classrooms for different age groups that are print rich and engage children in meaningful literacy learning experiences.
2. Assess emerging language and literacy skills and adapt teaching experiences to children's individual needs and strengths.
3. Explain the relationship between brain growth and language development with the interrelatedness of reading and writing.

|   |       |
|---|-------|
| Required Courses:                                       | Units |
| CH DEV 1 .....Child Growth and Development              | 3     |
| CH DEV 2 .....Early Childhood: Principles and Practices | 3     |
| CH DEV 11 ..... Child, Family and Community             | 3     |
| CH DEV 17.....The Growing Brain II                      | 2     |

|                          |  |           |
|--------------------------|--|-----------|
| CH DEV 35 .....          | Fostering Literacy Development In Young Children | 3         |
| CH DEV 36 .....          | Literature for Early Childhood                   | 1         |
| CH DEV 37.....           | Literature for School Age Children.....          | 2         |
| <b>TOTAL UNITS</b> ..... |  | <b>17</b> |

**SKILL CERTIFICATE**

**INFANT AND TODDLER STUDIES**

Program Learning Outcomes:

Upon completion of this program, students should be able to:

1. Integrate understanding of characteristics, special needs, and multiple influences on the development of children from birth to 36 months as it relates to early childhood theories and milestones for optimal growth and development.
2. Demonstrate understanding of infant/toddler social emotional development, mental health, adverse childhood experiences, brain growth and development, and the importance of attachment and relationships on the lives of children.
3. Implement strategies for supporting the inclusive development of children from birth to 36 months in response to observation and consideration of children's individual needs.

|                                |   |           |
|--------------------------------|---|-----------|
| <b>Required Courses:</b> ..... | <b>Units</b>                                      |           |
| CH DEV 1 .....                 | Child Growth and Development                      | 3         |
| CH DEV 11 .....                | Child, Family and Community                       | 3         |
| CH DEV 30 .....                | Infant and Toddler Studies I                      | 3         |
| CH DEV 31 .....                | Infant and Toddler Studies II                     | 3         |
| CH DEV 34 .....                | Observing and Recording Children's Behavior ..... | 3         |
| <b>TOTAL UNITS</b> .....       |   | <b>15</b> |

Select one of the two Growing Brain courses:

|   |           |
|---|-----------|
| CHDEV 16 The Growing Brain I: From Birth to Five Years Old .....  | 2         |
| CHDEV 17 The Growing Brain II: From Birth to Five Years Old ..... | 2         |
| <b>TOTAL UNITS</b> .....  | <b>17</b> |

**SKILL CERTIFICATE**

**POSITIVE GUIDANCE AND FAMILY SCHOOL RELATIONS**

Program Learning Outcomes:

Upon completion of the program, the students will:

1. Identify and demonstrate strategies and techniques for building sensitive and respectful child, family, and community relationships that express understanding of culture, diversity, and factors that influence health safely, nutrition, and mental health.
2. Initiate procedures that facilitate parent-teacher and home-school collaboration.
3. Implement developmentally appropriate management techniques for children in early childhood settings.
4. Prescribe comprehensive behavior plans based on observation and assessment of children to promote behavior change and support positive guidance.

|   |              |
|---|--------------|
| <b>Required Courses:</b> .....                          | <b>Units</b> |
| CH DEV 1 Child Growth and Development .....             | 3            |
| CH DEV 2 Early Childhood Principles and Practices ..... | 3            |
| CH DEV 11 Child, Family and Community .....             | 3            |

|   |   |
|---|---|
| CH DEV 12 Parent-Teacher-Child Interaction .....              | 3 |
| CH DEV 48 Positive Guidance in Early Childhood Settings ..... | 3 |
| Select one below  |   |

|                                     |           |
|-------------------------------------|-----------|
| CHDEV 16 The Growing Brain I .....  | 2         |
| CHDEV 17 The Growing Brain II ..... | 2         |
| <b>TOTAL UNITS</b> .....            | <b>17</b> |

**Skill Certificate**

**School Age**

Program Learning Outcomes:

Upon completion of this program, the student will:

1. Integrate multiple influences on the development of children from age six to twelve as it relates to early childhood theories for school-age children and milestones for optimal growth and development.
2. Uphold professional teacher standards (based upon NAEYC code of Ethics) in building sensitive and respectful child family, and community relationships.
3. Develop culturally sensitive individualized plans that promote critical thinking, moral development, and self-regulation for school-age children.
4. Formulate behavior management strategies and plans for engaging school-age children.

**Required Courses:**

|   |           |
|---|-----------|
| <b>Units</b>  |           |
| CHDEV 1 Child Growth and Development .....                        | 3         |
| CHDEV 11 Child, Family and Community .....                        | 3         |
| CHDEV 17 The Growing Brain II: From Birth to Five years old ..... | 2         |
| CHDEV 46 School Age Programs I .....                              | 3         |
| CHDEV 47 School Age Programs II .....                             | 3         |
| CHDEV 48 Positive Guidance in Early Childhood Education .....     | 3         |
| <b>TOTAL</b>  |           |
| <b>UNITS</b> .....  | <b>17</b> |

**ASSOCIATE IN ARTS**

**LIBERAL ARTS: CHILD DEVELOPMENT**

Program Learning Outcomes:

Upon completion of this program, students should be able to:

1. Integrate understanding of characteristics, special needs, and multiple influences on the development of children from birth to age eight as it relates to early childhood theories and milestones for optimal growth and development.
2. Create developmentally appropriate strategies, best practices, techniques, and curriculum incorporating the California Early Childhood Educator Competencies, as well as anti-bias and adaptation principles for working with typical and atypical developing children.
3. Create play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
4. Identify the strategies and techniques for building sensitive and respectful child, family, and community relationships that express understanding of culture, diversity, and factors that influence health safety, nutrition, and mental health.

|   |              |
|---|--------------|
| <b>Core Courses: (Choose and complete 18 units)</b> ..... | <b>Units</b> |
| CH DEV 1 Child Growth and Development .....               | 3            |
| CH DEV 2 Early Childhood: Principles and Practices .....  | 3            |
| CH DEV 7 Introduction to Early Childhood Curriculum.....  | 3            |

|   |   |
|---|---|
| CH DEV 10 Health, Safety, and Nutrition ..... | 3 |
| CH DEV 11 Child, Family and Community .....   | 3 |
| CH DEV 42 Teaching in a Diverse Society ..... | 3 |

|                                     |           |
|-------------------------------------|-----------|
| OR                                  |           |
| JOURNAL 105Mass Communication ..... | 3         |
| <b>TOTAL UNITS .....</b>            | <b>18</b> |

## Communication Studies

### ASSOCIATE IN ARTS

#### COMMUNICATION STUDIES

Student Learning Outcome:

Upon completion of this program, students should be able to:

1. Deliver an extemporaneous speech using documented sources.
2. Describe the International Phonetic Alphabet and its application to speech.

|  |              |
|--|--------------|
| <b>Required Courses: .....</b>                                   | <b>Units</b> |
| HUMAN 1 Cultural Patterns of Western Civilization .....          | 3            |
| COMM 101 Oral Communication I .....                              | 3            |
| COMM 102Oral Communication II .....                              | 3            |
| ENGLISH 102 College Reading and Composition II .....             | 3            |
| THEATER 100 Introduction to the Theater .....                    | 3            |
| <b>Recommended Electives .....</b>                               | <b>Units</b> |
| ENGLISH 101 College Reading and Composition I .....              | 3            |
| COMM 130 Introduction to Oral Interpretation of Literature ..... | 3            |
| <b>TOTAL UNITS .....</b>   | <b>18</b>    |

### ASSOCIATE IN ARTS IN

#### COMMUNICATION STUDIES FOR TRANSFER

The Associate in Arts in Communication Studies for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Communication Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum to study interdisciplinary, critical study of technical development of Communication. Students will build a foundation for future creative, interpretive, analytical work and portfolios. The curriculum specifically prepares the students for upper division course work in Communication Studies.

Required Course (s): (Complete 3 Units)

|                                     |   |
|-------------------------------------|---|
| COMM 101 Oral Communication I ..... | 3 |
|-------------------------------------|---|

List A: Select Two

|  |   |
|--|---|
| COMM 104 Argumentation .....                             | 3 |
| COMM 121The Process of Interpersonal Communication ..... | 3 |
| COMM 151Small Group Communication .....                  | 3 |

List B: Select Two

|   |   |
|---|---|
| COMM 106 Forensics .....  | 3 |
| COMM 122Communication Across Cultures .....                     | 3 |
| COMM 130Introduction to Oral Interpretation of Literature ..... | 3 |

List C: Select One

|  |   |
|--|---|
| ANTH 102Human Way of Life: Cultural Anthropology ..... | 3 |
| PSYCH 1General Psychology .....                        | 3 |
| SOC 1Introduction to Sociology .....                   | 3 |
| ENGLISH 102 College Reading and Composition II .....   | 3 |
| OR   |   |
| ENG 103Composition and Critical Thinking .....         | 3 |
| JOURNAL 101Collecting and Writing News .....           | 3 |

\*Also any LIST A course not already used or any course articulated as lower division preparation in the Communication, Communication Studies major at a CSU.

\*Also any LIST A or B course not already used or any CSU transferable Communication Studies course.

## Computer Applications and Office Technologies

### ASSOCIATE IN SCIENCE

#### COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY

Student Learning Outcome:

Upon completion of this program, students will:

1. Create and demonstrate a PowerPoint presentation as well as a chart to depict data graphically.
2. Write a business letter using standard business format including 7 basic elements and design a newsletter.
3. Compare and contrast web browsers and identify web domains.

|  |              |
|--|--------------|
| <b>Required Courses: .....</b>                                   | <b>Units</b> |
| CAOT 31 Business English .....                                   | 3            |
| CAOT 32 Business Communications .....                            | 3            |
| CAOT 33 Records Management and Filing .....                      | 2            |
| CAOT 43 Office Procedures .....                                  | 3            |
| CAOT 47 Applied Office Practice .....                            | 2            |
| CAOT 82 Microcomputer Software Survey in the Office .....        | 3            |
| CAOT 84 Microcomputer Office Applications: Word Processing ..... | 3            |
| CAOT 85 Microcomputer Office Applications: Spreadsheet .....     | 3            |
| MGMT 31Human Relations for Employees .....                       | 3            |
| <b>TOTAL UNITS .....</b>   | <b>23</b>    |

Recommended Electives

|                                      |   |
|--------------------------------------|---|
| BUS 1 Introduction to Business ..... | 3 |
| BUS 5 Business Law .....             | 3 |
| BUS 38 Business Computations .....   | 3 |
| CAOT 1 Computer Keyboarding I .....  | 3 |
| CAOT 2 Computer Keyboarding II ..... | 3 |
| CAOT 34 Business Terminology .....   | 2 |
| MGMT 33 Personnel Management .....   | 3 |

### SKILL CERTIFICATE

#### GENERAL OFFICE ASSISTANT

Student Learning Outcome:

Upon completion of this program, students will:

1. Type a minimum of 40 words per minute.
2. Write a business letter using standard business format including 7 elements.
3. Create and demonstrate a PowerPoint presentation.

|   |              |
|---|--------------|
| <b>Required Courses: .....</b>            | <b>Units</b> |
| CAOT 2 Computer Keyboarding II .....      | 3            |
| CAOT 31 Business English .....            | 3            |
| CAOT 33 Records Management & Filing ..... | 2            |
| CAOT 43 Office Procedures .....           | 3            |
| CAOT 47 Applied Office Practice .....     | 2            |



|   |    |
|---|----|
| CAOT 82 Microcomputer Software Survey in the Office ..... | 3  |
| TOTAL UNITS .....   | 16 |

### SKILL CERTIFICATE

#### LEGAL OFFICE ASSISTANT

Student Learning Outcome:

Upon completion of this program, students will:

1. Create and demonstrate PowerPoint presentation.
2. Write a business letter using standard business format including 7 elements.
3. Evaluate the elements of the role of a legal decision and the legal assistant.

|   |       |
|---|-------|
| Required Courses: .....                                   | Units |
| LAW 10 Introduction to Legal Assistant .....              | 3     |
| LAW 14 Law Office Management .....                        | 3     |
| CAOT 2 Keyboarding II .....                               | 3     |
| CAOT 31 Business English .....                            | 3     |
| CAOT 33 Records Management and Filing .....               | 2     |
| CAOT 82 Microcomputer Software Survey in the Office ..... | 3     |
| TOTAL UNITS .....   | 17    |

### SKILL CERTIFICATE

#### MICROSOFT EXCEL

Student Learning Outcome:

Upon completion of this program, students will:

1. Create and demonstrate PowerPoint presentation.
2. Write a business letter using standard business format including 7 elements.
3. Evaluate the elements of the role of a legal decision and the legal assistant.

|  |       |
|--|-------|
| Required Courses: .....                                      | Units |
| CAOT 2 Computer Keyboarding II .....                         | 3     |
| CAOT 31 Business English .....                               | 3     |
| CAOT 33 Records Management and Filing .....                  | 2     |
| CAOT 85 Microcomputer Office Applications: Spreadsheet ..... | 3     |
| COOP ED 295 Work Experience General I .....                  | 2     |
| TOTAL UNITS .....  | 13    |

### SKILL CERTIFICATE

#### MICROSOFT WORD

Student Learning Outcome:

Upon completion of this program, students will:

1. Type a minimum of 40 words per minute.
2. Design a newsletter.

|  |       |
|--|-------|
| Required Courses: .....  | Units |
| CAOT 2 Computer Keyboarding II .....                             | 3     |
| CAOT 31 Business English .....                                   | 3     |
| CAOT 32 Business Communications .....                            | 3     |
| CAOT 84 Microcomputer Office Applications: Word Processing ..... | 3     |
| TOTAL UNITS .....  | 12    |

### SKILL CERTIFICATE

#### RECEPTIONIST

Student Learning Outcome:

Upon completion of this program, students will:

1. Type a minimum of 40 words per minute.
2. Write a business letter using standard business format including 7 elements and create and demonstrate a PowerPoint presentation.

|   |       |
|---|-------|
| Required Courses: .....                                   | Units |
| CAOT 1 Computer Keyboarding I .....                       | 3     |
| CAOT 2 Computer Keyboarding II .....                      | 3     |
| CAOT 31 Business English .....                            | 3     |
| CAOT 43 Office Procedures .....                           | 3     |
| CAOT 47 Applied Office Practices .....                    | 2     |
| CAOT 82 Microcomputer Software Survey in the Office ..... | 3     |
| TOTAL UNITS .....   | 17    |

### SKILL CERTIFICATE

#### WEB SITE DESIGNER

Student Learning Outcome:

Upon completion of this program, students will:

1. Demonstrate a webpage using Dreamweaver and properly edit a flash file based on various parameters.
2. Build a website including graphics, sound, video, links, plug-in applications and analyze and edit a digital image.

|  |       |
|--|-------|
| Required Courses: .....  | Units |
| CAOT 97 Introduction to the Internet for CAOT .....                                  | 3     |
| CAOT 107 Microcomputer Office Applications: Advanced Web Design for the Office ..... | 3     |
| CAOT 109 Web Multimedia for the Office .....   | 3     |
| CAOT 112 Microcomputer Office Applications: Web Page Design .....                    | 3     |
| CAOT 113 Introduction to Adobe Photoshop for the Office .....                        | 3     |
| CAOT 285 Independent Study .....   | 2     |
| TOTAL UNITS .....  | 17    |

### SKILL CERTIFICATE

#### WORD PROCESSING

Student Learning Outcome:

Upon completion of this program, students will:

1. Typing at a minimum of 40 words per minute, write a business letter using standard business format including 7 elements.
2. Create a newsletter and develop/demonstrate a PowerPoint presentation.

|  |       |
|--|-------|
| Required Courses: .....  | Units |
| CAOT 2 Computer Keyboarding II .....                             | 3     |
| CAOT 31 Business English .....                                   | 3     |
| CAOT 43 Office Procedures .....                                  | 3     |
| CAOT 47 Applied Office Practice .....                            | 2     |
| CAOT 82 Microcomputer Software Survey in the Office .....        | 3     |
| CAOT 84 Microcomputer Office Applications: Word Processing ..... | 3     |
| TOTAL UNITS .....  | 17    |

## Computer Science

### ASSOCIATE IN ARTS IN

#### MATHEMATICS: COMPUTER SCIENCE

Student Learning Outcome:

Upon completion of this program, students should be able to:

1. Write a program on an object oriented interface in Visual Basic (with at least 65% success rate).
2. Solve systems of linear equations by graphing, and algebraic methods (with at least 65% success rate).
3. Graph a linear, quadratic, polynomial, rational, exponential, log, and trigonometric functions (with at least 65% success rate).
4. Evaluate the first and second derivatives of a given function (with at least 65% success rate).

- Determine whether a pair of functions are linearly independent or dependent on the real numbers (with at least 65% success rate).

| Required Courses:                            | Units     |
|--|-----------|
| CO SCI 608 Beginning BASIC Programming       | 3         |
| MATH 265 Calculus with Analytic Geometry I   | 5         |
| MATH 266 Calculus with Analytic Geometry II  | 5         |
| MATH 267 Calculus with Analytic Geometry III | 5         |
| MATH 270 Linear Algebra                      | 3         |
| <b>TOTAL UNITS</b>                           | <b>21</b> |

#### Recommended Electives Units

|   |   |
|---|---|
| CHEM 101 General Chemistry I                        | 5 |
| CO SCI 636 Introduction to Data Structures          | 3 |
| CO SCI 639 Programming in C                         | 3 |
| MATH 227 Statistics                                 | 4 |
| MATH 275 Ordinary Differential Equations            | 3 |
| PHYSICS 37 Physics for Engineers and Scientists I   | 5 |
| PHYSICS 38 Physics for Engineers and Scientists II  | 5 |
| PHYSICS 39 Physics for Engineers and Scientists III | 5 |

## Computer Science-Information Technology

### ASSOCIATE IN SCIENCE

#### COMPUTER SCIENCE: INFORMATION TECHNOLOGY

Student Learning Outcome:

Upon completion of this program, students will:

- Perform computational tasks using operating system environments and develop problem solving algorithms for given tasks.
- Demonstrate application of computer science concepts, including the study of the properties of algorithms, which includes linguistics, virtual hardware development, and application development.

| Required Courses:                                   | Units     |
|---|-----------|
| CO SCI 601 Introduction to Computers and Their Uses | 3         |
| CO SCI 602 Introduction to Computer Science         | 3         |
| CO SCI 608 Beginning BASIC Programming              | 3         |
| CO SCI 617 Beginning Micro Assembly Language        | 3         |
| CO SCI 630 Microcomputer Application Software       | 3         |
| CO SCI 632 Introduction to Databases                | 3         |
| CO SCI 636 Introduction to Data Structures          | 3         |
| CO SCI 639 Programming in C                         | 3         |
| CO SCI 660 Business Systems Design                  | 3         |
| <b>TOTAL UNITS</b>                                  | <b>27</b> |

#### Recommended Electives

|                                   |   |
|-----------------------------------|---|
| CO SCI 681 Computer Networking I  | 4 |
| CO SCI 682 Computer Networking II | 4 |
| CO SCI 688 Computer Project       | 2 |

### CERTIFICATE OF ACHIEVEMENT

#### HOMELAND SECURITY AND COMPUTER NETWORKS

Student Learning Outcome:

Upon completion of this program, students will:

- Understand fundamental networking technologies, including topologies, Open System Interconnection (OSI), network architecture, simple and complex network operations, and protocols and apply knowledge to case studies relevant to real-life situations.
- Plan for server deployment and installation and configuration. Set up Active Directory and accounts management and prepare for management, monitoring and maintaining the server's security and policies. Secure remote access, wireless, and virtual private networks (VPN) against hackers' attacks.
- Enumerate the phases of the security systems development life cycle (SecSDLC) and identifying specific threats, and then creating specific controls to counter those threats.

| Required Courses                                      | Units     |
|---|-----------|
| CO SCI 600 Practical PC and Career Technologies       | 1         |
| CO SCI 601 Introduction to Computers and Their Uses   | 3         |
| CO SCI 630 Microcomputer Application Software         | 3         |
| CO SCI 641 Computer Forensics I                       | 3         |
| CO SCI 681 Introduction to Networking                 | 4         |
| CO SCI 682 Server Administration & Network Security   | 4         |
| CO SCI 683 Principles of Information Systems Security | 3         |
| <b>TOTAL UNITS</b>                                    | <b>21</b> |

### CERTIFICATE OF ACHIEVEMENT

#### HOMELAND SECURITY NETWORK ADMINISTRATOR

Student Learning Outcome:

Upon completion of this program, students will:

- Understand fundamental networking technologies, including topologies, Open System Interconnection (OSI), network architecture, simple and complex network operations, and protocols and apply knowledge to case studies relevant to real-life situations. (CO SCI 681)
- Plan for server deployment and installation and configuration. Set up Active Directory and accounts management and prepare for management, monitoring and maintaining the server's security and policies. Secure remote access, wireless, and virtual private networks (VPN) against hackers' attacks. (CO SCI 682)

| Required Courses:                                   | Units     |
|---|-----------|
| CO SCI 600 Practical PC and Career Technologies     | 1         |
| CO SCI 601 Introduction to Computers and Their Uses | 3         |
| CO SCI 630 Microcomputer Application Software       | 3         |
| CO SCI 681 Introduction to Computer Networking      | 4         |
| CO SCI 682 Server Administration & Network Security | 4         |
| <b>TOTAL UNITS</b>                                  | <b>15</b> |

### SKILL CERTIFICATE

#### CERTIFIED INTERNET WEBMASTER ASSOCIATE (CIWA)

Student Learning Outcome:

Upon completion of this program, students will:

- Produce real-world internet applications
- Use common internet-ready applications.
- Create properly formed HTML/XHTML documents.
- Analyze CGI and database essentials, and troubleshoot networks.

| Required Courses:                                | Units |
|--|-------|
| CO SCI 621 CIWA: Internet Fundamentals           | 3     |
| CO SCI 622 CIWA: Web Page Authoring Fundamentals | 3     |

|  |          |
|--|----------|
| CO SCI 623 CIWA: Networking Fundamentals ..... | 3        |
| <b>TOTAL UNITS .....</b>                       | <b>9</b> |

## Education

### SKILL CERTIFICATE

#### TEACHER ASSISTANT

Student Learning Outcome:

Upon completion of this program, students will:

1. Evaluate major problems of the public education system and describe possible solutions.
2. Describe how political, economic, and demographic changes affect schools as public institutions, their curricula, and teacher practice.
3. Students will demonstrate effective teacher assisting techniques.

|   |           |
|---|-----------|
| Required Courses: .....                                 | Units     |
| EDUC 1 Introduction to Teaching .....                   | 3         |
| EDUC 203 Education in American Society .....            | 3         |
| EDUC 385 Directed Study-Education .....                 | 3         |
| CH DEV 1 Child Growth and Development .....             | 3         |
| ENGLISH 28 Intermediate Reading and Composition I ..... | 3         |
| MATH 115 Elementary Algebra .....                       | 5         |
| <b>TOTAL UNITS .....</b>                                | <b>20</b> |

## Electronics Technology

### ASSOCIATE IN SCIENCE

#### ELECTRONICS TECHNOLOGY

Student Learning Outcome:

Upon completion of this program, students will:

|   |       |
|---|-------|
| Required Courses: .....                               | Units |
| ELECTRN 2 Introduction to Electronics .....           | 3     |
| OR  |       |
| ELECTRN 15 Survey of Computer Electronics .....       | 3     |
| ELECTRN 8 Electron Devices .....                      | 4     |
| ELECTRN 41 Measurement and Testing Laboratory I ..... | 1     |
| OR  |       |
| ELECTRN 43 Measurement and Testing Laboratory I ..... | 1     |
| ELECTRN 56 Computer Circuits .....                    | 3     |
| ELECTRN 57 Computer Circuits Laboratory .....         | 1     |
| ELECTRN 111 Introduction to Computer Servicing .....  | 4     |
| ELECTRN 112 Computer Operating Systems .....          | 4     |
| ELECTRN 113 Computer Networking .....                 | 4     |

PLUS 12 units from the following: Units

|   |           |
|---|-----------|
| CO SCI 601 Introduction to Computers and Their Uses ..... | 3         |
| CO SCI 630 Microcomputer Application Software .....       | 3         |
| MATH 115 Elementary Algebra .....                         | 5         |
| MATH 125 Intermediate Algebra .....                       | 5         |
| MATH 260 Pre-Calculus .....                               | 5         |
| PHYSICS 6 General Physics I .....                         | 4         |
| PHYSICS 7 General Physics II .....                        | 4         |
| <b>TOTAL UNITS .....</b>                                  | <b>36</b> |

### SKILL CERTIFICATE

#### COMPUTER TECHNICIAN

Student Learning Outcome:

Upon completion of this program, will:

1. Identify the main parts of a computer.
2. Show all steps to create a small network.

|  |           |
|--|-----------|
| Required Courses: .....                              | Units     |
| ELECTRN 56 Computer Circuits .....                   | 3         |
| ELECTRN 57 Computer Circuits Laboratory .....        | 1         |
| ELECTRN 111 Introduction to Computer Servicing ..... | 4         |
| ELECTRN 112 Computer Operating Systems .....         | 4         |
| ELECTRN 113 Computer Networking .....                | 4         |
| <b>TOTAL UNITS .....</b>                             | <b>16</b> |

### SKILL CERTIFICATE

#### ELECTRONICS TECHNICIAN

Student Learning Outcome:

Upon completion of this program, students will:

1. Draw and identify all parts of an electronic circuit.
2. Identify and label the basic eight logic gates.
3. Identify all major subsystems of a computer.

|  |           |
|--|-----------|
| Required Courses: .....                                | Units     |
| ELECTRN 2 Introduction to Electronics .....            | 3         |
| OR   |           |
| ELECTRN 8 Electron Devices .....                       | 4         |
| ELECTRN 15 Survey of Computer Electronics .....        | 3         |
| ELECTRN 41 Measurement and Testing Laboratory I .....  | 1         |
| OR   |           |
| ELECTRN 43 Measurement and Testing Laboratory II ..... | 1         |
| ELECTRN 56 Computer Circuits .....                     | 3         |
| ELECTRN 57 Computer Circuits Laboratory .....          | 1         |
| ELECTRN 111 Introduction to Computer Servicing .....   | 4         |
| <b>TOTAL UNITS .....</b>                               | <b>16</b> |

### SKILL CERTIFICATE

#### NETWORK CABLING TECHNICIAN

Student Learning Outcome:

Upon completion of this program, students will:

1. Draw the essential parts of a computer network, identify each part, and label it.
2. Verbalize the differences between copper cabling and fiber-optic cabling used to create a computer network

|   |           |
|---|-----------|
| Required Courses: .....                               | Units     |
| ELECTRN 2 Introduction to Electronics .....           | 3         |
| OR  |           |
| ELECTRN 15 Survey of Computer Electronics .....       | 3         |
| ELECTRN 41 Measurement and Testing Laboratory I ..... | 3         |
| ELECTRN 112 Computer Operating Systems .....          | 4         |
| ELECTRN 113 Computer Networking .....                 | 4         |
| <b>TOTAL UNITS .....</b>                              | <b>14</b> |

### SKILL CERTIFICATE

#### TELECOM AND NETWORK TECHNICIAN

Student Learning Outcome:

Upon completion of this program, students will:

1. Identify the eight logic gates.
2. Identify a network card and install inside the computer.

|  |       |
|--|-------|
| Required Courses: .....                                      | Units |
| ELECTRN 2 Introduction to Electronics .....                  | 3     |
| OR   |       |
| ELECTRN 15 Survey of Computer Electronics .....              | 3     |
| ELECTRN 56 Computer Circuits .....                           | 3     |
| ELECTRN 57 Computer Circuits Laboratory .....                | 1     |
| ELECTRN 111 Introduction to Computer Servicing .....         | 4     |
| ELECTRN 113 Computer Networking .....                        | 4     |
| ELECTRN 116 Computer A+ and Network + Exam Preparation ..... | 2     |

complex subjects and ideas, demonstrating a sound understanding of audience and purpose.

## Engineering

### SKILL CERTIFICATE

#### ENGINEERING

The Engineering and Technology discipline, offers a Pre-Engineering program leading to a skill set which includes instruction in three foundation courses that are required of several engineering majors such as civil, electrical, and mechanical engineering. The skill set can be achieved in one semester with the completion of 8 units provided that all relevant course prerequisites have been met.

Students are required to complete each listed course with a grade of "C" or better.

|  |           |
|--|-----------|
| Required Courses: .....  | Units     |
| ENG GEN 101 Introduction to Science, Engineering and Technology..... | 2         |
| ENG GEN 131 Statics.....   | 3         |
| ENG GEN 151 Materials of Engineering.....                            | 3         |
| <b>TOTAL UNITS .....</b>   | <b>16</b> |

### SKILL CERTIFICATE

#### ENGINEERING GRAPHICS

Engineering and Technology discipline, offers an Engineering Graphics program leading to a skill set which includes instruction in both 2-D and 3-D Computer Aided Drafting software courses. The skill set can be achieved in one semester with the completion of 9 units. Students may take advantage of the value of this skill set by working in industry while continuing their education.

Students are required to complete each listed course with a grade of "C" or better.

|  |          |
|--|----------|
| Required Courses: .....                                    | Units    |
| EGD TEK 101 Engineering Graphics .....                     | 3        |
| EGD TEK 111 2-D Computer Aided Drafting.....               | 3        |
| EGD TEK 121 3-D Computer Aided Design with SolidWorks..... | 3        |
| <b>TOTAL UNITS .....</b>                                   | <b>9</b> |

## English

### ASSOCIATE IN ARTS

#### ENGLISH

Student Learning Outcome: Upon completion of this program, students should be able to:

Learning Outcomes:

1. Read accurately, critically, broadly and reflectively, demonstrating the ability to consider contrastive or opposing perspectives and non-insular openness to diverse ideas and intellectual traditions.
2. Produce college-level academic English prose to communicate clear yet nuanced viewpoints on

3. Utilize research skills to produce essays that meet a range of educational, professional, and personal objectives, and that integrate sources effectively, use appropriate and accurate documentation methods, and incorporate relevant and sufficient support.

|   |       |
|---|-------|
| Required Courses .....                              | Units |
| ENGLISH 101 College Reading and Composition I.....  | 3     |
| ENGLISH 102 College Reading and Composition II..... | 3     |
| ENGLISH 103 Composition and Critical Thinking.....  | 3     |

Three of the following:

|   |           |
|---|-----------|
| ENGLISH 127 Creative Writing.....                   | 3         |
| ENGLISH 207 American Literature I.....              | 3         |
| ENGLISH 208 American Literature II .....            | 3         |
| ENGLISH 211 Fiction.....                            | 3         |
| ENGLISH 212 Poetry .....                            | 3         |
| ENGLISH 213 Dramatic Literature.....                | 3         |
| ENGLISH 215 Shakespeare .....                       | 3         |
| ENGLISH 234 African-American Literature I .....     | 3         |
| ENGLISH 240 Literature and the Motion Picture ..... | 3         |
| <b>TOTAL UNITS .....</b>                            | <b>18</b> |

### ASSOCIATE IN ARTS IN

#### ENGLISH FOR TRANSFER

The Associate in Arts in English for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the English Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum that is aimed at improving students' abilities to read, think, and write critically. Objectives in courses range from teaching the fundamentals of language to an introduction to significant literature in Western culture.

The intent of the Associate in Arts in English for Transfer Degree is to assist students in seamlessly transferring to CSU. Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Arts in English for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
  - c. Minimum 18 units in the major
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

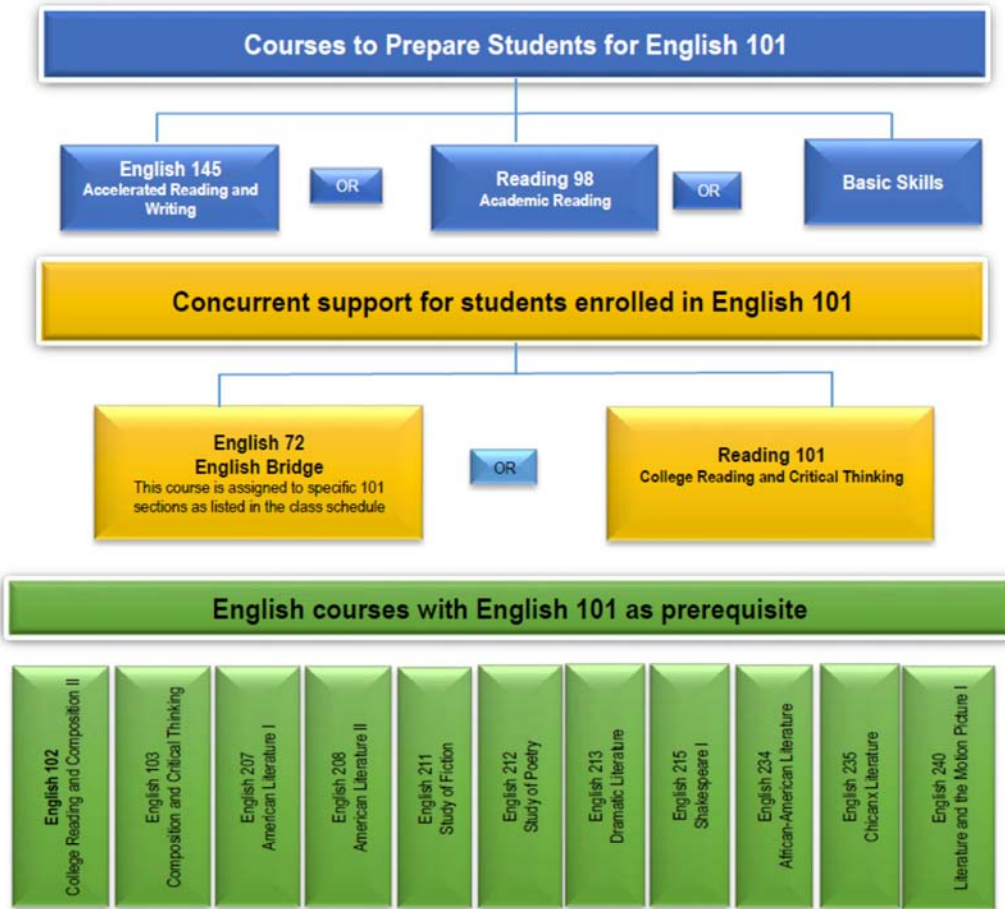
| Required Courses                               | Units |
|--|-------|
| ENGLISH 102 College Reading and Composition II | 3     |
| ENGLISH 103 Composition and Critical Thinking  | 3     |
| ENGLISH 207 American Literature I              | 3     |
| ENGLISH 208 American Literature II             | 3     |

Select One Course

|                              |           |
|------------------------------|-----------|
| ENGLISH 212                  |           |
| Poetry                       | 3         |
| OR                           |           |
| ENGLISH 127 Creative Writing | 3         |
| ENGLISH 211                  |           |
| Fiction                      | 3         |
| <b>TOTAL UNITS</b>           | <b>18</b> |



# English Course Sequence Overview



# Geography

## ASSOCIATE IN SCIENCE

### GEOGRAPHY

PLO 1 - Students can recognize and articulate how geography affects their lives.

PLO 2 - Students will be able to explain the basic concepts of geography.

|                                       |           |
|---------------------------------------|-----------|
| Required Courses:                     | Units     |
| BIOLOGY 3 Introduction to Biology     | 4         |
| CHEM 101 General Chemistry I          | 5         |
| GEOG 1 Physical Geography             | 3         |
| GEOG 2 Cultural Elements of Geography | 3         |
| MATH 227 Statistics                   | 4         |
| <b>TOTAL UNITS</b>                    | <b>19</b> |

# Geology

## ASSOCIATE IN SCIENCE

### GEOLOGY

PLO 1 - Demonstrate understanding of the basic concepts in subject areas.

PLO 2 - Demonstrate technical skills in the collection and analysis of geologic data, Critical-Thinking skills, plus written and verbal Communication skills.

PLO 3 - Apply geologic knowledge and skills to a range of problems faced by business, industry, government.

|   |           |
|---|-----------|
| Required Courses:                                 | Units     |
| BIOLOGY 3 Introduction to Biology                 | 4         |
| CHEM 101 General Chemistry I                      | 5         |
| GEOLOGY 1 Physical Geology                        | 3         |
| GEOLOGY 6 Physical Geology Laboratory             | 2         |
| PHYSICS 37 Physics for Engineers and Scientists I | 5         |
| <b>TOTAL UNITS</b>                                | <b>19</b> |

### Recommended Electives Units

|   |   |
|---|---|
| CHEM 02 General Chemistry II                        | 5 |
| CO SCI 608 Beginning BASIC Programming              | 3 |
| MATH 227 Introductory Statistics                    | 4 |
| MATH 265 Calculus with Analytic Geometry I          | 5 |
| MATH 266 Calculus with Analytic Geometry II         | 5 |
| PHYSICS 38 Physics for Engineers and Scientists II  | 5 |
| PHYSICS 39 Physics for Engineers and Scientists III | 5 |

# History

## ASSOCIATE IN ARTS

### HISTORY

Student Learning Outcome:

Upon completion of this program, students will:

1. Compare, contrast and analyze past events to interpolate the impact of these events on the present political, cultural, legal, economic and social precedents.
2. Write a comprehensive essay on the importance of the history of a particular facet to the embedded understanding of today's problems.

Required Courses: ..... Units

|                    |   |           |
|--------------------|---|-----------|
| HISTORY 1          | Introduction to Western Civilization I                      | 3         |
| HISTORY 2          | Introduction to Western Civilization II                     | 3         |
| HISTORY 5          | History of the Americas I                                   | 3         |
| HISTORY 11         | Political and Social History of the United States I         | 3         |
| OR                 |   |           |
| HISTORY 41         | The African-American in the History of the United States I  | 3         |
| OR                 |   |           |
| HISTORY 43         | The Mexican-American in the History of the United States I  | 3         |
| HISTORY 12         | Political and Social History of the United States II        | 3         |
| OR                 |   |           |
| HISTORY 42         | The African-American in the History of the United States II | 3         |
| HISTORY 52         | The Role of Women in the History of the United States       | 3         |
| <b>TOTAL UNITS</b> |   | <b>18</b> |

## ASSOCIATE IN ARTS IN

### HISTORY FOR TRANSFER

The Associate in Arts in History for Transfer is intended for students who are planning to transfer to a California State University (CSU) institution into the History Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The program is designed to develop critical thinking and rationale. The purpose of this program is to understand the complex institutional structure of United States of America.

The Associate in Arts in History for Transfer requirements include: (1) completion of 60 CSU transferable units, including the minimum 18-27 units in the major and the completion of either IGETC or CSU GE; (2) a minimum GPA of 2.0. (3) A grade of "C" or better in all courses required for the major or area of emphasis.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

Program Objectives:

1. The program is designed to develop critical thinking and rationale;
2. The purpose of this program is to understand the complex institutional structure of United States of America.

Required Courses: ..... Units

|            |  |   |
|------------|--|---|
| HISTORY 11 | Political and Social History of the United States I  | 3 |
| HISTORY 12 | Political and Social History of the United States II | 3 |

Select two courses

|           |   |   |
|-----------|---|---|
| HISTORY 1 | Introduction to Western Civilization I  | 3 |
| HISTORY 2 | Introduction to Western Civilization II | 3 |

Select one courses

|           |                           |   |
|-----------|---------------------------|---|
| HISTORY 5 | History of the Americas I | 3 |
| SPANISH 1 | Elementary Spanish I      | 5 |
| SPANISH 2 | Elementary Spanish 2      | 5 |

Select one courses

|                    |   |               |
|--------------------|---|---------------|
| HISTORY 52         | The Role of Women in the History of the United States | 3             |
| <b>TOTAL UNITS</b> |   | <b>18 -20</b> |

## ASSOCIATE IN ARTS

### INTERDISCIPLINARY STUDIES: ARTS & HUMANITIES

#### OPTION 1—NON-TRANSFER USE LACCD GE

#### OPTION 2—TRANSFER USE CSU-GE OR IGETC

Student Learning Outcome:

Upon completion of this program, students should be able to:

1. Identify art, music, and literature from pre-history to the early modern world.
2. Compare and contrast various presentation styles in art, music, and theater.

|   |       |
|---|-------|
| Core Courses: (Complete 9 units)                  | Units |
| ART 101 Survey of Art History I                   | 3     |
| OR  |       |
| ART 103 Art Appreciation I                        | 3     |
| MUSIC 101 Fundamentals of Music                   | 3     |
| OR  |       |
| MUSIC 111 Music Appreciation I                    | 3     |
| HUMAN 1 Cultural Patterns of Western Civilization | 3     |
| THEATER 110 History of the World Theater          | 3     |
| THEATER 270 Beginning Acting                      | 3     |

#### Additional Requirements: (Choose and complete 9 additional units)

|   |    |
|---|----|
| ASL 1 American Sign Language I                    | 3  |
| ASL 2 American Sign Language II                   | 3  |
| ASL 3 American Sign Language                      | 3  |
| ART 101 Survey of Art History I                   | 3  |
| ART 102 Survey of Art History II                  | 3  |
| ART 103 Art Appreciation I                        | 3  |
| ART 104 Art Appreciation II                       | 3  |
| ART 201 Drawing I                                 | 3  |
| ART 300 Introduction to Painting                  | 3  |
| ART 501 Beginning Two-Dimensional Design          | 3  |
| ENGLISH 127 Creative Writing                      | 3  |
| ENGLISH 211 Fiction                               | 3  |
| ENGLISH 212 Poetry                                | 3  |
| ENGLISH 213 Dramatic Literature                   | 3  |
| ENGLISH 218 Children's Literature                 | 3  |
| ENGLISH 234 African-American Literature I         | 3  |
| ENGLISH 239 Women in Literature                   | 3  |
| FRENCH 1 Elementary French I                      | 5  |
| FRENCH 2 Elementary French II                     | 5  |
| HUMAN 1 Cultural Patterns of Western Civilization | 3  |
| HUMAN 2 Studies in Selected Cultures              | 3  |
| HUMAN 6 Great People, Great Ages                  | 3  |
| HUMAN 31 People in Contemporary Society           | 3  |
| MUSIC 101 Fundamentals of Music                   | 3  |
| MUSIC 111 Music Appreciation I                    | 3  |
| PHILOS 1 Introduction to Philosophy I             | 3  |
| SPANISH 1 Elementary Spanish I                    | 5  |
| SPANISH 2 Elementary Spanish II                   | 5  |
| SPANISH 3 Intermediate Spanish I                  | 5  |
| SPANISH 4 Intermediate Spanish II                 | 5  |
| THEATER 100 Introduction to the Theater           | 3  |
| THEATER 110 History of the World Theater          | 3  |
| THEATER 233 Play Production                       | 3  |
| THEATER 240 Voice and Articulation for Theater    | 3  |
| THEATER 270 Beginning Acting                      | 3  |
| THEATER 271 Intermediate Acting                   | 2  |
| THEATER 300 Introduction to Stage Craft           | 3  |
| TOTAL UNITS                                       | 18 |

## ASSOCIATE IN ARTS

### IDS: BEHAVIORAL & SOCIAL SCIENCE

#### OPTION 1—NON-TRANSFER USE LACCD GE

#### OPTION 2—TRANSFER USE CSU-GE OR IGETC

Student Learning Outcome:

Upon completion of this program, students will:

1. Describe the goals of psychology as a science.
2. List, describe, and explain the major theoretical viewpoints in psychology.
3. List and describe major research methods utilized in psychology.

#### Core Courses: (Choose and complete 9 units)

|  |   |
|--|---|
| HISTORY 11 Political and Social History of the United States I         | 3 |
| OR   |   |
| HISTORY 12 Political and Social History of the United States II        | 3 |
| OR   |   |
| HISTORY 41 The African-American in the History of the United States I  | 3 |
| OR   |   |
| HISTORY 42 The African-American in the History of the United States II | 3 |
| OR   |   |
| HISTORY 43 The Mexican-American in the History of the United States    | 3 |
| POL SCI 1 The Government of the United States                          | 3 |
| PSYCH 1 General Psychology I   | 3 |
| SOC 1 Introduction to Sociology  | 3 |

#### Additional Requirements: (Choose and complete 9 additional units)

|  |   |
|--|---|
| ADM JUN 1 Introduction to Administration of Justice                    | 3 |
| ANTHRO 102 Human Ways of Life: Cultural Anthropology                   | 3 |
| ANTHRO 133 Peoples and Culture of Africa                               | 3 |
| BUS 1 Introduction to Business   | 3 |
| BUS 5 Business Law I   | 3 |
| BUS 6 Business Law II  | 3 |
| CH DEV 1 Child Growth and Development                                  | 3 |
| ECON 1 Principles of Economics I                                       | 3 |
| ECON 2 Principles of Economics II                                      | 3 |
| GEOG 2 Cultural Elements of Geography                                  | 3 |
| HISTORY 1 Introduction to Western Civilization I                       | 3 |
| HISTORY 2 Introduction to Western Civilization II                      | 3 |
| HISTORY 3 History of England and Great Britain I                       | 3 |
| HISTORY 5 History of the Americas I                                    | 3 |
| HISTORY 11 Political and Social History of the United States I         | 3 |
| HISTORY 12 Political and Social History of the United States II        | 3 |
| HISTORY 37 History of African Civilization                             | 3 |
| HISTORY 41 The African-American in the History of the United States I  | 3 |
| HISTORY 42 The African-American in the History of the United States II | 3 |
| HISTORY 43 The Mexican-American in the History of the United States I  | 3 |
| HISTORY 52 .The Role of Women in the History of the United States      | 3 |
| LAW 3 Civil Rights and the Law   | 3 |
| MATH 227 Introductory Statistics                                       | 4 |
| POL SCI 1 The Government of the United States                          | 3 |
| POL SCI 2 Modern World Governments                                     | 3 |
| POL SCI 7 Contemporary World Affairs                                   | 3 |
| POL SCI 9 Governments and Politics in Africa                           | 3 |
| PSYCH 1 General Psychology I   | 3 |
| PSYCH 11 Child Psychology  | 3 |

|  |    |
|--|----|
| PSYCH 14 Abnormal Psychology .....                           | 3  |
| PSYCH 41 Life-Span Psychology: From Infancy to Old Age ..... | 3  |
| SOC 1 Introduction to Sociology .....                        | 3  |
| SOC 2 American Social Problems .....                         | 3  |
| SOC 11 Race and Ethnic Relations.....                        | 3  |
| SOC 12 Marriage and Family Life .....                        | 3  |
| TOTAL UNITS .....  | 18 |

## Journalism

### ASSOCIATE IN ARTS

#### JOURNALISM

Student Learning Outcome:

Upon completion of this program, students should be able to:

1. Analyze the ethical concepts, legal implications, considerations and practices that guide online forums.
2. Apply tools and technologies appropriate for the production, editing and presentation of visual and textual, or other web-based content.

|   |       |
|---|-------|
| Required Courses: .....                             | Units |
| ENGLISH 103 Composition and Critical Thinking ..... | 3     |
| ENGLISH 111 Writing for New Media .....             | 3     |
| ENGLISH 223 Creative Nonfiction.....                | 3     |
| JOURN 101 Collecting and Writing News.....          | 3     |
| JOURN 105 Mass Communications .....                 | 3     |
| JOURN 123 Convergent Journalism.....                | 3     |
| TOTAL UNITS .....                                   | 18    |

### ASSOCIATE IN ARTS IN

#### JOURNALISM FOR TRANSFER

The Associate in Arts in Journalism for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Journalism Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum is aimed at teaching students how to report and write the news, how to shoot news photographs, and how to design a college newspaper using computer technology. .

The Associate in Arts in Journalism for Transfer Degree requirements include: (1) completion of 60 CSU transferable units, including the minimum 18 units in the major and the completion of either IGETC or CSU GE; (2) a minimum GPA of 2.0. Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

The intent of the Associate in Arts in Journalism for Transfer Degree is to assist students in seamlessly transferring to CSU into the Journalism Bachelors program.

Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking the Associate in Arts in Journalism for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

|   |       |
|---|-------|
| Required Courses: .....                             | Units |
| JOURN 101 Collecting and Writing News.....          | 3     |
| JOURN 105 Mass Communications .....                 | 3     |
| JOURN 123 Convergent Journalism.....                | 3     |
| JOURN 217 Publication Laboratory.....               | 2     |
| JOURN 219 Techniques for Staff Editors .....        | 1     |
| Select Two Courses                                  |       |
| Math  |       |
| 227 Statistics .....                                | 4     |
| OR  |       |
| ECON 1 Principles of Economics I .....              | 3     |
| Or  |       |
| ECON 2 Principles of Economics II .....             | 3     |
| Or  |       |
| POL SCI 1 The Government of The United States ..... | 3     |
| Or  |       |
| POL SCI 2 Modern World Governments.....             | 3     |
| Or  |       |
| ENGLISH 103 Composition and Critical Thinking.....  | 3     |
| TOTAL UNITS .....                                   | 19    |

## Kinesiology

### ASSOCIATE IN ARTS IN

#### KINESIOLOGY FOR TRANSFER

The Associate in Arts in Kinesiology for Transfer Degree provides students with the knowledge and application of kinesiology concepts and skills to attain upper division status in kinesiology at most four-year colleges or universities. The program emphasizes fundamental knowledge in the biological, psychological, and socio-cultural foundations and consequences of physical mechanics; and the pedagogical and rehabilitative aspects of physical activity.

Upon successful completion of this program students will be able to: demonstrate foundational knowledge and skills related to physical mechanics, exercise, and sport, and have the ability to integrate perspectives from humanities and social, behavioral, and life sciences; apply content knowledge to design and evaluate within disciplinary practices; demonstrate critical thinking, writing, reading, oral communication, and information management skills to physical activity related questions; articulate the importance of commitment to life-long physical activity.

The Associate of Associate in Arts in Kinesiology for Transfer Degree requirements include: (1) completion of 60 CSU transferable units, including the minimum 25 units in the major and the completion of either IGETC or CSU GE; (2) a minimum GPA of 2.0.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

|   |       |
|---|-------|
| Required Courses: .....                       | Units |
| KIN MAJ 100 Introduction to Kinesiology.....  | 3     |
| ANAT 1Introduction to Human Anatomy .....     | 4     |
| And   |       |
| PHYSIO 1Introduction to Human Physiology..... | 4     |
| or  |       |

|  |   |
|--|---|
| BIO 20 Human Anatomy and Physiology..... | 8 |
|--|---|

**Movement Based Courses (3 Units Required):**

Select one course maximum from three of the following areas:

**Area 1: Aquatics**

|                                     |   |
|-------------------------------------|---|
| KIN 300-1Swimming Skills<br>  ..... | 1 |
| Or                                  |   |
| KIN 303-1 Aqua<br>Aerobics .....    | 1 |

**Area 3: Dance**

|   |   |
|---|---|
| DANCETQ 111 Ballet Techniques<br>  .....    | 1 |
| Or  |   |
| DANCETQ 121Jazz Dance Techniques<br>  ..... | 1 |

**Area 4: Fitness**

|   |     |
|---|-----|
| KIN 180 Marathon Training Course for<br>Run/Walk..... | 1.5 |
| Or  |     |
| KIN 229-1 Body Conditioning Skills<br>  .....         | 1   |
| Or  |     |
| KIN 234-1 Walking for Fitness<br>  .....              | 1   |
| Or  |     |
| KIN 245Body Dynamics<br>Skills .....                  | 1   |
| Or  |     |
| KIN 250 Weight Training<br>Skills .....               | 1   |

**List A: Select Two Courses**

|  |              |
|--|--------------|
| MATH                                   |              |
| 227 Statistics.....                    | 4            |
| CHEM 101 General<br>Chemistry.....     | 5            |
| KIN MAJ 101 First Aid and<br>CPR ..... | 3            |
| <b>TOTAL UNITS .....</b>               | <b>21-23</b> |

**CERTIFICATE OF ACHIEVEMENT**

**PERSONAL TRAINER**

This certificate is designed to give students the knowledge and understanding necessary to prepare for the NASM Certification Exam and become effective personal trainers. This is a certificate for designing individualized programs based on each client's unique health, fitness, and goals. The information covered by the courses required for this certificate will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength.

|  |              |
|--|--------------|
| <b>Required Courses: .....</b>                   | <b>Units</b> |
| KIN MAJ 100 Introduction to<br>Kinesiology.....  | 3            |
| KIN MAJ 117 Personal Trainer<br>Instructor ..... | 3            |

|               |                                       |   |
|---------------|---------------------------------------|---|
| ANAT 1.....   | Introduction to Human<br>Anatomy..... | 4 |
| HEALTH 2..... | Health and<br>Fitness.....            | 4 |

Select Any (4) of the following courses:

|  |           |
|--|-----------|
| KIN 217 Self-Defense<br>Skills.....      | 1         |
| KIN 229 Body Conditioning<br>Skills..... | 1         |
| KIN 245 Body Dynamics<br>Skills.....     | 1         |
| KIN 250Weight Training<br>Skills.....    | 1         |
| KIN 251 Yoga<br>Skills.....              | 1         |
| KIN 303 Aqua Aerobics<br>  .....         | 1         |
| KIN 336-1Zumba Fitness<br>  .....        | 1         |
| KIN 345 Body Dynamics<br>Activity.....   | 1         |
| <b>TOTAL UNITS.....</b>                  | <b>18</b> |

**Law-Paralegal**

**ASSOCIATE IN ARTS**

**LAW-PARALEGAL**

Student Learning Outcome:

Upon completion of this program, students will:

1. Analyze a legal problem, and determine a strategy to correct the problem.
2. Write a legal brief addressing the broader scope of a legal problem.

|   |              |
|---|--------------|
| <b>Required Courses: .....</b>                            | <b>Units</b> |
| BUS 5 Business Law I .....                                | 3            |
| BUS 6 Business Law II .....                               | 3            |
| LAW 3 Civil Rights and the Law .....                      | 3            |
| LAW 10 Introduction to Legal Assistant I .....            | 3            |
| LAW 11 Introduction to Legal Assistant II.....            | 3            |
| LAW 12 Tort Law and Claims Investigation.....             | 3            |
| LAW 13 Wills, Trusts, and Probate Administration .....    | 3            |
| LAW 14 Law Office Management .....                        | 3            |
| LAW 15 Property, Bankruptcy, and Family Law .....         | 3            |
| LAW 16 Civil and Criminal Evidence .....                  | 3            |
| LAW 17 Legal Writing .....                                | 3            |
| LAW 51 Legal Research.....                                | 3            |
| CAOT 82 Microcomputer Software Survey in the Office ..... | 3            |
| <b>TOTAL UNITS .....</b>                                  | <b>39</b>    |

**Recommended Electives**

|   |   |
|---|---|
| ACCTG 1 Introductory Accounting I .....               | 5 |
| ACCTG 15 Tax Accounting I.....                        | 3 |
| ACCTG 941 Cooperative Education: Accounting .....     | 4 |
| BUS 38 Business Computations .....                    | 3 |
| CAOT 1 Computer Keyboarding (1D/1E) .....             | 3 |
| CAOT 31 Business English .....                        | 3 |
| CAOT 34 Business Terminology .....                    | 2 |
| ENGLISH 101College Reading and Composition I .....    | 3 |
| SPANISH 14 Spanish for Public Service Personnel ..... | 3 |



## SKILL CERTIFICATE

### LAW OFFICE SPECIALIST I

Student Learning Outcome:

Upon completion of this program, students will:

1. Evaluate the composition, location, and jurisdiction of courts.
2. Prepare and administer legal documents within the judicial structure.
3. Inspect the legal writing process, the goal and the stages of the writing process.
4. Prepare research assignment on legal arguments to present during class discussions.
5. Identify and write major components of a legal brief and Memorandum.

|  |           |
|--|-----------|
| Required Courses: .....                      | Units     |
| BUS 5 Business Law I .....                   | 3         |
| BUS 6 Business Law II .....                  | 3         |
| LAW 10 Introduction to Legal Assistant ..... | 3         |
| LAW 14 Law Office Management .....           | 3         |
| LAW 17 Legal Writing .....                   | 3         |
| LAW 51 Legal Research .....                  | 3         |
| <b>TOTAL UNITS .....</b>                     | <b>18</b> |

## Liberal Arts

### ASSOCIATE IN ARTS

#### LIBERAL ARTS: ADMINISTRATION OF JUSTICE

Student Learning Outcome:

Upon completion of this program, students will:

1. Analyze the interrelationships between the courts, law enforcement, and corrections.
2. Demonstrate the sequence of events necessary in determining admissibility or suppression of evidence.
3. Analyze basic legal definitions of criminal justice law.
4. Compare and contrast information obtained to maintain a balanced perception of law enforcement.

|   |       |
|---|-------|
| Core Courses (Complete 12 units): .....                   | Units |
| ADM JUS 1 Introduction to Administration of Justice ..... | 3     |
| ADM JUS 2 Concepts of Criminal Law .....                  | 3     |
| ADM JUS 3 Legal Aspects of Evidence .....                 | 3     |
| ADM JUS 5 Criminal Investigation .....                    | 3     |

Additional Requirements (Choose and complete 6 additional units):

|   |           |
|---|-----------|
| ADM JUS 4 Principles and Procedures of the Justice System ..... | 3         |
| ADM JUS 6 Patrol Procedures .....                               | 3         |
| ADM JUS 14 Report Writing for Peace Officers .....              | 3         |
| ADM JUS 62 Fingerprint Classification .....                     | 3         |
| ADM JUS 67 Community Relations I .....                          | 3         |
| ADM JUS 73 Law & Minority Groups .....                          | 3         |
| ADM JUS 75 Introduction to Corrections .....                    | 3         |
| <b>TOTAL UNITS .....</b>  | <b>18</b> |

### ASSOCIATE IN ARTS

#### LIBERAL ARTS: CHILD DEVELOPMENT

Program Learning Outcome:

Upon completion of this program, students should be able to:

1. Integrate understanding of the needs, the characteristics and multiple influences on the development of children from birth to age eight as it relates to optimum growth and development.
2. Create developmentally appropriate strategies, techniques, and curriculum incorporating domains of learning, health, safety, nutrition, as well as anti-bias and adaptation principles for working with typical and atypical developing children.
3. Evaluate and utilize various observation and assessment methods for measuring and recording children's developmental progress.
4. Compare and contrast the basic theories in child development, family studies, as well as historical perspectives of ECE programs.
5. Demonstrate strategies and techniques for building sensitive and Core Courses: (Complete 18 units)
6. Develop critical thinking and problem solving skills for learning and promoting learning in young children.

|   |       |
|---|-------|
| Core Courses: (Choose and complete 18 units).....         | Units |
| CH DEV 1 Child Growth and Development .....               | 3     |
| CH DEV 2 Early Childhood: Principles and Practices .....  | 3     |
| CH DEV 7 Introduction to Early Childhood Curriculum ..... | 3     |
| CH DEV 10 Health, Safety, and Nutrition .....             | 3     |
| CH DEV 11 Child, Family and Community .....               | 3     |
| CH DEV 42 Teaching in a Diverse Society .....             | 3     |

#### COMPUTER APPLICATIONS AND OFFICE TECHNOLOGY

Student Learning Outcome:

Upon completion of this program, students will:

1. Write a business letter using standard business format including 7 basic elements and design a newsletter.
2. Create and demonstrate a PowerPoint presentation as well as a chart to depict data graphically.

|  |           |
|--|-----------|
| Core Courses (Choose and complete 18 units):.....                | Units     |
| CAOT 2 Computer Keyboarding II .....                             | 3         |
| CAOT 31 Business English .....                                   | 3         |
| OR   |           |
| CAOT 32 Business Communications .....                            | 3         |
| CAOT 43 Office Procedures .....                                  | 3         |
| CAOT 82 Microcomputer Software Survey in the Office .....        | 3         |
| CAOT 84 Microcomputer Office Applications: Word Processing ..... | 3         |
| CAOT 85 Microcomputer Office Applications: Spreadsheet .....     | 3         |
| <b>TOTAL UNITS .....</b>   | <b>18</b> |

#### COMPUTER SCIENCE

Student Learning Outcome:

Upon completion of this program, students will:

1. Become well-versed in various career opportunities in IT industry and be able to pursue an employment in computer-related fields, as well as, enhance their employability.
2. Use Web technologies, mobile devices, and personal computer technologies and apply their acquired technical skills to navigate and establish presence through the use of cyber and social networking.

|   |              |
|---|--------------|
| <b>Required Courses:</b> .....                            | <b>Units</b> |
| CO SCI 601 Introduction to Computers and Their Uses ..... | 3            |
| CO SCI 602 Introduction to Computer Science .....         | 3            |
| CO SCI 608 Beginning BASIC Programming .....              | 3            |
| CO SCI 630 Microcomputer Application Software .....       | 3            |
| CO SCI 632 Introduction to Databases .....                | 3            |
| CO SCI 636 Introduction to Data Structures .....          | 3            |
| <b>TOTAL UNITS</b> .....                                  | <b>18</b>    |

## ELECTRONICS

Student Learning Outcome:

Upon completion of this program, students will:

1. Discern the main differences between conductors and non-conductors of electric current and quantify them.
2. Draw a simple electronic circuit and label the four main elements.

|   |              |
|---|--------------|
| <b>Core Courses (Choose and complete 18 units):</b> .....           | <b>Units</b> |
| ELECTRN 2 Introduction to Electronics .....                         | 3            |
| ELECTRN 8 Electron Devices .....                                    | 4            |
| ELECTRN 41 Measurements and Testing<br>Laboratory I .....           | 1            |
| OR  |              |
| ELECTRN 43 Measurements and Testing Laboratory II .....             | 1            |
| ELECTRN 56 Computer Circuits .....                                  | 3            |
| ELECTRN 57 Computer Circuits Laboratory .....                       | 1            |
| ELECTRN 111 Introduction to Computer Servicing .....                | 4            |
| ELECTRN 116 Computer A+ and Network+<br>Certificate Exam Prep ..... | 2            |
| <b>TOTAL UNITS</b> .....  | <b>18</b>    |

## ASSOCIATE IN ART

### LIBERAL ARTS: ENGLISH (NON-TRANSFER)

Student Learning Outcome:

Upon completion of this program, students should be able to:

1. Read accurately, critically, broadly and reflectively, demonstrating the ability to consider contrastive or opposing perspectives and non-insular openness to diverse ideas and intellectual traditions.
2. Produce college-level academic English prose to communicate clear yet nuanced viewpoints on complex subjects and ideas, demonstrating a sound understanding of audience and prose.

|   |              |
|---|--------------|
| <b>Core Courses (Choose and complete 18 units):</b> ..... | <b>Units</b> |
| ENGLISH 101 College Reading and Composition I .....       | 3            |
| ENGLISH 102 College Reading and Composition II .....      | 3            |
| ENGLISH 103 Composition and Critical Thinking .....       | 3            |
| ENGLISH 127 Creative Writing .....                        | 3            |
| ENGLISH 211 Fiction .....                                 | 3            |
| ENGLISH 212 Poetry .....                                  | 3            |
| ENGLISH 213 Dramatic Literature.....                      | 3            |
| ENGLISH 234 African-American Literature .....             | 3            |
| ENGLISH 239 Women in Literature.....                      | 3            |
| <b>TOTAL UNITS</b> .....                                  | <b>18</b>    |

## ASSOCIATE IN ARTS

### LIBERAL ARTS: NATURAL SCIENCES

PLO 1 - Students will apply the scientific method to solve a problem.

PLO 2 - Students will comprehend and evaluate content relating to human body structure, function, and disease.

|   |              |
|---|--------------|
| <b>Core Courses (Choose and complete 18 units):</b> ..... | <b>Units</b> |
| BIOLOGY 3 Introduction to Biology .....                   | 4            |
| BIOLOGY 5 Introduction to Human Biology .....             | 4            |
| BIOLOGY 6 General Biology I .....                         | 5            |
| BIOLOGY 7 General Biology II .....                        | 5            |
| ANATOMY 1 Introduction to Human Anatomy .....             | 4            |
| AND   |              |
| PHYSIOL 1 Introduction to Human Physiology .....          | 4            |
| OR  |              |
| BIOLOGY 20 Human Anatomy and Physiology .....             | 8            |
| CHEM 51 Fundamentals of Chemistry I .....                 | 5            |
| CHEM 101 General Chemistry I .....                        | 5            |
| CHEM 102 General Chemistry II .....                       | 5            |
| GEOLOGY 1 Physical Geology .....                          | 3            |
| GEOLOGY 6 Physical Geology Laboratory .....               | 2            |
| MICRO 1 Introductory Microbiology .....                   | 5            |
| PHYSICS 6 General Physics I .....                         | 4            |
| PHYSICS 7 General Physics II .....                        | 4            |
| PHYS SC 1 Physical Science I .....                        | 3            |
| PHYS SC 14 Physical Science Laboratory .....              | 1            |
| <b>TOTAL UNITS</b> .....                                  | <b>18</b>    |

## ASSOCIATE IN ARTS

### LIBERAL ARTS: PSYCHOLOGY OF SUBSTANCE ABUSE

Student Learning Outcome:

Upon completion of this program, students will:

1. Describe the goals of psychology as a science.
2. List, describe, and explain the major theoretical viewpoints in psychology.
3. List and describe major research methods utilized in psychology.
4. Discuss and describe the intake/initial interviewing process in a clinical setting.
5. Discuss and describe the treatment planning process in a clinical setting.

**Core Courses: (Choose and complete 18 units)**

|  |           |
|--|-----------|
| PSYCH 1 General Psychology I .....                                       | 3         |
| PSYCH 14 Abnormal Psychology .....                                       | 3         |
| PSYCH 43 Principles of Group Dynamics I .....                            | 3         |
| PSYCH 63 Alcohol/Drug Studies: Prevention and Education .....            | 3         |
| PSYCH 64 Introduction to Drug and Alcohol Abuse .....                    | 3         |
| PSYCH 65 Chemical Dependency: Intervention, Treatment and Recovery ..... | 3         |
| PSYCH 67 Counseling Techniques for the Chemically Addicted .....         | 3         |
| <b>TOTAL UNITS</b> .....   | <b>18</b> |

## ASSOCIATE IN ARTS

### LIBERAL ARTS: REAL ESTATE

Student Learning Outcome:

Upon completion of this program, students will:

1. Pass DRE salespersons exam;
2. Demonstrate skills necessary to work in a real estate office, including the selling and listing of properties.

|   |           |
|---|-----------|
| <b>Core Courses (Choose and complete 18 units):</b> |           |
| REAL ES 1 Real Estate Principles .....              | 3         |
| REAL ES 3 Real Estate Practices .....               | 3         |
| REAL ES 5 Legal Aspects of Real Estate I .....      | 3         |
| REAL ES 7 Real Estate Finance I .....               | 3         |
| REAL ES 9 Real Estate Appraisal I .....             | 3         |
| REAL ES 10 Real Estate Appraisal II .....           | 3         |
| REAL ES 14 Property Management .....                | 3         |
| <b>TOTAL UNITS .....</b>                            | <b>18</b> |

- Solve systems of linear equations by graphing, and algebraic methods (with at least 65% success rate).
- Graph a linear, quadratic, polynomial, rational, exponential, log, and trigonometric functions (with at least 65% success rate).
- Evaluate the first and second derivatives of a given function (with at least 65% success rate).
- Determine whether a pair of functions are linearly independent or dependent on the real numbers (with at least 65% success rate).

## Liberal Studies

### ASSOCIATE IN ARTS

#### LIBERAL STUDIES: TEACHER PREPARATION

Student Learning Outcome:

Upon completion of this program, students will:

- Use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
- Use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
- Utilize research skills necessary to achieve educational, professional, and personal objectives.
- Demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
- Demonstrate practices that promote physical, mental, and emotional well-being.

Core Courses: (Choose and complete 18 units)

|   |           |
|---|-----------|
| ART 103 Art Appreciation I .....                                      | 3         |
| BIOLOGY 3 Introduction to Biology .....                               | 4         |
| CH DEV 1 Child Growth and Development .....                           | 3         |
| CHEM 51 Fundamentals of Chemistry I .....                             | 5         |
| COMM 101 Oral Communication I .....                                   | 3         |
| ENGLISH 101 College Reading and Composition I .....                   | 3         |
| ENGLISH 102 College Reading and Composition II .....                  | 3         |
| ENGLISH 103 Composition and Critical Thinking .....                   | 3         |
| GEOLOGY 1 Physical Geology .....                                      | 3         |
| GEOLOGY 6 Physical Geology Laboratory .....                           | 2         |
| HEALTH 11 Principles of Healthful Living .....                        | 3         |
| HISTORY 11 Political and Social History of the United States I .....  | 3         |
| OR  |           |
| HISTORY 12 Political and Social History of the United States II ..... | 3         |
| MATH 215 Principles of Math I .....                                   | 3         |
| MATH 216 Principles of Math II .....                                  | 3         |
| MATH 227 Introductory Statistics .....                                | 4         |
| MUSIC 101 Fundamentals of Music .....                                 | 3         |
| PHYS SC 1 Physical Science I .....                                    | 3         |
| PHYS SC 14 Physical Science Laboratory .....                          | 1         |
| POL SCI 1 The Government of the United States .....                   | 3         |
| <b>TOTAL UNITS .....</b>  | <b>18</b> |

|  |              |
|--|--------------|
| <b>Required Courses: .....</b>                     | <b>Units</b> |
| MATH 265 Calculus with Analytic Geometry I .....   | 5            |
| MATH 266 Calculus with Analytic Geometry II .....  | 5            |
| MATH 267 Calculus with Analytic Geometry III ..... | 5            |
| MATH 275 Ordinary Differential Equations .....     | 3            |
| <b>TOTAL UNITS .....</b>                           | <b>18</b>    |

Recommended Electives

|   |   |
|---|---|
| CHEM 101 General Chemistry I .....                        | 5 |
| CHEM 102 General Chemistry II .....                       | 5 |
| CO SCI 608 Beginning BASIC Programming .....              | 3 |
| MATH 270 Linear Algebra .....                             | 3 |
| PHYSICS 37 Physics for Engineers and Scientists I .....   | 5 |
| PHYSICS 38 Physics for Engineers and Scientists II .....  | 5 |
| PHYSICS 39 Physics for Engineers and Scientists III ..... | 5 |

### ASSOCIATE IN SCIENCE IN

#### MATHEMATICS FOR TRANSFER

The Associate in Science in Mathematics for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Mathematics Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Associate in Science in Mathematics for Transfer Degree is designed to provide students with a Transfer Model Curriculum and develop student's skills in differential and integral calculus, linear algebra, differential equations, and statistics. The Associate in Science in Mathematics for Transfer Degree is designed to prepare students for transfer into the CSU.

The intent of the Associate in Science in Mathematics for Transfer Degree is to assist students in seamlessly transferring to CSU. Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Science in Business Administration for Transfer Degree to:

- Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
  - Minimum 21-22 units in the major
- Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

|                                |              |
|--------------------------------|--------------|
| <b>Required Courses: .....</b> | <b>Units</b> |
| MATH 227 Statistics .....      | 4            |

## Mathematics

### ASSOCIATE IN ARTS

#### MATHEMATICS

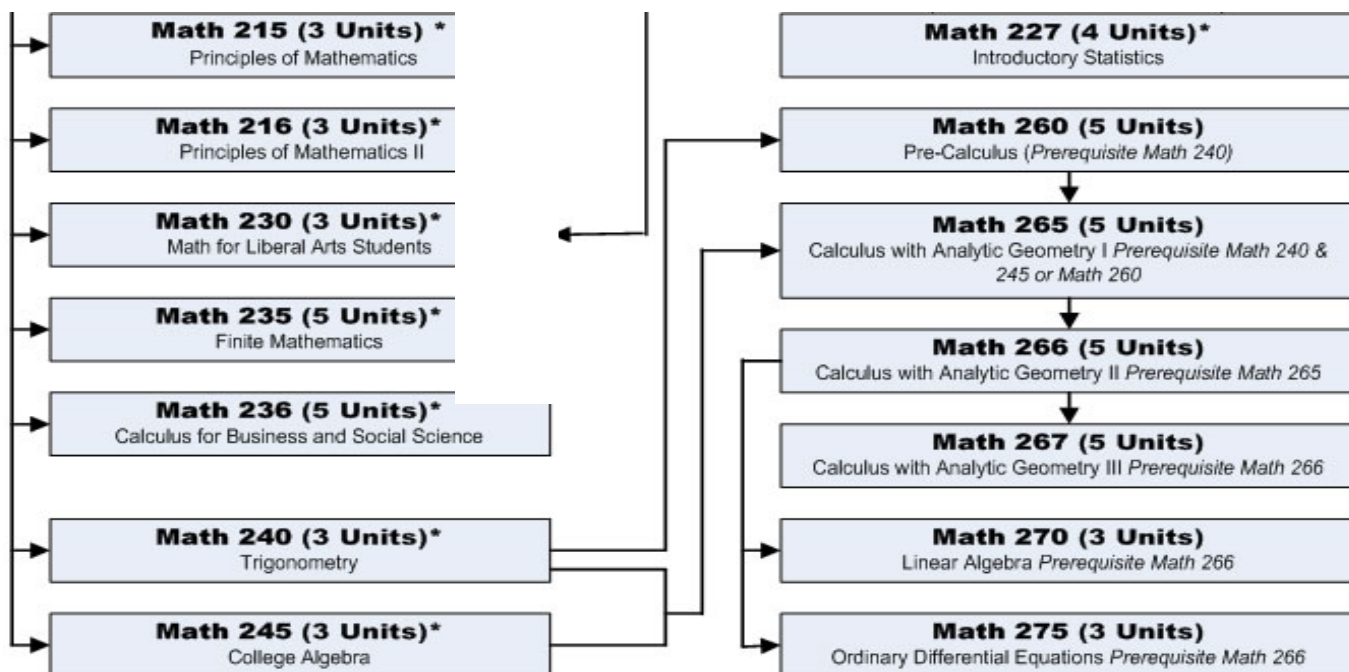
Student Learning Outcome:

Upon completion of this program, students should be able to:

- Solve word problems by following the problem solving strategy method. Declare variable(s), set up equation(s), solve equation(s), and express answer as a sentence/phrase in English (with at least 70% success rate).

|  |       |
|--|-------|
| MATH 265 Calculus with Analytic Geometry I .....   | 5     |
| MATH 266 Calculus with Analytic Geometry II .....  | 5     |
| MATH 267 Calculus with Analytic Geometry III ..... | 5     |
| MATH 270 Linear Algebra .....                      | 3     |
| MATH 275 Ordinary Differential Equations .....     | 3     |
| TOTAL UNITS .....                                  | 21-22 |

## MATH SEQUENCE OVERVIEW OF MATH COURSES OFFERED



# Music

## ASSOCIATE IN ARTS

### MUSIC

Student Learning Outcome:

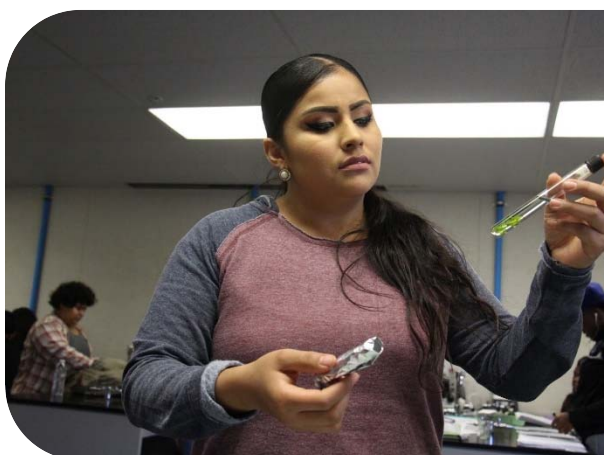
Upon completion of this program, students should be able to:

1. Accurately (90%) analyze diatonic chord progressions using roman numerals.
2. Aurally recognize musical works and comment appropriately on musical characteristics, genre, form, social significance, historical context and production methods.
3. Identify and perform with proper fingering the major and minor scales and diatonic chord progressions.

|                                 |       |
|---------------------------------|-------|
| Required Courses:               | Units |
| MUSIC 101 Fundamentals of Music | 3     |
| MUSIC 111 Music Appreciation I  | 3     |
| MUSIC 321 Elementary Piano I    | 2     |
| MUSIC 322 Elementary Piano II   | 2     |
| MUSIC 323 Elementary Piano III  | 2     |
| OR                              |       |
| MUSIC 411 Elementary Voice III  | 2     |
| MUSIC 412 Elementary Voice      | 2     |
| MUSIC 413 Elementary Voice II   | 2     |

PLUS 8 units from Recommended Electives:

|                                |           |
|--------------------------------|-----------|
| MUSIC 216-1 Harmony I          | 3         |
| MUSIC 216-2 Harmony II         | 3         |
| MUSIC 323 Elementary Piano III | 2         |
| MUSIC 324 Elementary Piano IV  | 2         |
| MUSIC 413 Elementary Voice III | 2         |
| MUSIC 414 Elementary Voice IV  | 2         |
| <b>TOTAL UNITS</b>             | <b>24</b> |



# Nursing

## ASSOCIATE IN SCIENCE

### NURSING

Program Learning Outcome: Upon completion of this program:

1. 85% or greater of graduates from the Los Angeles Southwest College Associate Degree Nursing program will pass the NCLEX-RN Exam on the first attempt.

2. 80% or greater of employers will be satisfied with entry level ADN graduates' work performance 12 months after beginning employment.
3. 75% or greater of ADN graduates will be employed in the field of nursing or return to advanced education within 12 months.

|   |       |
|---|-------|
| Prerequisite Courses and Requirements:                | Units |
| BIOLOGY 3 Introduction to Biology                     | 4     |
| OR  |       |
| BIOLOGY 5 Introduction to Human Biology               | 4     |
| ANATOMY 1 Introduction to Human Anatomy               | 4     |
| AND   |       |
| PHYSIOL 1 Introduction to Human Physiology            | 4     |
| OR  |       |
| BIOLOGY 20 Human Anatomy and Physiology               | 8     |
| AND all the following:                                |       |
| Chemistry 51 Fundamentals of Chemistry                | 5     |
| *Micro 1 Introductory Microbiology                    | 5     |
| English 101 College Reading & Composition I           | 3     |
| COMM 101 Public Speaking 1                            | 3     |
| PSYCH 1 General Psychology 1                          | 3     |
| PSYCH 41 Life-Span Psychology from Infancy to Old Age | 3     |
| SOC 1 Introduction to Sociology                       | 3     |

|                                     |              |
|-------------------------------------|--------------|
| <b>First Semester</b>               | <b>Units</b> |
| NURS 501A Fundamentals of Nursing A | 5            |
| NURS 501B Fundamentals of Nursing B | 5            |

|                                      |     |
|--------------------------------------|-----|
| <b>Second Semester</b>               |     |
| NURS 502A Medical-Surgical Nursing A | 4.5 |
| NURS 503B Psychiatric Nursing        | 4.5 |

**Second Year Courses:**

|  |              |
|--|--------------|
| <b>First Semester</b>                                    | <b>Units</b> |
| NURS 506B Maternal and Child Health Nursing (Obstetrics) | 4.5          |
| NURS 506A Maternal and Child Health Nursing (Pediatrics) | 4.5          |

|   |     |
|---|-----|
| <b>Second Semester</b>                      |     |
| NURS 502B Medical-Surgical Nursing B        | 4.5 |
| NURS 503A Advanced Medical-Surgical Nursing | 4.5 |
| NURS 507 Senior Seminar                     | 1   |

**TOTAL UNITS** ..... 38

*\*Note: Consult the Nursing Department for the sequence of nursing courses.*

|                        |       |
|------------------------|-------|
| LACCD GE Requirements: | Units |
| Humanities             | 3     |
| American Institution   | 3     |
| Kinesiology            | 1     |
| Math 227               | 4     |

*Graduates of this Nursing Program are exempt from the college general education requirement in Health*

## Nursing Curriculum - 30-Unit Option

The California Board of Registered Nursing mandates this option, and candidates completing it are eligible to take the National Council of State Boards of Nursing Examination (NCLEX) to acquire licensure as a Registered Nurse in the State of California. Other states may not recognize this option as valid preparation for R.N. licensure and, therefore, not grant interstate licensure.



Individuals completing this option are not graduates of Los Angeles Southwest College's Nursing Program and are not eligible to wear the program's cap or pin. The Associate Degree in Science with a specialization in Nursing is not awarded upon completion of the 30-Unit Option.

A grade of "C" or better is mandatory for all courses required in the 30-Unit Option. Applicants are admitted on a space available basis.

| Required Prerequisite Courses:                            | Units |
|---|-------|
| PHYSIOL 1 Introduction to Human Physiology .....          | 4     |
| MICRO 1 Introductory Microbiology .....                   | 5     |
| Required Nursing Courses:                                 | Units |
| NURS 518 Patient Care Seminar for Transfer Students ..... | 2     |
| NURS 503A Advanced Medical-Surgical Nursing .....         | 4.5   |
| NURS 503B Psychiatric Nursing .....                       | 4.5   |
| NURS 507 Senior Seminar .....                             | 1     |
| NURS 502B Medical-Surgical Nursing .....                  | 4.5   |

### Application Process

Students selecting this option should obtain an application from the Nursing Department Office, complete the application and write on the front of the form in the upper right corner, "30 Unit Option." Return the application to the Nursing Department Office along with: 1) verification of a current California LVN license; 2) verification of U.S. high school graduation, G.E.D., or California Proficiency Examination; 3) official college transcripts listing the required prerequisite courses; 4) Education Plan completed by a college counselor at Los Angeles Southwest College.

Candidates selecting this option are also required to take the Nursing Department's tests to demonstrate math computation and reading speed, proficiency and comprehension. Assistance is available to help students achieve the required skill levels prior to enrolling in the first Nursing course.

### Admission Requirements

1. Completion of all health, immunization and laboratory tests required for students enrolled in the generic Nursing Program.
2. Professional liability insurance.
3. CPR certification for health care providers, which includes adult, child, and infant airway management information and competencies

## CERTIFICATE OF ACHIEVEMENT

### CERTIFIED NURSING ASSISTANT/HOME HEALTH AIDE

Courses in Health Occupations are designed for students who wish to enter one of the many health career programs in the Los Angeles Community College District and/ or prepare for a job in a related health care position in the Los Angeles area. These courses serve as the foundational knowledge base to enter the Certified Nursing Assistant (CNA) and Certified Home Health Aide (HHA) courses and to achieve Certificates of Achievement in each. The Certified Nursing Assistant (CNA) certificate prepares students for a career in an area with a high demand for employment. The CNA provides basic nursing care for patients in hospitals, assisted living, or long-term care. The CNA course consists of both classroom and clinical experiences. The course covers basic theory and skills such as patient rights, interpersonal skills, infection control, emergencies, body mechanics, patient care skills and procedures, vital signs, nutrition, observation and charting, long-term care, and rehabilitation. The program is approved by the California Department of Public Health. Upon successful completion of the course, students are eligible to apply to take the state of California certification examination for CNA.

| Required Courses:  | Units       |
|--|-------------|
| HLTHOCC 62 Skill Set for the Health Care Professional .....                  | 2           |
| HLTHOCC 63 Basic Medical Terminology, Pathophysiology and Pharmacology ..... | 2           |
| HLTHOCC 64 Cultural and Legal Topics for Health Care Professionals.....      | 1           |
| HLTHOCC 65 Fundamentals for the Health Care Professional ....                | 2.5         |
| NURS 399A Nurse Assistant Training Program .....                             | 5           |
| NURS 399B Home Health Aide Training Program .....                            | 2           |
| <b>TOTAL</b>   |             |
| <b>UNITS</b> .....   | <b>14.5</b> |

### Admission Requirements – Generic Option

A United States high school diploma or its equivalent is required. The G.E.D. test or the California High School Proficiency Examination may meet equivalency. A degree from a college or university in the United States may also meet this requirement, as well as an evaluated foreign transcript. An overall grade point average of 2.5 for the Human Anatomy, Human Physiology, and Microbiology prerequisite courses with no grade less than "C" for each course and no more than one repetition of any of these courses is required.

Candidates must complete all of the Nursing prerequisites with a grade of "C" or better. Candidates must be in good standing academically and not on academic or progress probation.

Students must be free from communicable diseases, infection, psychological disorders, and other conditions that present a threat to, or negatively impact, the wellbeing of faculty, other students, and consumers and/or would prevent the successful performance of responsibilities and tasks required in the Nursing Education Program.

Each student is required to have a completed physical exam prior to admission and the exam must be completed yearly. Students are also required to have the following tests: complete blood count, VDRL or RPR, urinalysis, evidence of polio vaccination, and annual TB skin test and/or x-ray.

Additionally, students must demonstrate, by titers, the immunity from rubella, rubella, varicella, hepatitis B and mumps. Students may choose to waive immunization for hepatitis B by completing a signed disclaimer provided by the Nursing Department. Students must satisfy any additional requirement of affiliating facilities.

Copies of all laboratory and immunization results must be submitted with the completed Health Record Card prior to admission to the first required Nursing course. Students must bear cost of all tests, immunizations, and the physical examination.

Students must present a current Health Care Provider Cardiopulmonary Resuscitation (CPR) Certificate. The certifying course must include adult, child, and infant CPR, and airway management information and competencies.

Student liability insurance is required prior to participation in the clinical component of all Clinical Nursing courses. Application for the insurance is provided during the orientation session for officially admitted students.

Nursing students are asked to join the national and local chapters of the National Student Nurses' Association. Application for this organization is also provided during the orientation session for officially admitted students.

Program costs and transportation to off-campus clinical sites is the responsibility of the student. In addition, enrolled students are required to take a series of mandatory content mastery examinations after the completion of each semester of the nursing program. The approximate cost is \$5,000 over the entire program.

Candidates must take the ATI TEAS tests to demonstrate math computation proficiency and reading speed, proficiency and comprehension. Assistance is available to help students achieve the required skill levels prior to enrolling in the first Nursing course. Testing date, time, and location is mailed to eligible students. Completion of college-level Chemistry courses is a prerequisite to Microbiology courses.

Officially admitted Nursing students may be suspended from the Nursing Program on a case-by-case basis for health and safety reasons or for violations of the Los Angeles Community College District's Standards of Conduct. Students may also be expelled from an affiliating clinical agency when the student is felt by the agency to have violated his/her contractual health and safety and professional standards.

## Nursing Admission and Selection Process Policy

Completion of all the required prerequisites for the nursing program as stipulated in the E-10 Guideline and maintains a minimum of 2.5 GPA in all the Science courses and 2.5 in the overall nursing prerequisite courses.

Attend one of the nursing information session, the dates are posted on the nursing website at: [www.lasc.edu/nursing](http://www.lasc.edu/nursing)

Obtain and complete the application and return it to the Nursing Office along with: (1) Verification of U.S. High School Graduation, G.E.D., California Proficiency Examination or U.S. College or University Degree, or an evaluated foreign transcript; and (2) Official Transcripts from all previous Colleges and Universities, including Los Angeles Southwest College. Please check the Nursing website for application deadlines.

Applications are screened by the nursing counselor and the senior office assistant for: (1) Completion of prerequisite courses, (2) GPA verification, (3) Repeat Policy, and other necessary requirements and deadlines.

Candidates who meet the entire admission requirement are scheduled to take the LASC proctored ATI- TEAS (Test of Essential Academic Skills) Examination.

All candidates are required to take the "Test of Essential Academic Skills" (TEAS) version (VI) ATI-TEAS or the most current version at the time of application period. The LASC College Benchmark score is 62%. Candidates who have taken the TEAS previously, **MUST** see the nursing department for directions on providing scores along with the application.

Students who have taken ATI- TEAS before but did not score a 62% in the overall score, must re-take the TEAS within one year period, but **must** score a 62% in all the sub areas (English, Reading, Math, and Sciences). Candidates who have taken the TEAS previously **must** request an official transcript to be sent to the nursing department directly. Student who did not score 62% in all the sub areas on the second attempt is **not eligible** to apply to the nursing program here at LASC.

Upon completion of the TEAS Test, the Nursing Counselor and the senior office assistant will compile the qualified candidates who are eligible to be admitted into the nursing program.

The compiled list will be delivered to the Nursing Program Director for review. The Nursing Program Director will then send the eligible candidates to the nursing faculty admission committee with the nursing counselor.

**Note:** Each semester, following the application deadline, the most qualified candidates are admitted to the Nursing Program. In the event the Nursing program has received applications for more than the allotted seats, the selection process is done by **lottery process** by the admission committee members.

### **AFTER ADMISSION:**

All candidates accepted into the Nursing Program **MUST** attend a mandatory all day Nursing Orientation Meeting. If a student does not attend the mandatory orientation meeting his/her position will immediately be given to an alternate candidate. Also, there will be a six-week orientation to Nursing class (Nursing 520) and **Nursing Boot Camp** (Nursing 540). Both are offered during the winter Intercession for spring, summer intercession for fall terms. These courses are **highly recommended**.

All classes in the Nursing Program must be completed with a “C” or better grade in order to advance to the next course within the program and to earn the degree of Associate Degree in Science in Nursing. As per E-10 guideline, only one class in the Nursing Program may generally be repeated. In addition, enrolled students are required to take a series of mandatory standardized content mastery examinations after the completion of each course in the Nursing Program. The LASC Bench mark for content mastery testing is 70%.

After a student is admitted into the Nursing Program, a full time load is considered a minimum of 9 units per semester. A drug dosage and calculation test is given the last week of each nursing course, in preparation for the next level course.

## Nutrition and Dietetics

### ASSOCIATE IN SCIENCE

#### IN NUTRITION AND DIETETICS FOR TRANSFER

The Associate of Science in Nutrition and Dietetics Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Nutrition and Dietetics Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum study is concentrated in the areas of nutritional science, medical nutrition therapy, community nutrition, food science, food production and management of foodservice operations, chemistry, physiology, plus a variety of supporting coursework in related disciplines.

The Associate of Science in Nutrition and Dietetics for Transfer Degree requirements include: (1) completion of 60 CSU transferable units, including the minimum 25-39 units in the major and the completion of either IGETC or CSU GE; (2) a minimum GPA of 2.0.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

|  |           |
|--|-----------|
| Required Courses: .....                        | Units     |
| CHEM 101 General Chemistry I .....             | 5         |
| FAM & CS21 .....                               | 3         |
| MICRO 1 Introduction to Microbiology .....     | 5         |
| PSYCH 1 General Psychology .....               | 3         |
| <br>List A: Select Two Courses                 |           |
| ANAT 1 Introduction to Human Anatomy .....     | 4         |
| Or   |           |
| PHYSIO 1 Human Anatomy .....                   | 4         |
| MATH 227 Statistics .....                      | 4         |
| <br>List B: One Course                         |           |
| COMM 101 Introduction to Public Speaking ..... | 3         |
| <b>TOTAL UNITS .....</b>                       | <b>27</b> |

## Pan American Studies

### ASSOCIATE IN ARTS

#### PAN AMERICAN STUDIES

Student Learning Outcome:

Upon completion of this program, students will:

1. Analyze the important contributions of different cultures to the development of America as a unique entity that has global and international implications.
2. Analyze the globalization process in social, political, historical, economic and cultural areas.

|  |           |
|--|-----------|
| Required Courses: .....  | Units     |
| HISTORY 5 Latin American History I .....                                     | 3         |
| HISTORY 41 The African-American in the History of the United States I .....  | 3         |
| HISTORY 42 The African-American in the History of the United States II ..... | 3         |
| HISTORY 43 The Mexican-American in the History of the United States .....    | 3         |
| HISTORY 52 The Role of Women in the History of the United States .....       | 3         |
| POL SCI 7 Contemporary World Affairs .....                                   | 3         |
| SOC 11 Race and Ethnic Relations .....                                       | 3         |
| <b>TOTAL UNITS .....</b>   | <b>21</b> |

## Physics

### ASSOCIATE IN SCIENCE

#### PHYSICS

- PLO 1 - Students are able to solve kine-matic problems (mechanical and electrical) (90%) using equations of dynamics, work-energy relation, electromagnetism, and Newton's laws.
- PLO 2 - Students are able to explain apparently obvious real-life (physical) phenomena (90%) using basic laws of Physics.
- PLO 3 - Students understand the technologies (80%) based on Physics and employed in specified fields like medicine, dentistry, architecture etc.
- PLO 4 - Students develop logical thinking together with scientific approaches to problem solving.

|   |           |
|---|-----------|
| Required Courses: .....                                   | Units     |
| CHEM 101 General Chemistry I .....                        | 5         |
| CHEM 102 General Chemistry II .....                       | 5         |
| MATH 260 Pre-Calculus .....                               | 5         |
| MATH 265 Calculus with Analytic Geometry I .....          | 5         |
| MATH 266 Calculus with Analytic Geometry II .....         | 5         |
| MATH 267 Calculus with Analytic Geometry III .....        | 5         |
| MATH 270 Linear Algebra .....                             | 3         |
| MATH 275 Ordinary Differential Equations .....            | 3         |
| PHYSICS 37 Physics for Engineers and Scientists I .....   | 5         |
| PHYSICS 38 Physics for Engineers and Scientists II .....  | 5         |
| PHYSICS 39 Physics for Engineers and Scientists III ..... | 5         |
| <b>TOTAL UNITS .....</b>                                  | <b>51</b> |

## ASSOCIATE IN SCIENCE IN PHYSICS FOR TRANSFER

The Associate in Science in Physics for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Physics Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Associate in Science in Physics for Transfer Degree is designed to provide students with a Transfer Model Curriculum in all aspects of the physical universe are of interest to the physicist, who seeks to understand not only the smallest forms of matter and the rich phenomena present in our everyday lives but also the universe itself. The tools of the physicist include observation, imagination, model building, prediction, and deduction. The Associate in Science in Physics for Transfer degree is designed to provide the skills, understanding, and outlook required for participation in the discovery of new knowledge about nature.

The intent of the Associate in Science in Physics for Transfer Degree is to assist students in seamlessly transferring to CSU.

Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking the Associate in Science in Physics for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
  - c. Minimum 24 units in the major
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

|   |           |
|---|-----------|
| Required Courses: .....                                   | Units     |
| PHYSICS 37 Physics for Engineers and Scientists I .....   | 5         |
| PHYSICS 38 Physics for Engineers and Scientists II .....  | 5         |
| PHYSICS 39 Physics for Engineers and Scientists III ..... | 5         |
| MATH 265 Calculus with Analytic Geometry I .....          | 5         |
| MATH 266 Calculus with Analytic Geometry II .....         | 5         |
| <b>TOTAL UNITS .....</b>                                  | <b>25</b> |

## Political Science

### ASSOCIATE IN ARTS POLITICAL SCIENCE

Student Learning Outcome:

Upon completion of this program, students will:

1. Demonstrate a basic knowledge of political institutions and processes of American government.
2. Prepare a research paper that analyzes the impact of important political events on the prevailing political culture of a country.

|   |       |
|---|-------|
| Required Courses: .....                                 | Units |
| HISTORY 1 Introduction to Western Civilization I .....  | 3     |
| HISTORY 2 Introduction to Western Civilization II ..... | 3     |

|   |           |
|---|-----------|
| POL SCI 1 The Government of the United States ..... | 3         |
| POL SCI 2 Modern World Governments .....            | 3         |
| POL SCI 7 Contemporary World Affairs .....          | 3         |
| POL SCI 9 Governments and Politics in Africa .....  | 3         |
| <b>TOTAL UNITS .....</b>                            | <b>18</b> |

### ASSOCIATE IN ARTS IN POLITICAL SCIENCE FOR TRANSFER

The Associate in Arts in Political Science for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Political Science Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum to introduce students to the study of the acquisition and use of public power and authority. The courses are for the student interested in learning about American Government and different political cultures in the world.

The intent of the Associate in Arts in Political Science for Transfer Degree is to assist students in seamlessly transferring to CSU. Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Arts in Political Science for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

Program Objectives:

1. To introduce students to the study of the acquisition and use of public power and authority.
2. The courses are for the student interested in learning about American Government and different political cultures in the world.

|   |       |
|---|-------|
| Required Courses: .....                             | Units |
| POL SCI 1 The Government of the United States ..... | 3     |

Select three courses:

|  |   |
|--|---|
| POL SCI 2 Modern World Governments .....                       | 3 |
| POL SCI 5 The History of Western Political Thought .....       | 3 |
| POL SCI 7 Contemporary World Affairs .....                     | 3 |
| POL SCI 50 Introduction to Research in Political Science ..... | 3 |

Select two courses:

|  |           |
|--|-----------|
| POL SCI 9 Governments and Politics in Africa ..... | 3         |
| POL SCI 20 Race and Ethnicity in Politics .....    | 3         |
| <b>TOTAL UNITS .....</b>                           | <b>18</b> |

## Psychology

### ASSOCIATE IN ARTS

## PSYCHOLOGY

Student Learning Outcome:

Upon completion of this program, students will:

1. Describe the goals of psychology as a science.
2. List, describe, and explain theoretical viewpoints in psychology.
3. List and describe major research methods utilized in psychology.

|  |       |
|--|-------|
| Required Courses: .....                                    | Units |
| ANTHRO 102 Human Ways of Life: Cultural Anthropology ..... | 3     |
| BIOLOGY 3 Introduction to Biology .....                    | 4     |
| PSYCH 1 General Psychology I .....                         | 3     |
| PSYCH 2 Biological Psychology .....                        | 3     |
| PSYCH 3 Personality and Social Development .....           | 3     |
| OR   |       |
| PSYCH 11 Child Psychology .....                            | 3     |
| PSYCH 14 Abnormal Psychology .....                         | 3     |
| TOTAL UNITS .....  | 19    |

## ASSOCIATE IN ARTS IN

### PSYCHOLOGY FOR TRANSFER

The Associate in Arts in Psychology for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Psychology Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum to provide skills in Psychology, Biology, Sociology, statistics, research, multidisciplinary studies, child and adult development and most other social science disciplines.

The intent of the Associate in Arts in Psychology for Transfer Degree is to assist students in seamlessly transferring to CSU.

Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Arts in Psychology for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

Student Learning Outcome:

Upon completion of this program, students will:

1. Provide skills in psychology, biology, sociology, statistics, research, multidisciplinary studies, child and adult development and most other social science disciplines.

|  |       |
|--|-------|
| Required Courses: .....                  | Units |
| MATH 227                                 |       |
| Statistics .....                         | 4     |
| PSYCH 1 General Psychology I .....       | 3     |
| PSYCH 91 Statistics for Psychology ..... | 4     |
| OR                                       |       |

|   |       |
|---|-------|
| PSYCH 92 Psychological Research Methods .....               | 5     |
| PSYCH 2 Biological Psychology .....                         | 3     |
| PSYCH 41 Life-Span Psychology: From Infancy to Old Age..... | 3     |
| PSYCH 3 Personality And Social Development .....            | 3     |
| OR  |       |
| PSYCH 11 Child Psychology .....                             | 3     |
| TOTAL UNITS .....   | 20-21 |

## CERTIFICATE OF ACHIEVEMENT

### CHEMICAL DEPENDENCY COUNSELOR

Student Learning Outcome:

Upon completion of this program, students will:

1. Discuss, describe, and demonstrate the intake/initial interviewing process in a clinical setting.
2. Discuss, describe, and demonstrate the treatment planning process in a clinical setting.

Required Courses: .....

|  |   |
|--|---|
| Required Courses: .....  | Units   |
| <i>Semester 1</i>  |   |
| PSYCH 1 General Psychology I .....                               | 3   |
| PSYCH 63 Alcohol/Drug Studies: Prevention and Education.....     | 3   |
| PSYCH 64 Introduction to Drug and Alcohol Abuse .....            | 3   |
| (ADDICST 1 .....   | <i>Understanding Addiction and Counseling</i> ) |
| PSYCH 65 Chemical Dependency: Intervention, Treatment and        |   |
| Recovery .....   | 3   |
| (ADDICST 7 .....   | <i>Addiction Treatment and Recovery</i> )       |
| <i>Semester 2</i>  |   |
| PSYCH 2 Biological Psychology .....                              | 3   |
| PSYCH 14 Abnormal Psychology .....                               | 3   |
| OR   |   |
| PSYCH 41 Life-Span Psychology: From Infancy to Old Age.....      | 3   |
| PSYCH 37 Psychology of Co-Dependency and Family Systems .....    | 3   |
| (ADDICST 10 .....  | <i>Addiction and the Family</i> )               |
| PSYCH 67 Counseling Techniques for the Chemically Addicted ..... | 3   |
| (ADDICST 4 .....   | <i>Clinical Counseling Laws and Ethics</i> )    |
| <i>Semester 3</i>  |   |
| PSYCH 43 Principles of Group Dynamics I .....                    | 3   |
| (ADDICST 5 .....   | <i>Group Skills for Addiction Counselors</i> )  |
| <i>plus any class above not completed</i>                        |   |
| <i>Semester 4</i>  |   |
| PSYCH 81 Field Work I .....                                      | 3   |
| <i>Semester 5</i>  |   |
| PSYCH 82 Field Work II .....                                     | 3   |
| Total Units .....  | 33  |

## SKILL CERTIFICATE

### CHEMICAL DEPENDENCY SPECIALIST IN CRIMINAL JUSTICE

Student Learning Outcome:

Upon completion of this programs, students will:

1. Discuss, describe, and demonstrate the intake/initial interviewing process in a criminal justice setting.
2. Discuss, describe, and demonstrate the treatment planning process in a criminal justice setting.

|   |   |
|---|---|
| Required Courses: .....                                   | Units   |
| ADM JUS 1 Introduction to Administration of Justice ..... | 3   |
| ADM JUS 75 Introduction to Corrections .....              | 3   |
| PSYCH 64-Introduction to Alcohol and Drug Abuse .....     | 3   |
| (ADDICST 1 .....  | <i>Understanding Addiction and Counseling</i> ) |
| PSYCH 65 Chemical Dependency: Intervention, Treatment and |   |
| Recovery .....  | 3   |
| (ADDICST 7 .....  | <i>Addiction Treatment and Recovery</i> )       |



|  |  |
|--|--|
| PSYCH 67 Counseling Techniques for Chemically Addicted ..... | 3  |
| (ADDICST 4 .....   | <i>Clinical Counseling Laws and Ethics</i> ) |
| <b>TOTAL UNITS .....</b>                                     | <b>15</b>                                    |

**SKILL CERTIFICATE  
RECOVERY SPECIALIST**

Student Learning Outcome:

Upon completion of this program, students will:

1. Discuss and describe the substance abuse recovery process.
2. Discuss and describe the intake/initial interviewing process in a clinical setting.
3. Discuss and describe the treatment planning process in a clinical setting.

|  |   |
|--|---|
| <b>Required Courses: .....</b>   | <b>Units</b>                                    |
| PSYCH 1 General Psychology I .....                                       | 3   |
| PSYCH 63 Alcohol/Drug Studies: Prevention and Education .....            | 3   |
| PSYCH 64 Introduction to Alcohol and Drug Abuse .....                    | 3   |
| (ADDICST 1 .....   | <i>Understanding Addiction and Counseling</i> ) |
| PSYCH 65 Chemical Dependency: Intervention, Treatment and Recovery ..... | 3   |
| (ADDICST 7 .....   | <i>Addiction Treatment and Recovery</i> )       |
| PSYCH 67 Counseling Techniques for Chemically Addicted .....             | 3   |
| (ADDICST 4 .....   | <i>Clinical Counseling Laws and Ethics</i> )    |
| <b>TOTAL UNITS .....</b>   | <b>15</b>                                       |

**Public Health**

**Associate in Science in Public Health**

The Associate in Science in Public Health Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Public Health Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum is designed to working to protect the environment, identifying sources of illness in population groups, controlling disease outbreaks, evaluating the economic impacts of changing demographics, developing interventions to promote healthy behavior, and producing health policy legislation. Public health draws from a broad array of disciplines, such as the social and behavioral sciences, medicine, nursing, pharmacy, physical therapy, business, economics, statistics, epidemiology, law and biology, and each provide unique insights for the diverse set of activities involved in public health practice. The Associate of Science in Public Health for Transfer Degree requirements include: (1) completion of 60 CSU transferable units, including the minimum 33 units in the major and the completion of either IGETC or CSU GE; (2) a minimum GPA of 2.0. Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

|  |              |
|--|--------------|
| <b>Required Courses: .....</b>                 | <b>Units</b> |
| HEALTH 11 Principles of Healthful Living ..... | 3            |
| HEALTH 101 Introduction to Public Health ..... | 3            |
| MATH 227 Statistics .....                      | 4            |
| BIO 3 Introduction to Biology .....            | 4            |

|   |           |
|---|-----------|
| CHEM 101 General Chemistry I .....              | 5         |
| PSYCH 1 General Psychology I .....              | 3         |
| ANAT 1 Introduction to Human Anatomy .....      | 4         |
| And   |           |
| PHYSIO 1 Introduction to Human Physiology ..... | 4         |
| Or  |           |
| BIO 20 Human Anatomy .....                      | 8         |
| List A: Select One Course (3 units)             |           |
| ECON 1 Principles of Economics I .....          | 3         |
| ECON 2 Principles of Economics II .....         | 3         |
| HEALTH 21 Human Sexuality .....                 | 3         |
| <b>TOTAL UNITS .....</b>                        | <b>30</b> |

**Real Estate**

**CERTIFICATE OF ACHIEVEMENT**

**REAL ESTATE - BROKER**

Student Learning Outcome:

Upon completion of this program, students will:

1. Pass DRE Broker's exam;
2. Demonstrate skills necessary to work in a real estate office, including the selling and listing of properties.

|  |              |
|--|--------------|
| <b>Required Courses: .....</b>                 | <b>Units</b> |
| REAL ES 1 Real Estate Principles .....         | 3            |
| BUS 5 .....                                    | 3            |
| REAL ES 3 Real Estate Practices .....          | 3            |
| REAL ES 5 Legal Aspects of Real Estate I ..... | 3            |
| REAL ES 7 Real Estate Finance I .....          | 3            |
| REAL ES 9 Real Estate Appraisal I .....        | 3            |
| REAL ES 11 Escrow Principles .....             | 3            |
| REAL ES 14 Property Management .....           | 3            |
| Or   |              |
| ACCT1 .....                                    | 5            |
| REAL ES 21 Real Estate Economics .....         | 3            |
| <b>TOTAL UNITS .....</b>                       | <b>27-28</b> |

**SKILL CERTIFICATE**

**REAL ESTATE – ESCROW**

Student Learning Outcome:

Upon completion of this program, students will:

1. Demonstrate skills necessary to work in an escrow office and manage the escrows process.
2. Prepare buyer and seller closing costs and final statements.

|                                       |              |
|---------------------------------------|--------------|
| <b>Required Courses: .....</b>        | <b>Units</b> |
| REAL ES 11 Escrow Principles .....    | 3            |
| REAL ES 12 Escrow Practices .....     | 3            |
| REAL ES 13 Escrow Case Problems ..... | 3            |
| <b>TOTAL UNITS .....</b>              | <b>9</b>     |

**SKILL CERTIFICATE**

## REAL ESTATE – SALESPERSON

Student Learning Outcome:

Upon completion of this program, students will:

1. Pass DRE exam, begin to list, sell and rent properties.
2. Explain a closing statement to buyers and sellers.

|  |          |
|--|----------|
| Required Courses: .....                        | Units    |
| REAL ES 1 Real Estate Principles .....         | 3        |
| REAL ES 3 Real Estate Practices .....          | 3        |
| REAL ES 5 Legal Aspects of Real Estate I ..... | 3        |
| <b>TOTAL UNITS .....</b>                       | <b>9</b> |

## Sociology

Sociology is the scientific study of society. Sociologists study human behavior, interaction, and organization within the context of larger social, political, and economic forces. They examine the effect of social influences, including organizations and institutions, on individuals and groups. Administrators, educators, lawmakers, and social workers use sociological research to solve social problems and formulate public policy.

### ASSOCIATE IN ARTS

#### SOCIOLOGY

Student Learning Outcome:

Upon completion of this program, students will:

1. Demonstrate an understanding of the major theoretical perspectives in sociology in historical and socio-cultural contexts.
2. Give examples of the major properties of sociology research.

|  |           |
|--|-----------|
| Required Courses: .....                                | Units     |
| SOC 1 Introduction to Sociology .....                  | 3         |
| SOC 2 American Social Problems .....                   | 3         |
| SOC 11 Race and Ethnic Relations.....                  | 3         |
| SOC 12 Marriage and Family Life .....                  | 3         |
| <b>Plus 6 units from the following list Electives:</b> |           |
| SOC 7 Juvenile Delinquency .....                       | 3         |
| SOC 19 Introduction to the Social Services.....        | 3         |
| SOC 20 Directed Practice in Social Welfare .....       | 3         |
| SOC 23 Issues of Manhood in US Society .....           | 3         |
| SOC 45 Sociology of Media and Popular Culture:         |           |
| Examining Hip Hop .....                                | 3         |
| <b>TOTAL UNITS .....</b>                               | <b>18</b> |

### ASSOCIATE IN ARTS IN

#### SOCIOLOGY FOR TRANSFER

The Associate in Arts in Sociology for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Sociology Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum is to develop a critical understanding of social processes and structures in order to apply the tools of social analysis to a broad range of professional, academic and community situations. The methods and knowledge developed by sociologists reflect the complexity and human organization, social life, inequalities and social justice. The sociology major stresses the ability to observe, organize and write clearly, as well as the development of skills in the analysis of data and collaborations. The Associate of Arts in Sociology for Transfer Degree is designed to prepare students for transfer into the CSU.

The intent of the Associate in Arts in Sociology for Transfer Degree is to assist students in seamlessly transferring to CSU.

Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Arts in Sociology for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum (IGETC) or the California State University General Education-Breadth Requirements
  - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

Program Objectives:

1. To develop a critical understanding of social processes and structures in order to apply the tools of social analysis to a broad range of professional, academic and community situations.
2. The methods and knowledge developed by sociologists reflect the complexity and human organization, social life, inequalities and social justice.
3. The ability to observe, organize and write clearly, as well as the development of skills in the analysis of data and collaborations.

|  |       |
|--|-------|
| Required Courses: .....                | Units |
| SOC 1 Introduction to Sociology .....  | 3     |
| SOC 2 American Social Problems .....   | 3     |
| SOC 4 Sociological Analysis .....      | 3     |
| SOC 12 Marriage and Family Life .....  | 3     |
| SOC 11 Race and Ethnic Relations ..... | 3     |

Select ONE course:

|  |              |
|--|--------------|
| SOC 7 Juvenile Delinquency .....                                       | 3            |
| SOC 19 Introduction to the Social Services .....                       | 3            |
| SOC 45 Sociology of Media And Popular Culture: Examining Hip Hop ..... | 3            |
| MATH 227 Statistics.....   | 4            |
| <b>TOTAL UNITS .....</b>   | <b>18-19</b> |

### SKILL CERTIFICATE

#### SOCIAL SERVICES

Student Learning Outcome:

Upon completion of this program, students will:

1. Analyze social problems from major theoretical approaches in historical and socio-cultural context.
2. Identify a community-based approach to solving a social problem.
3. Define the nature and scope of social work, including the nature of the relationship between social worker and client.

|                                      |       |
|--------------------------------------|-------|
| Required Courses: .....              | Units |
| SOC 2 American Social Problems ..... | 3     |
| SOC 7 Juvenile Delinquency .....     | 3     |
| SOC12 Marriage and Family Life.....  | 3     |

|   |           |
|---|-----------|
| SOC19 Introduction to the Social Services.....  | 3         |
| SOC 20 Directed Practice in Social Welfare..... | 3         |
| <b>TOTAL UNITS .....</b>                        | <b>15</b> |



## Social Justice Studies

### ASSOCIATE IN ARTS IN

### SOCIAL JUSTICE STUDIES FOR TRANSFER

The Associate in Arts in Social Justice Studies: Inequalities and Diversity for Transfer, explores connections between the ideals and realities of justice by exploring inequalities based on race, gender, sexual orientation, religion, ability, and class. Core courses in sociology, history, and political science provide multiple theoretical frameworks from which to critically engage students in literature surrounding social change and social movements. Upon completion of the Social Justice Studies degree, students will be prepared for transfer to the CSU, while also giving them valuable insight into careers in nonprofit, governmental, educational, political, labor, philanthropic, humanitarian, and community-based organizations. Successful completion of the program will also result in student's increased civic engagement and leadership, giving them the tools necessary for self-empowerment and transformation.

The Associate of Art in Social Justice Studies for Transfer Degree requirements include: (1) completion of 60 CSU transferable units, including the minimum 18-19 units in the major and the completion of either IGETC or CSU GE; (2) a minimum GPA of 2.0.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

#### Program Learning Outcome:

Upon completion of this program, students will:

1. Analyze social justice theories and concepts and examine current trends and patterns of oppression and resistance.
2. Apply community-based approaches to solving social problems.
3. Engage in a socially constructive interaction in a social justice organization or community.

#### Required Courses:

Units

|   |   |
|---|---|
| SOC 11 Race and Ethnic Relations .....              | 3 |
| SOC 31 Sociology of Gender .....                    | 3 |
| SOC 50 Introduction to Social Justice Studies ..... | 3 |

List A: Select three courses from at least two of the following areas:

#### Area 1: History or Government

|  |   |
|--|---|
| HIST11 Political and Social History of the United States I ..... | 3 |
|--|---|

Or

|  |   |
|--|---|
| HIST 12 Political and Social History of the United States II ..... | 3 |
|--|---|

#### Area 3: Social Science

|   |   |
|---|---|
| CHICANO 4 Introduction to Chicano Studies ..... | 3 |
|---|---|

Or

|  |   |
|--|---|
| AFRO AM 7 Black Americans and the Political System ..... | 3 |
|--|---|

#### Area 4: Quantitative Reasoning and Research Methods

|                          |   |
|--------------------------|---|
| MATH 227 Statistics..... | 4 |
|--------------------------|---|

Or

|                                  |   |
|----------------------------------|---|
| SOC 4 Sociological Analysis..... | 3 |
|----------------------------------|---|

#### Area 5: Major Preparation

|  |   |
|--|---|
| HIST 41 The African American in the History of the United States I ..... | 3 |
|--|---|

Or

|  |   |
|--|---|
| HIST 43 The Mexican-American in the History of the United States I ..... | 3 |
|--|---|

|                          |              |
|--------------------------|--------------|
| <b>TOTAL UNITS .....</b> | <b>21-22</b> |
|--------------------------|--------------|

## Spanish

### ASSOCIATE IN ARTS

### SPANISH

Student Learning Outcome:

Upon completion of this program, students should be able to:

1. Read a short story or article in Spanish and answer questions based on the reading.
2. Write an essay in Spanish of at least two pages using correct grammar and appropriate vocabulary.

Required Courses: ..... Units

|   |           |
|---|-----------|
| SPANISH 1 Elementary Spanish I .....    | 5         |
| SPANISH 2 Elementary Spanish II .....   | 5         |
| SPANISH 3 Intermediate Spanish I .....  | 5         |
| SPANISH 4 Intermediate Spanish II ..... | 5         |
| <b>TOTAL UNITS .....</b>                | <b>20</b> |

Recommended Electives: Units

|   |   |
|---|---|
| ART 101 Survey of Art History I .....                   | 3 |
| ART 102 Survey of Art History II .....                  | 3 |
| FRENCH 1 Elementary French I .....                      | 5 |
| FRENCH 2 Elementary French II .....                     | 5 |
| HISTORY 1 Introduction to Western Civilization I .....  | 3 |
| HISTORY 2 Introduction to Western Civilization II ..... | 3 |
| HISTORY 5 History of the Americas I .....               | 3 |
| PHILOS 1 Introduction to Philosophy .....               | 3 |

## ASSOCIATE IN ARTS IN SPANISH FOR TRANSFER

The Associate in Arts in Spanish for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Spanish Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program.

The Associate in Arts in Spanish for Transfer Degree is designed to provide students with a Transfer Model Curriculum which offers a sequence of courses in Spanish, which students can pursue for individual purposes. One direction provides courses which may be used as partial fulfillment of the requirement for the A.A. degree. A second direction provides the General Education courses necessary for transferring to a four-year university. A third direction provides the basic language courses required for the Spanish major transferring to a four-year institution.

The Program also offers classes for students who are interested in learning Spanish for use on their jobs or for vocational purposes. Native Spanish speakers may also take courses that enable them to improve their writing, reading, and speaking abilities.

The Associate in Arts in Spanish for Transfer Degree requirements include: (1) completion of 60 CSU transferable units, including the minimum 37-39 units in the major and the completion of either IGETC or CSU GE; (2) a minimum GPA of 2.0.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

The intent of the Associate in Arts in Spanish for Transfer Degree is to assist students in seamlessly transferring to CSU.

Senate Bill (SB) 1440 and the California Education Code (CEC) section 66746 require students seeking an Associate in Arts in Spanish for Transfer for Transfer Degree to:

1. Complete 60 semester units of 90-quarter units that are eligible for transfer to the California State University, including both of the following?
  - a. The Intersegmental General Education Transfer curriculum
  - b. (IGETC) or the California State University General Education-Breadth Requirements
  - c. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Students should meet with a counselor to determine the necessary course work to complete the general education requirements.

|   |           |
|---|-----------|
| Required Courses: .....                 | Units     |
| SPANISH 1 Elementary Spanish I .....    | 5         |
| SPANISH 2 Elementary Spanish II .....   | 5         |
| SPANISH 3 Intermediate Spanish I .....  | 5         |
| SPANISH 4 Intermediate Spanish II ..... | 5         |
| FRENCH 1 Elementary French I .....      | 5         |
| <b>TOTAL UNITS .....</b>                | <b>25</b> |

## SKILL CERTIFICATE PROFESSIONAL SPANISH

Student Learning Outcome:

Upon completion of this program, students should be able to:

1. Pronounce Spanish words clearly and correctly.
2. Give instructions and information to Spanish-speaking clients in a variety of

business situations.

3. Write simple letters and memos in Spanish.

|   |           |
|---|-----------|
| Required Courses: .....                               | Units     |
| SPANISH 1 Elementary Spanish I .....                  | 5         |
| SPANISH 2 Elementary Spanish II .....                 | 5         |
| SPANISH 14 Spanish for Public Service Personnel ..... | 3         |
| OR  |           |
| SPANISH 24 Spanish for Medical Personnel .....        | 3         |
| SPANISH 8 Conversational Spanish .....                | 2         |
| <b>TOTAL UNITS .....</b>                              | <b>15</b> |

## Theater

### ASSOCIATE IN ARTS

#### THEATER ART

Student Learning Outcome:

Upon completion of this program, students should be able to:

1. Select, prepare, and perform a character from monologues, scenes, and plays with emphasis on styles, vocal patterns, and differentiate between the theatrical genres.
2. Execute the technical functions involved with production that include lights, sounds, and the development and use of props.
3. Write a one act play. In that process, identify the genre of their work: comedy, drama, etc. Their story will be based on a self-developed high concept treatment sentence and step outline.

|  |           |
|--|-----------|
| Required Courses: .....                                  | Units     |
| THEATER 100 Introduction to the Theater .....            | 3         |
| THEATER 110 History of the World Theater .....           | 3         |
| THEATER 130 Playwriting .....                            | 3         |
| THEATER 233 Play Production .....                        | 3         |
| THEATER 240 Voice and Articulation for the Theater ..... | 3         |
| THEATER 270 Beginning Acting .....                       | 3         |
| THEATER 271 Intermediate Acting .....                    | 3         |
| <b>TOTAL UNITS .....</b>                                 | <b>21</b> |

### ASSOCIATE IN ARTS IN

#### THEATRE ARTS FOR TRANSFER

The Associate in Arts in Theatre Arts for Transfer Degree is intended for students who are planning to transfer to a California State University (CSU) institution into the Theater Bachelors program. The Student is guaranteed admission to a CSU upon completion of this program. The Transfer Degree is designed to provide students with a Transfer Model Curriculum is designed to provide general education and lower division major preparation for students interested in transferring to CSUs. The study is an interdisciplinary, critical study of technical development, as well as the foundation for all Theater Arts courses. Students explore the various areas of Theater Arts to build a foundation for future creative, interpretive, analytical work and portfolios. The Associate of Arts in Theater for Transfer Degree is designed to prepare students for transfer into the CSU

Required Courses: Complete 9 Units

|  |   |
|--|---|
| THEATER 100 Introduction to the Theater .....  | 3 |
| OR   |   |
| THEATER 110 History of the World Theater ..... | 3 |



|   |    |
|---|----|
| THEATER 270 Beginning Acting .....  | 3  |
| THEATER 291 Rehearsals and Performances .....                                     | 3  |
| OR  |    |
| THEATER 342 Technical Stage Production Lab .....                                  | 3  |
| List A: Select Three  |    |
| THEATER 114 Script Analysis for Performance, Production and<br>Appreciation ..... | 3  |
| THEATER 271 Intermediate Acting .....   | 3  |
| THEATER 310 Introduction to Theatrical Lighting.....                              | 3  |
| THEATER 315 Introduction to Theatrical Scenic Design .....                        | 3  |
| THEATER 405 Costume Design.....   | 3  |
| TOTAL UNITS .....   | 18 |

## Noncredit Program

### Certificate of Competency

#### Academic Success

The Academic Success Certificate of Completion is designed to provide instruction to assist students strengthen their academic readiness to undertake or progress in college-level academic and CTE programs.

#### Required Courses:

BSICSKL 23CE College and Scholastic Assessment Preparation  
BSICSKL 005CE Academic Guidance  
or  
BSICSKL 075CE Introduction to Post-Secondary Education

### Certificate of Competency

#### Beginning ESL

The Beginning ESL Certificate of Competency will prepare students to achieve the beginning level English language competencies needed to function independently in a variety of vocational, community and academic situations.

#### Required Courses:

ESL NC 040CE  
Writing/Grammar/Reading/Vocabulary/Listening/Speaking I  
ESL NC 041CE  
Writing/Grammar/Reading/Vocabulary/Listening/Speaking II

### Certificate of Competency

#### ESL Transition

The ESL Transition Certificate of Competency will prepare students to achieve the advanced level English language competencies needed to transition to credit academic and CTE courses.

#### Required Courses:

ESL NC 054CE Writing Summaries an Paragraphs: Academic Bridge  
ESL NC 055CE Reading and Vocabulary: Academic Bridge

### Certificate of Competency

#### Vocational ESL

The Vocational ESL Certificate of Competency is a content based integrated skills program for ESL students to learn and practice the language skills in a workplace context. Students completing this program will be positioned for greater success in an English-speaking workplace.

#### Required Courses:

ESL NC 011CE Vocational ESL I  
ESL NC 012CE Vocational ESL II

### Certificate of Completion

#### Basic Computer Literacy for Career

#### Readiness

The Basic Computer Literacy for College and Career Readiness Certificate of Completion courses are designed to equip students the with basic computer literacy skills necessary for success in college and the workforce.

#### Required Courses:

VOC ED 003CE Workplace Readiness – Computers  
VOC ED 290CE Computer Literacy for College

### Certificate of Completion

#### Custodial Technician Preparation

The Custodial Technician Preparation Certificate of Completion will prepare students to meet the application requirements and job seeking and retention skills necessary for entry level custodial positions in the public and private sector.

#### Required Courses:

ESL NC 012CE Vocational English as a Second Language II  
VOC ED 060CE Custodial Technician Training  
VOC ED 096CE Blueprint for Workplace Success

### Certificate of Completion

#### In-Home Support Services

The In-Home Supportive Service Certificate of Completion curriculum will prepare students to meet the Department of Social Services requirements to be an In-Home Supportive Services provider.

#### Required Courses:

VOC ED 408CE In-Home Support Services  
And one course from below:  
VOC ED 096CE Blue Prints for Work Success  
ESL NC 005CE English as a Second Language  
ESL NC 011CE Vocational ESL I  
ESL NC 012CE Vocational ESL II

### Certificate of Completion

#### Photovoltaics

The Photovoltaics Certificate of Completion courses prepare students for work in the residential and commercial solar industry. This program emphasizes the integration of practical and theoretical knowledge in photovoltaic technologies.

#### Required Courses:

VOC ED 426CE Photovoltaics I  
VOC ED 427CE Photovoltaics II  
VOC ED 428CE Photovoltaics III

*Automatic Awarding of Certificates - Students who have completed the degree requirements for which there is a paired certificate of achievement or other state-approved and transcribed certificate(s), will be awarded the certificate(s) automatically (Board Rule 6202.13).*



## Course Descriptions

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Courses that meet the major requirements of the educational programs listed in this catalog may be applied towards graduation requirements for the Associate Degree. All transfer courses may be applied to the Associate Degree. One of the following designations may appear after the noted units, indicating that the course is transferable and will be accepted towards meeting the 60 unit admission requirement at either the University of California or the California State Colleges and Universities.

- UC = Transferable to the University of California
- CSU = Transferable to the California State College and Universities

Most Southwest classes are for-credit courses. Some courses which are offered for college credit, but which cannot be applied toward graduation requirements for the Associate Degree, are designated:

- NDA = Non-degree applicable
- NC = Non-credit

The student should examine carefully the course descriptions, prerequisites, and number of units required, before enrolling in a given subject.

Most courses offered at LASC are web-enhanced courses, and students taking courses at LASC will be expected to utilize online resources/computer technology. Course classifications and definitions currently are:

**Web-Enhanced:** Is a regular class that utilizes online content for course content and/or activities. Classes must meet as scheduled on campus.

**Hybrid:** If one or more class sessions (up to 50%) is replaced with online content and/or activities, it is considered a Hybrid course. A Hybrid course can utilize features of the Learning Management System, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, etc. The course can be offered during regularly scheduled class times or with Online components that replace some of the regularly scheduled class meetings. Notice of face-to-face class sessions will be given by instructors in their syllabus.

**Online:** An Online course is offered 100% online. Students cannot be required to attend a physical classroom when participating in an online course. An online course shall utilize features of the Learning Management System, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, etc. All course instruction, materials, assignments, and discussions are posted and done online. Online courses require the student and instructor the same amount of course work and hours outside of the classroom as traditional courses; they are offered in a more flexible and independent environment.

In the parentheses adjacent to each course title is a number indicating the number of units of credit offered.

Where this is followed by the symbol RPT and a number, the course may be REPEATED FOR CREDIT as many times as indicated by the number.

## ACADEMIC PREPARATION (ACAD PR)

### 040CE Foundations: Critical Thinking (0) NC

*Lecture: 3 Hours*

This course guides students in critical thinking and problem-solving using discussion of contemporary issues and topical outlining. The students learn college level thinking skills by distinguishing between fact and opinion, analyzing arguments based on evidence presented, and by identifying each successive step of Bloom's taxonomy of knowledge.

## ACCOUNTING (ACCTG)

### 001 Introductory Accounting I (5) UC: CSU

*Recommended: Business 38, English 101, Math 115*

*Lecture: 5 hours*

This is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics.

*Note: Accounting 21 (3) and Accounting 22 (3), when taken together, are equivalent to Accounting 1 (5).*

### 002 Introductory Accounting II (5) UC: CSU

*Prerequisite: Accounting 1 or 22*

*Lecture: 5 hours*

This is the study of how managers use accounting information in decision-making, planning, directing operations and controlling. Focuses on cost terms and concepts, cost behavior, cost structure and cost-volume-profit analysis. Includes issues relating to cost systems, cost control, profit planning, and performance analysis in manufacturing and service environments.

### 015 Tax Accounting I (3) CSU

*Prerequisite: Accounting 1*

*Lecture: 3 hours*

This course offers a study of Federal and California State Income Taxes as they apply to individuals and sole proprietorships and an analysis of laws, consideration of appropriate accounting procedures, and preparation of federal and state tax returns.

### 017 Payroll Accounting (2)

*Prerequisite: Accounting 1 or Accounting 21 and Accounting 22*

This course includes methods and procedures of compiling the payroll records and preparation of payroll tax returns as required by State and Federal laws. Included are State and Federal unemployment reports, Federal Social Security, and Workers Compensation reports.

## 021 Bookkeeping and Accounting I (3) UC: CSU

*Recommended: Business 38*

*Lecture: 3 hours*

This is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles and the financial statements. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, ethics, merchandising. Note: Accounting 21 (3) and Accounting 22 (3), when taken together, are equivalent to Accounting 1 (5). A student taking Acct I does not need to take Acct 21/22 and students who have taken Acct 21/22 do not need to take Acct 1.

## 022 Bookkeeping and Accounting II (3) UC: CSU

*Prerequisite: Accounting 21*

*Lecture: 3 hours*

This course is a continuation of Accounting 21 and includes the control of cash and preparation of bank reconciliation statements, accounting for receivables and payables, bad debts, inventories, fixed assets, depreciation, and an introduction to accounting for partnerships.

*Note: Accounting 22 (3), when taken with Accounting 21 (3), is equivalent to Accounting 1 (5). Note: Maximum allowable UC credit for Accounting 21 and 22 is 5 units.*

## 025 Automated Accounting Methods and Procedures (3) CSU

*Prerequisite: Accounting 1 or 22*

*Lecture: 3 hours*

This course uses computer software to prepare accounting transactions and financial statements. Spreadsheet software will be used as well. Instruction is provided in the following areas: general ledger, depreciation, accounts receivable, accounts payable, and payroll. Real world applications will be stressed throughout the course. This course uses QuickBooks Pro and Excel software. At the end of the course students will be prepared for and be offered the opportunity to become a Certified QuickBooks user.

## ADDICTION STUDIES (ADDICST)

### 001 Understanding Addiction and Counseling (3)

*Lecture: 3 Hours*

This is a survey course on alcohol and drug use and abuse. The history, classification, and impact of psychoactive drugs are examined; topics dealing with prevention and treatment of alcohol and drug addiction are covered. Also, changing public policies and social attitudes on alcohol and drug abuse, as well as mental health and drugs, are examined.

### 004 Clinical Counseling Laws and Ethics (3)

*Lecture: 3 Hours*

This course deals with substance use/abuse, related theories and counseling techniques that raise awareness in order to bring about change in the chemically addicted individual. Family members and others affected by the addicted individual are also considered in terms of awareness, prevention, and treatment.

### 005 Group Skills for Addiction Counselors (3)

*Prerequisite: Addiction Studies 10*

*Lecture: 3 Hours*

This course is an introduction to the dynamics of group interaction with an emphasis upon the individual's first-hand experience as the group studies itself. Under supervision, the factors involved in problems of communication, effective Theory/Practices skills, and individual growth will be highlighted.

### 007 Addictions Treatment and Recovery (3)

*Lecture: 3 Hours*

This course deals with intervention, treatment and recovery issues in chemical dependency. Intervention issues covered include approaches to intervention, obstacles to intervention, and stages of formal intervention. The medical, behavioral, social, and family systems models of treatment, the Alcoholics Anonymous and the rational models of recovery, and various approaches to prevention are also discussed.

### 010 Addiction and the Family (3)

*Lecture: 3 Hours*

This course deals with chemical dependency and its dysfunctional impact on the family. Also, addiction, co-dependency and related topics are discussed.

## ADMINISTRATION OF JUSTICE (ADM JUS)

### 001 Introduction to Administration of Justice (3)

UC: CSU

*CSUGE Area D8*

*Lecture: 3 hours*

This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principals and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies.

### 002 Concepts of Criminal Law (3) UC: CSU

*CSUGE Area D8*

*Recommended: Administration of Justice 1*

*Lecture: 3 hours*

This course offers an analysis of the doctrines of criminal liability in the United States and the classification of crimes against persons, property, morals, and public welfare. Special emphasis is placed on the classification of crime, the general elements of crime, the definitions of common and statutory law, and the nature of acceptable evidence. This course utilizes case law and case studies to introduce students to criminal law. The completion of this course offers a foundation upon which upper-division criminal justice course will build. The course will also include some limited discussion of prosecution and defense decision making, criminal culpability, and defenses to crimes.

### 003 Legal Aspects of Evidence (3) CSU

*Prerequisite: Administration of Justice 1*

*Lecture: 3 hours*

This course covers the origin, development, philosophy and constitutional basis of evidence; constitutional and procedural considerations affecting arrest, search and seizure; kinds and

degrees of evidence and rules governing admissibility; and judicial decisions interpreting individual rights and case studies.

### **004 Principles and Procedures of the Justice System (3) CSU**

*Prerequisite: Administration of Justice 1*

*Recommended: Administration of Justice 3*

*Lecture: 3 hours*

This course covers a review of court systems; procedures from incident to final disposition including policing, prosecution, court proceedings; the correctional process; and principles of constitutional, federal, state and civil laws as they apply to and affect law enforcement.

### **005 Criminal Investigation (3) CSU**

*Prerequisite: Administration of Justice 1*

*Recommended: Administration of Justice 3*

*Lecture: 3 hours*

This course covers the fundamentals of investigation, crime scene search and recording, collection and preservation of physical evidence, scientific aids, modus operandi, sources of information, interviews and interrogation, follow-up and case preparation.

### **006 Patrol Procedures (3) CSU**

*Recommended: Administration of Justice 1*

*Lecture: 3 hours*

This course is a study of requirements, techniques and methods of conducting vehicle patrol. Basic tactics as well as procedures will be analyzed. Deployment formulas will be discussed along with research studies on the handling of civil domestic disturbances and other community crime incidents.

### **007 Traffic Control (3) CSU**

*Lecture: 3 hours*

The student in this course will study traffic law enforcement, regulation and control, fundamentals of traffic accident investigation, and the California Vehicle Code.

### **008 Juvenile Procedures (3) CSU**

*Lecture: 3 hours*

This course covers the nature and extent of juvenile delinquency, juvenile court philosophy and law, the role of law enforcement in the investigation, prevention and control of delinquency, theoretical approaches to delinquency causation, and prevention programs.

### **014 Report Writing for Peace Officers (3) CSU**

*Recommended: Administration of Justice 1*

*Lecture: 3 hours*

This course presents various types of technical writing commonly used in police reports, the appropriateness of different styles in different contexts, the conceptualizations of the material, and the use of these reports by analytical officers in police agencies. Aspects of standard report writing are included.

### **016 Recruitment Selection Process (3) CSU**

*Lecture: 3 hours*

This course provides an in-depth coverage of the legal selection process designed to assist students with employment in a law enforcement agency. Written exam techniques, oral exam techniques and the agility exam are covered. The background investigation, psychology test and medical exam are explained. Practical ways to assist the candidate through the Academy are also included.

### **041 Officer Safety (3) CSU**

*Lecture: 3 hours*

The study of techniques of protection against persons armed with dangerous and deadly weapons. Students examine the moral aspects, legal provisions, safety precautions and restrictions covering the use of firearms and other weapons.

### **049 Narcotics and Vice Control (3) CSU**

*Lecture: 3 hours*

This course presents the covert criminal activities of organized crime within the community and the impact that these activities have on the social structure. This course discusses the history of illegal drugs and analyzes how law enforcement has attempted to control the widespread use of illegal drugs and the criminal enterprises that dominate the narcotics trade. Vice operations and the criminal enterprises that control these activities are also examined in depth.

### **053 Forensic Fingerprint Evidence (3)**

Students will be able to locate, develop and lift fingerprints from crime scenes; a must for those students interested in law enforcement as a police officer or evidence specialist or private investigations.

### **062 Fingerprint Classification (3) CSU**

*Recommended: Administration of Justice 1*

*Lecture: 3 hours*

This is a practical course which covers the technical terminology of fingerprinting, pattern interpretation, and classification of fingerprints, the taking of fingerprints, searching and filing procedures, and laboratory work in the classroom.

### **063 Introduction to Criminology (3) UC: CSU**

*IGETC Area 4J*

*CSUGE Area D0*

*Recommended: Administration of Justice 1*

*Lecture: 3 hours*

This course is an introduction to the theoretical and philosophical concept of criminology; the nature and extent of crime in America; the roles of the organization in the Administration of Justice; prevailing theories of crime causation; and the judicial, correction, and rehabilitation processes.

### **067 Community Relations I (3) UC: CSU**

*Lecture: 3 hours*

This course explores the interrelationships and role expectations among the various Administration of Justice practitioners, agencies, and the public. Principal emphasis will be placed upon the professional image of the system of Justice Administration and the development of positive relationships between members of the system and the public.

### **073 Law and Minority Groups (3) CSU**

*Lecture: 3 hours*

This course examines the growing crises of race, ethnicity, gender and discrimination within the American Justice System. Myths and realities about crime and minorities are analyzed. Racism and inequities within the legal structures including court trials, corrections and the death penalty are discussed. Changes in criminal justice administration advocated by minority groups are reviewed.

### **075 Introduction to Corrections (3) CSU**

*Recommended: Administration of Justice 1*

*Lecture: 3 hours*

This is a basic course dealing with the nature of correctional work; aims and objectives of correctional administration; probation and correctional practices; skills, knowledge and attitudes required for employment in this field; and types of institutions, services and career opportunities.

### **083 Introduction to Security (3) CSU**

*Prerequisite: Administration of Justice 3*

*Recommended: Administration of Justice 1*

*Lecture: 3 hours*

This course is a basic course dealing with the historical, philosophical, and legal background of the security services function; interrelationships with allied agencies and individuals; the role of security in contemporary society; and provides a survey of career opportunities and required qualifications.

### **180 Introduction to Forensics (3) CSU**

*Prerequisite: Administration of Justice 1*

*Lecture: 3 hours*

This course concentrates on crime scene evidence processing; to include: detection, inspection, collection, preservation, and interpretation. The basics of Forensic Science will be covered also, including: serology (DNA), trace evidence, crime scene photography, firearms analysis, and fingerprint analysis. Insight into crime lab procedures will be provided through 'hands-on' applications

### **310 Field Work I (3) CSU**

*Lecture: 3 hours*

This is a service learning class. Students will participate, under supervision, in a law enforcement or correctional facility such as a probation/parole field office, jail, detention center, juvenile camp, juvenile institution, or a similar agency. Students must meet the minimum entry-level requirements of the sponsoring agency and will be live scanned, take an oath, and TB test. The class meets once per week for one hour, and then the students will have volunteer assignments for a minimum of five hours per week with a sponsoring agency

## **AFRICAN AMERICAN STUDIES (AFRO AM)**

### **002 The African American in Contemporary Urban Society (3) UC: CSU**

*CSUGE Area D3, D8*

*Lecture: 3 hours*

A survey of the urbanization of the African American with emphasis on contemporary issues, public policy solutions, civil rights, and equality of opportunity. Issues include education, housing, economics (welfare, poverty, and employment), politics, justice and law enforcement, urban and community development, and family.

### **007 Black Americans and the Political System (3) UC: CSU**

*CSUGE Area D3, D8*

*Lecture: 3 hours*

Students analyze the relationship of minority groups to American Politics with emphasis on African Americans in the political system. This course gives an in-depth study of the distribution of political power at the Federal and State levels, African American political thought, ranging from early 18th and 19th emigrationist sentiments to the nationalist exhortations of contemporary African American culture, including African American feminist and socialist thought.

## **ALLIED HEALTH (ALDHTH)**

### **021 Basic Life Support for the Healthcare Provider (.5) CSU**

*Lecture: .5 hours*

This course is designed to teach CPR to healthcare providers and interested students. This course covers infant, child, and both one-rescuer and two-rescuer adult CPR. Treatment of choking the patient and heart disease prevention is also included. Successful course completion earns an American Heart Association Basic Cardiovascular Life Support for the Healthcare Provider card valid for two years.

## **AMERICAN SIGN LANGUAGE**

### **001 American Sign Language I (4) UC: CSU**

*IGETC Area 6A*

*CSUGE Area C2*

*Lecture: 4 hours*

This is an introductory course designed to develop basic conversational skills using the manual alphabet and American Sign Language. It is planned to assist in communicating with deaf individuals and have a better understanding of Deaf Culture. This course develops basic vocabulary and grammar of American Sign Language. Its emphasis is placed on comprehension skills and vital aspects of the Deaf Culture and community.

### **002 American Sign Language II (4) UC: CSU**

*IGETC Area 6A*

*CSUGE Area C2*

*Prerequisite: American Sign Language I*

*Recommended: English 21*

*Lecture: 4 hours*

This is an intermediate course designed to develop conversational skills using the manual alphabet and American Sign Language. It is planned to assist in communicating with deaf individuals and have a better understanding of Deaf Culture. This course continues to develop vocabulary and grammar of American Sign Language. Its emphasis is placed on comprehension skills and vital aspects of the Deaf Culture and community.

### **003 Advanced American Sign Language III (4) UC: CSU**

*IGETC Area 3B: 6A*

*Prerequisite: American Sign Language 2*

*Lecture: 4 hours*

This course provides in-depth training in receptive and expressive sign language skills with emphasis upon fluency, precision, and vocabulary building.

## **ANATOMY**

### **001 Introduction to Human Anatomy (4) UC: CSU**

*IGETC Area 5B: 5C*

*CSUGE Area B2, B3*

*Prerequisite: Biology 3 or Biology 5*

*Lecture: 3 hours; Lab: 3 hours*

Upon completion of this course, the student will be able to identify and describe the major structural characteristics of the cells, tissues, and organs comprising the following systems of the human body: integumentary, skeletal, muscular, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and endocrine systems. Using anatomical terminology, the student will also be able

to describe the major locations of the major tissues and organs of these systems.

*Note: This course, when taken with Physiology 1, is equivalent to Biology 20.*

## ANTHROPOLOGY (ANTHRO)

### 101 Human Biological Evolution (3) UC: CSU

*IGETC Area 5B*

*CSUGE Area B2*

*Lecture: 3 hours*

This course is an introduction to the field of biological anthropology. Topics covered include genetic inheritance, the mechanisms of evolution, the biology and behavior of living primates, the history of human evolution as seen in the fossil record, and modern human biological variation.

### 102 Human Ways of Life: Cultural Anthropology (3) UC: CSU

*IGETC Area 4A*

*CSUGE Area D1*

*Lecture: 3 hours*

This course is an introduction to the field of sociocultural anthropology and examines the diversity of human life around the world. Topics covered include the “culture” concept and ethnography; language, family, gender, and religion; social stratification and inequality; economic and political systems; cultural change and contemporary globalization.

### 103 Archeology: Reconstructing the Human Past (3) UC: CSU

*IGETC Area 4A*

*CSUGE Area D1*

*Lecture: 3 Hours*

This course is an introduction to the concepts, theories, and methods of archaeological archaeology as well as a review of significant data and models that contribute to our knowledge of the human past. Topics covered include the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences.

### 104 Human Language and Communication (3) UC: CSU

*IGETC Area 3B, 4A*

*CSUGE Area C2, D1*

*Lecture: 3 hours*

This course is an introduction to the anthropological study of language. It surveys three core areas of linguistic anthropology: structural linguistics (phonetics, phonology, morphology, syntax, and the biological basis of language); historical linguistics (origins of language, language change, and dialect diversity); and sociocultural linguistics (the role of the cultural context in language acquisition, language and power, and language conservation and loss).

### 111 Laboratory in Human Biological Evolution (2) CSU

*CSUGE Area B3*

*Corequisite: Anthropology 101*

*Lecture: 1 hour, Lab: 2 hours*

This laboratory course introduces students to the scientific method and to the techniques and procedures used in biological anthropology. Hands-on laboratory exercises

explore selected topics in human evolution that may include: genetics; taxonomy and classification; geological time and fossilization; human and non-human primate anatomy and behavior; the hominin fossil record; and human variation. Students must complete Anthropology 101 or be currently enrolled.

### 121 Religion, Magic & Witchcraft (3) CSU

*Recommended: English 28*

*Lecture: 3 hours*

This course is an introduction to the anthropological study of religion and examines the way religion is lived and practiced in diverse cultures. Topics covered include mythology, symbolism, ritual, magic, and witchcraft; the course examines the role of religion in human experiences of sickness and death and explores contemporary issues of religious change, conflict, and violence.

### 132 Native People of North America (3) UC: CSU

*Lecture: 3 hours*

This course examines the indigenous inhabitants of North America from prehistoric times until the present. Archaeology, cultural ecology, linguistics, ethno-history, and ethnography provide evidence for the unique cultures which have flourished in this region of the continent since the end of the Pleistocene. Contemporary issues in Native American studies, such as the ownership and repatriation of archaeological remains and Indian gaming, will also be explored.

### 133 Peoples and Cultures of Africa (3) UC: CSU

*IGETC Area 4A*

*CSUGE Area D1*

*Lecture: 3 hours*

This course is an ethnographic survey of the peoples and cultures of the African continent. It will examine classic anthropological topics such as gender, religion, economic and political systems. In addition, the course will focus on pre-colonial African societies, the causes and consequences of the trans-Atlantic slave trade, European colonialism, and post-colonial development efforts. Central contemporary issues such as globalization, urbanization, conflict, and health will be examined.

## ART

### 101 Survey of Art History I (3) UC: CSU

*IGETC Area 3A*

*CSUGE Area C1*

*Recommended: English 28*

*Lecture: 3 hours*

This course provides an overview of western art and architecture from prehistory through the medieval period.

### 102 Survey of Art History II (3) UC: CSU

*IGETC Area 3A*

*CSUGE Area C1*

*Recommended: English 28*

*Lecture: 3 hours*

This course provides an overview of art and architecture from the Renaissance to the Contemporary period.

### 103 Art Appreciation I (3) UC: CSU

*IGETC Area 3A*

*CSUGE Area C1*

*Recommended: English 28*

*Lecture: 3 hours.*



This course provides a general introduction to art that offers a look at works of art through the study of theory, terminology, themes, design principles, media, techniques, with an introduction to the visual arts across time and diverse cultures.

### 104 Art Appreciation II (3) UC: CSU

*IGETC Area 3A*

*CSUGE Area C1*

*Recommended: English 28*

*Lecture: 3 hours.*

This is a basic course in art appreciation in which the student will experience visual art through the study of selected artists and artwork. Exercises in visual perception are stressed; individual research on the art of selected cultures is conducted. (Renaissance through 21<sup>st</sup> Century)

### 201 Drawing I (3) UC: CSU

*CSUGE Area C1*

*Lecture: 2 hours; Lab: 2 hours*

Introduction to principles, elements, and practices of drawing, employing a wide range of subject matter and drawing media. Focus on perceptually based drawing, observational skills, technical abilities, and creative responses to materials and subject matter.

### 202 Drawing II (3) UC: CSU

*Prerequisite: Art 201*

*Lecture: 2 hours; Lab: 2 hours*

This course is a continuation of Art 201. Emphasis will be placed on the application and refinement of space systems (i.e., light logic and linear perspective) and mastery of advanced compositional solutions. Approaches to subject matter, including Cubism and Surrealism, will be examined. Media, including pen and ink, and pastels, will be explored. Exploration of artistic concepts, styles, and creative expression related to intermediate-level drawing, focusing on complex subject matter and concepts using a variety of drawing mediums, techniques, and methodologies. Students in this course will build on fundamental drawing skills to develop personalized approaches to content and materials in exercises covering multiple historical and contemporary approaches to drawing.

### 204 Life Drawing I (3) UC: CSU

*Prerequisite: Art 201*

Introduction to drawing the human figure from observation using a wide variety of drawing media and techniques. Topics include an introduction to human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will learn both descriptive and interpretive approaches to drawing the figure.

### 213 Color Theory (3) UC: CSU

*Prerequisite: Art 501*

*Lecture: 2 hours; Lab: 2 hours*

This course examines Color Dynamics. The topics considered include form and value, harmony and spatial effects. The major theorists introduced include Goethe, Itten and Albers. In addition to the traditional 12-part color wheel, digital color principles are also examined.

### 300 Introduction to Painting (3) UC:CSU

*CSUGE Area C1*

*Lecture: 2 hours; Lab: 2 hours*

Introduction to principles, elements, and practices of painting. Focus on exploration of painting materials, perceptual skills and color

theory, paint mixing and technique, as well as creative responses to materials and subject matter.

### 307 Oil Painting I (3)

*Lecture: 1 Hour*

This is an introductory course in oil painting and covers the basic skills and techniques. Problems are presented important to the understanding of painting as a means of expressing formal concepts.

### 309 Oil Painting III (3)

*Prerequisite: ART 308*

*Lecture: 1 Hour*

This course is a continuation of Art 308, Oil Painting II. Emphasis will be on individually conceived projects in oil painting and the preparation of a portfolio.

### 501 Beginning Two-Dimensional Design (3) UC: CSU

*CSUGE Area C1*

*Lecture: 2 hours; Lab: 2 hours*

Introduction to the concepts, applications, and historical references related to two-dimensional art and composition, including the study of the basic principles and elements of line, shape, texture, value, color and spatial illusion. Development of a visual vocabulary for creative expression through lecture presentations, studio projects, problem solving, and written assignments.

### 502 Beginning Three-Dimensional Design (3) UC: CSU

*Lecture: 2 Hours; Lab: 2 Hours*

Introduction to the concepts, applications, and historical references related to three-dimensional design and spatial composition, including the study of the elements and organizing principles of design as they apply to three-dimensional space and form. Development of a visual vocabulary for creative expression through lecture presentations and use of appropriate materials for non-representational three-dimensional studio projects.

### 503 Intermediate Design (3) CSU

*Prerequisite: Art 501*

*Recommendation: Art 201*

*Lecture: 2 Hours; Lab: 2 Hours*

Students analyze form, texture, and color applied to creative projects. Drawing and design elements are applied primarily to two-dimensional design projects. Color theory and its practical application are emphasized. Students are introduced to three-dimensional design and the development of a portfolio.

### 604 Graphic Design (3) CSU

*Prerequisite: Art 501*

*Lecture: 2 Hours; Lab: 4 Hours*

This course introduces beginning graphic design students to the concepts, principles, and procedures used in the field of graphic design.

## ART HISTORY (ARTHIST)

### 126 Introduction to Modern Art (3) UC:CSU

*CSUGE Area C1*

*Recommended: English 101*

*Lecture: 3 hours*

This course provides an overview of art and architecture from the Western modern period of the 19th and 20th centuries.

### 130 Survey of Asian Art History (3) CSU

*CSUGE Area C1*

*Recommended: English 101*

*Lecture: 3 hours*

This course provides a select overview of art and architecture from India, Southeast Asia, China, Korea, and Japan from pre-history to modern times.

### 140 Survey of Arts of Africa, Oceania, and Ancient America (3) CSU

*CSUGE Area C1*

*Recommended: English 101*

*Lecture: 3 hours*

Survey of visual culture within select regions in Africa, Oceania, and indigenous North America.

## ASTRONOMY (ASTRON)

### 001 Elementary Astronomy (3) UC: CSU

*CSUGE Area B1*

*Lecture: 3 hours*

A fascinating look into the general principles and the fundamental facts of astronomy. This introductory course is designed for the non-technical student. Topics covered include the history and science of astronomy, the solar system, our sun, stars, galaxies and cosmology. No college math preparation is needed. If a student wishes to transfer this as a lab science course, the student must also complete Astronomy 5.

### 005 Fundamentals of Astronomy Laboratory (1)

**UC: CSU**

*CSUGE Area B3*

*Lab: 3 hours*

This course provides the laboratory work to accompany or follow Astronomy 1. Astronomy 5 laboratory course offers an introductory presentation of the methods and techniques used by astronomers to determine the nature of the universe. This course uses some very basic mathematics, and can be taken by non-science and/or science majors. When taken together with either Astronomy 001, a student's 'science with a lab' transfer and graduation requirement is met. Topics include, work with celestial sphere, sky charts, optical bench, telescopes, spectroscopes, and photometer. The course requires field trips for evening observations.

## BASIC SKILLS (BSICSKL)

### (NonCredit)

### 002CE Developing English Composition Skills (0)

*Lecture: 3 hours*

Basic Skills 002CE is an open-entry course which provide instruction to students with limited knowledge of standard written English structure. Emphasis is on basic grammatical forms and functions. The focus of the course is on sentence to paragraph development.

### 005CE Academic Guidance (0)

*Lecture: 1 hour*

Students will research and document their educational and career goals and requirements, develop an action plan to achieve them in a specific time frame, and learn to self-evaluate and reevaluate their progress in implementing their action plan and achieving their goals.

### 009CE Introduction to Library Materials, Searches, and Services (0)

*Lecture 1 hour*

This course introduces a wide range of resources and services available in public and academic libraries: print, audio and electronic books; magazines; audio-visual materials; online databases; and librarian assistance.

### 020CE Transition Mathematics (0)

*Lecture: 3 hours*

Basic Skills 020CE is a noncredit competency-based course. Basic Skills 020CE covers the mathematical skills and concepts needed for success in transfer level credit Mathematics courses. Topics include concepts from pre-algebra, elementary and intermediate algebra and the basics of elementary statistics

### 023CE Scholastic Assessment Preparation (0)

*Lecture: 4 hours*

Basic Skills 023CE is an open-entry course designed to prepare students to be assessed and/or to take standardized or proficiency exams in the content areas of Math and English. This course provides an overview and review of these areas and is not intended to provide in-depth instruction. This course may be adapted for cohorts preparing for specific assessments or exams (TEAS, HiSET, GED, SAT, ASVAB, TABE, etc.)

### 028CE Basic Skills Pre-Algebra (0)

*Lecture: 3 hours*

Basic Skills 028CE in an open-entry course is designed to prepare students for transition from arithmetic to algebra. Concepts, computational skills and problem solving skills are introduced and practiced to build mastery and proficiency.

### 034CE High School Equivalency Test Preparation (0)

*Lecture: 6.5 hours*

This course is designed to review test-taking, math, reading, writing, science and social studies skills to prepare students to pass a California approved High School equivalency test.

### 035CE Basic Math Skills (0)

*Lecture: 3 hours*

Basic Skills 035CE is an open-entry course designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting and computing whole numbers, fractions and decimals.

### 042CE Softskill Basics IB-The Successful Job Search (0)

*Lecture: 0.5 hours*

This course covers the basic knowledge and skills necessary for gaining employment. Topics include completing employment applications, resume development, employer expectations and job interviewing skills.

### 044CE Reading and Writing for College and Career Readiness (0)

*Lecture: 3 hours*

Basic Skills 044CE is a contextualized reading and writing course to prepare students for transition to apprenticeships, college and career. Course content includes skimming and scanning, annotation, reading for main idea, reading strategies, sentence structure, summarizing versus responding, paragraph structure, and paragraph types, reading charts and graphs and vocabulary.

### **066CE Financial Literacy-Personal Money Management (0)**

*Lecture: 2 hours*

Basic Skills 066CE is a noncredit credit course that provides an overview of personal financial management skills, positive banking relations and achieving financial security. Topics include personal budgeting, saving, credit, appropriate use of credit cards, banking services, installment loans, housing rental and purchasing real estate.

### **075CE Introduction to Post-Secondary Education (0)**

*Lecture: 1 hour*

This course introduces students to the opportunities and benefits of post-secondary education. This course provides students with essential information and strategies and tools that will help overcome real and perceived obstacles and successfully navigate their transition to college.

### **083CE GED\HiSet Preparation: Literature and the Arts (0)**

*Lecture: 3 hours*

This course is designed to prepare students for the General Educational Development (GED): Literature and the Arts Test or other high school equivalency exams or other high school equivalency exams (HiSET, TASC). Course content includes critical thinking skills- reading comprehension skills, interpreting graphs, analyzing literature and the arts including tone and style/prose fiction, interpreting poetry, drama, plays, non-fiction and commentaries.

### **084CE GED\HiSet Preparation: Mathematics (0)**

*Lecture: 3 hours*

This course is designed to prepare students for the General Educational Development (GED): Mathematics Test or other high school equivalency exams (HiSET, TASC). Course content includes arithmetic, the metric system, algebra, geometry, statistics, and probability problems. Depending upon the diagnostic assessment, students will be directed to an appropriate plan of study.

### **085CE GED\HiSet Preparation: Science (0)**

*Lecture: 3 hours*

This course is designed to prepare students to pass the General Educational Development (GED): Science Test or other high school equivalency exams (HiSET, TASC). Course content includes biology, earth science, astronomy, geology, meteorology, chemistry, and physics.

### **086CE GED\HiSet Preparation: Social Studies (0)**

*Lecture: 3 hours*

This course is designed to assist students prepare for the Social Studies component of the General Education Development( GED) examination or other high school equivalency exams (HiSET, TASC). Course content includes the five basic social studies content areas: United States history, civics and government, economics, and geography.

### **087CE GED\HiSet Preparation: Writing Skills (0)**

*Lecture: 3 hours*

This course is designed to prepare students for the Language, Writing Skills component of the General Educational Development (GED) examination or other high school equivalency exams (HiSET, TASC). Course content includes sentence structure, English usage, mechanics, and writing 5-paragraph essays.

### **098CE Math for College and Career Readiness (0)**

*Lecture: 3 hours*

This noncredit contextualized math class prepares student for successful transition to college, apprenticeships, and employment. Topics include numeracy, fractions, decimals, unit conversion, ratios, proportions, algebra, measurement and statistics. This course can be adapted to prepare and support specific CTE programs.

### **108CE 21<sup>st</sup> Century Employability Skills: Entrepreneurial Mindset (0)**

*Lecture: 0.5 hours*

Vocational Education 108CE is part of the 21st Century Employability Skills series. This noncredit course is designed to increase the entrepreneurial skills that are essential in today's dynamic workplace environment.

### **109CE 21<sup>st</sup> Century Employability Skills: Analysis/Solution Mindset (0)**

*Lecture: 0.5 hours*

Vocational Education 109CE is part of the 21st Century Employability Skills series. This noncredit course is designed to increase the analysis/solution mindset skills that are essential in today's dynamic workplace environment.

### **110CE 21<sup>st</sup> Century Employability Skills: Empathy (0)**

*Lecture: 0.5 hours*

Vocational Education 110CE is part of the 21<sup>st</sup> Century Employability Skills series. This noncredit course is designed to increase the empathy skills that are essential in today's dynamic workplace environment.

### **111CE 21<sup>st</sup> Century Employability Skills: Adaptability (0)**

*Lecture: 0.5 hours*

Vocational Education 111CE is part of the 21<sup>st</sup> Century Employability Skills series. This noncredit course is designed to increase the adaptability skills that are essential in today's dynamic workplace environment.

### **112CE 21<sup>st</sup> Century Employability Skills: Awareness (0)**

*Lecture: 0.5 hours*

Vocational Education 112CE is part of the 21st Century Employability Skills series. This noncredit course is designed to increase awareness of social diversity which is essential in today's dynamic workplace environment.

### **113CE 21<sup>st</sup> Century Employability Skills: Collaboration (0)**

*Lecture: 0.5 hours*

Vocational Education 113CE is part of the 21st Century Employability Skills series. This noncredit course is designed to increase the collaboration skills that are essential in today's dynamic workplace environment.

### **114CE 21<sup>st</sup> Century Employability Skills: Self-Awareness (0)**

*Lecture: 0.5 hours*

Vocational Education 114CE is part of the 21st Century Employability Skills series. This noncredit course is designed to increase self-awareness which is essential in today's dynamic workplace environment.

### **115CE 21<sup>st</sup> Century Employability Skills: Resilience (0)**

*Lecture: 0.5 hours*

Vocational Education 115CE is part of the 21st Century Employability Skills series. This noncredit course is designed to increase the resiliency skills that are essential in today's dynamic workplace environment.

### **116CE 21<sup>st</sup> Century Employability Skills: Communication (0)**

*Lecture: 0.5 hours*

Vocational Education 116CE is part of the 21st Century Employability Skills series. This noncredit course is designed to increase the communication skills that are essential in today's dynamic workplace environment.

### **117CE 21<sup>st</sup> Century Employability Skills: Digital Fluency (0)**

*Lecture: 0.5 hours*

Vocational Education 117CE is part of the 21st Century Employability Skills series. This noncredit course is designed to increase the digital fluency skills that are essential in today's dynamic workplace environment.

## **BIOLOGY**

### **003 Introduction to Biology (4) UC:CSU**

*IGETC Area 5B, 5C*

*CSUGE Area B2, B3*

*Lecture: 3 hours; Lab: 3 hours*

In this course the student will identify and describe the basic characteristics of life through the concepts of cell structure and function, energy interrelationships, information transfer and duplication, reproduction and development, evolution, ecology, and adaptation. The student will also be able to apply the concepts to related laboratory exercises, current and historical literature, and discussions of the effect of humans on the environment.

### **005 Introduction to Human Biology (4) UC:CSU**

*IGETC Area 5B, 5C*

*CSUGE Area B2, B3*

*Lecture: 3 hours; Lab: 3 hours*

The course includes basic biological principles as they apply to humans. The course will provide a foundation for advanced courses in Human Anatomy, Physiology and Microbiology. Topics will include human structure, function, heredity, development, evolution, ecology, disease, and bio-ethics.

### **006 General Biology I (5) UC:CSU**

*IGETC Area 5B, 5C*

*CSUGE Area B2, B3*

*Prerequisite: Math 125*

*Lecture: 3 hours; Lab: 6 hours*

In this course the student learns to identify and describe basic physiological processes of living things, basic cellular and subcellular organization, and morphology and diversity of major plant phyla. The student will also learn to apply the principles of genetics to the analysis of natural selection, population studies, and speciation.

### **007 General Biology II (5) UC:CSU**

*IGETC Area 5B, 5C*

*CSUGE Area B2, B3*

*Prerequisite: Math 125*

*Lecture: 3 hours; Lab: 6 hours*

In this course the student learns to identify and describe the comparative morphology of the major animal phyla; morphology and physiology of the major organ systems; and the reproduction, growth, and development of organisms. The student will also learn to apply the principles of ecology, behavior, and adaptation to the analysis of plant and animal ecosystems.

### **009 Man and His Environment: Biological Processes (3) CSU**

*Lecture: 3 hours*

This course utilizes basic biological concepts in an interdisciplinary approach to address environmental challenges. Topics addressed may include ecosystem characteristics and functions, population dynamics, energy and material resource use, and pollution and alternative energy sources.

### **020 Human Anatomy and Physiology (8) UC:CSU**

*IGETC Area 5B, 5C*

*CSUGE Area B2, B3*

*Prerequisite: Biology 3 or Biology 5*

*Lecture: 6 hours; Lab: 6 hours*

This course systematically integrates the fundamentals of human anatomy with the fundamentals of cellular as well as organ system physiology. Instruction and laboratory procedures (observation, experimentation, and dissection) are designed to provide a solid foundation in the anatomy, histology, and physiology of the eleven organ systems of the human body.  
*Note: This single course is equivalent to both Anatomy 1 and Physiology 1 taken together.*

### **022 Marine Biology (8) CSU**

*Lecture: 3 Hours; Lab: 3 Hours*

This class emphasizes the investigation of marine plants and animals. Intertidal, subtidal and offshore marine habitats are studied. The effect of human impact on marine environment will be reviewed. Field trips to Southern California marine habitats will be offered.

### **033 Medical Terminology (3) CSU**

*Lecture: 3 Hours*

As a result of this survey course, students will be able to use the vocabulary appropriate to typical medical practice and medical specialties. Emphasis is placed on fundamental structure, pronunciation and spelling, as well as the use of standard medical dictionaries and references.

*Note: This course is useful for medical records transcriber, medical technician, medical secretary, and medical office assistant, while*

-serving pre-nursing, and pre-medical students planning to enroll in anatomy and physiology courses. This class is the same as Allied Health 33.

## BUSINESS

### 001 Introduction to Business (3) UC:CSU

*Lecture: 3 hours*

A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the U.S. and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect a business' ability to achieve its organizational goals.

### 005 Business Law I (3) UC:CSU

*Lecture: 3 hours*

This course covers the essentials of the law of contracts: agency, employment, personal property, bailment, sales, and real property in their application to everyday problems pertaining to business and to the individual. Elementary safeguards regarding sales and sales contracts are covered. It is highly recommended that the student take Business 1 before taking this course.

### 006 Business Law II (3) UC:CSU

*Prerequisite: Business 5*

*Lecture: 3 hours*

The course covers commercial paper -drafts, trade acceptances, checks, promissory notes; business organizations-partnerships, limited partnerships, corporations, and private franchises; agency, bankruptcy, contracts, and government regulation of business.

### 038 Business Computations (3) CSU

*Lecture: 3 hours*

This course provides the principles of mathematics, financial accounting and general business problems that include the following: Bank services including checking account and credit card account activity, payroll calculations, cash and trade discounts merchandise mark-up and inventory valuation, simple and compound interest, annuities, stock and bond transactions, business consumer loans, taxes and insurance, depreciation, financial statements, ratios, and business statistics.

## CHEMISTRY (CHEM)

### 051 Fundamentals of Chemistry I (5) UC:CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Corequisite: Math 115*

*Lecture: 4 hours; Lab: 3 hours*

This introductory course, which emphasizes the principles of inorganic chemistry, is an introduction to elementary organic and biological chemistry. It is planned primarily for non-science majors.

### 101 General Chemistry I (5) UC:CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisite: Chemistry 51 and Math 125*

*Lecture: 3 hours; Lab: 6 hours*

This course covers atomic theory and stoichiometry, states of matter, thermochemistry, and equilibrium. The study of gases, liquids and solutions, equilibria in gases and solutions, solubility and chemical bonding are also included in this course of study.

### 102 General Chemistry II (5) UC:CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisite: Chemistry 101*

*Lecture: 3 hours; Lab: 6 hours*

This course offers a study of principles related to properties of liquids, solids, and mixtures. Also covered are kinetics, chemical equilibrium and thermodynamics, acids and bases, and electrochemistry. The laboratory provides experience in inorganic qualitative analysis based upon content from lecture.

### 211 Organic Chemistry for Science Majors I (5) UC:CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisite: Chemistry 102*

*Lecture: 3 hours; Lab: 6 hours*

This course is a systematic introduction to the chemistry of carbon-containing compounds. It encompasses theory and chemistry of hydrocarbons and functional group derivatives. Topics included are bonding and structure, nomenclature, stereochemistry, synthesis, and reaction mechanisms. The laboratory work focuses on techniques of synthesis, isolation, purification and instrument analysis of organic compounds.

### 212 Organic Chemistry for Science Majors II (5) UC:CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisite: Chemistry 211*

*Lecture: 3 hours; Lab: 6 hours*

This course is a continuation of the study of organic compounds that started with Chemistry 211. Emphasis is placed on the synthesis of organic compounds and mechanisms of organic reactions. Topics on organic molecules of biological importance such as amino acids, peptides and carbohydrates are also covered. The laboratory work focuses on the synthesis, isolation, purification, and instrumental analysis of organic compounds.

## CHICANO STUDIES (CHICANO)

### 002 The Mexican American in Contemporary Society (3) UC: CSU

*CSUGE Area D3, D7*

*Lecture: 3 hours*

This course investigates the most relevant issues facing the Chicano community today. Special attention will be given to the growth and impact of political behavior and under-representation, public health concerns, educational inequities, and immigration policies affecting Mexicans, Chicanos, and other Latinos.

### 004 Introduction to Chicana/o Studies (3) UC: CSU

*CSUGE Area D3, D7*

*Lecture: 3 hours*

This course is an introductory study of the discipline of Chicana/o Studies. This course examines race, ethnicity and culture in the Chicano/Latino community. It considers the movements for social change which created ethnic studies programs in the United States.



## CHILD DEVELOPMENT (CH DEV)

### 001 Child Growth and Development (3) UC: CSU

CSUGE Area D7

*Limitation on Enrollment: TB Test Verification require and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

An introductory Child Development course that examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There is an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

### 002 Early Childhood: Principles and Practices (3) CSU

*Corequisites: Child Development 1; Recommended: English 145*

*Limitation on Enrollment: TB Test Verification required and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours.*

A survey course which compares and analyzes historical as well as current models of early childhood programs. Students examine the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. Emphasis is placed on the key role of relationships, constructive adult-child interactions and teaching strategies that support physical, social, creative and intellectual development of children and lead to desired learning outcomes. Professional development and career paths based upon CA Child Developmental Permit Matrix will be discussed.

### 007 Introduction to Curriculum in Early Childhood Education (3) CSU

*Prerequisites: Child Development 1 and 2; Recommended: English 145*

*Limitation on Enrollment: TB and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

Students learn and develop the knowledge and skills to provide appropriate curriculum and environments for young children from birth to age 6. Students examine a teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. Planning, implementation and evaluation of curriculum includes but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math, natural and physical sciences.

### 008 Curriculum in Early Childhood Education (3) CSU

*Prerequisite: Child Development 1, 2, and 7; Recommended: English 145*

*Limitation on Enrollment: TB Test Verification required and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

Students design and evaluate developmentally appropriate curriculum and environments for young children from birth to age 8. Based on the value of play, students demonstrate the teacher's role in applying theory to practice in supporting children's concept development. Preparing and assessing the implementation of curriculum will include but not be limited to: language and literacy,

social studies, art and creativity, music and rhythm, physical and motor mastery, mathematics, and physical sciences.

### 009 Advanced Curriculum: Art in Early Childhood (3)

*Prerequisites: Child Development 1 and 2, English 28;*

*Recommended: English 145*

*Lecture: 3 hours*

This course is an advanced exploration of visual art and creative curriculum in early childhood. Students are introduced to contemporary philosophies of art education and basic art concepts as they relate to early childhood education (birth - 8 years old). This course will emphasize the development of basic artistic and pedagogical skills, techniques, and strategies for working with young children to develop aesthetic perception and to promote creative expression. Further, this course provides a study of the importance of integrating art into the educational experience and examines the impact on overall child development for both typically and atypically developing children.

### 010 Health, Safety and Nutrition (3) CSU

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course introduces the student to current information of laws, regulations, standards, concepts, policies and procedures in the field of health, safety, and nutrition and their relationship to young children. Special emphasis is placed on the key components that ensure physical health, mental health and safety for children will be identified along with the importance of collaboration with families and health professionals. This course is also intended for students to learn how teachers guide a child's development of habits and behaviors that influence life-long health.

### 011 Child, Family and Community (3) CSU

*Lecture: 3 hours*

This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.

### 012 Parent-Teacher-Child Interaction (3) CSU

*Lecture: 3 hours*

This course provides the student with a general overview of parental involvement and parents as partners in early childhood education. Special emphasis is placed on the integration and configuration of parent-child relationships, as well as on parent-teacher communication. The developmental context of socialization and its influence on families will be explored.

### 016 The Growing Brain: From Birth to Age Eight Years Old I (2) CSU

*Lecture: 2 hours*

This course introduces the student to current research and neuroscience that explains the growth of the brain from birth to five years of age. The basics of brain growth and development will be explored, with emphasis on factors affecting brain growth, communication and language development, and cognition and executive functioning. This course helps to translate very complex terminology and concepts related to brain growth and development so that the brain and its role in early development can be easily

understood. This course is also intended for students to learn how to best support children's brain development and understand factors and experiences that can harm and protect the growing brain. This course will be taught by a certified Zero to Three - The Growing Brain Trainer.

### **017 The Growing Brain: From Birth to Age Eight Years Old II (2) CSU**

*Lecture: 2 hours*

This course introduces the student to current research and neuroscience that explains the growth of the brain from birth to five years of age. The basics of brain growth and development will be explored, with emphasis on social-emotional development, understanding behavior, and everyday play. This course is intended for students to understand how social-emotional development and the stages and types of play unfold in the first 5 years. This course also addresses how children's behavior is influenced by the brain. This course will be taught by a certified Zero to Three - The Growing Brain Trainer.

### **022 Practicum in Child Development I (4) CSU**

*Prerequisites: Child Development 1, 2, 7 and 34; English 101*

*Recommended: Child Development 8*

*Limitation on Enrollment: TB Test Verification and Immunization required (Pertussis, MMR, and Influenza)*

*Lecture: 2 hours; Lab: 8 hours*

This course is a supervised practicum experience in an early childhood educational setting. Students are assigned to the LASC Lab School or approved local Child Development programs to demonstrate developmentally appropriate early childhood teaching competencies under guided supervision of the college instructor and preschool classroom Master/Mentor teacher. Students utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, assessment and knowledge of curriculum content areas is emphasized as student teachers design, implement and evaluate experiences that promote positive development, learning and social-emotional competence. NOTE: In addition to the seminar class, students are required to complete a minimum of 108 hours, two days a week TBA, at an APPROVED field site.

### **023 Practicum in Child Development II (4) CSU**

*Prerequisites: Child Development 22 and 42*

*Limitation on Enrollment: TB Test Verification and Immunization required (Pertussis, MMR, and Influenza)*

*Lecture: 2 hours; Lab: 6 hours*

This course provides an advanced practicum experience. Students apply assessment strategies to plan, implement, and evaluate developmentally appropriate activities. Techniques that promote partnerships between teachers and families are developed. An educational philosophy statement, a resume and a professional portfolio are created. Students assigned to directed, practicum teaching in a child development center demonstrate professional and ethical behaviors. Students will choose an area of specialization from the following areas: all-inclusive pre-school program, infants and toddlers, early intervention, special needs or school-age programs to do their internship during this specialization practicum course. The pre-requisites for this course are CD 1,2,7,8,22,34,42, English 28 or 145 (or higher) and specialization courses (if applicable). This course builds on CD 22 foundational curriculum. TB test clearance and immunization verification are also prior to placement at a practicum site. NOTE: In addition to the seminar class, students are required to

complete a minimum of 108 hours, two days a week TBA, at an APPROVED field site.

### **027 Advanced Curriculum: Science and Math in Early Childhood (3) CSU**

*Prerequisites: Child Development 1 and 2 Recommended: English 145*

Students analyze creative science and mathematics curriculum in early childhood education (birth - 8 years old). The development of scientific procedure with particular attention to inquiry and prediction as basic cognitive skills, current math learning theory and techniques, and strategies for working with young children to promote creative thinking is emphasized. Students evaluate the use of blocks and cooking within the Early Childhood framework, particularly as they relate to science and math.

### **028 Advanced Curriculum: Music, Movement and Language Arts Curriculum (3) CSU**

*Prerequisites: Child Development 1 and 2; Recommended: English*

*145* Students will explore language arts in this advanced curriculum course that emphasize the concepts of listening, speaking, emergent writing and reading for the young child. Developmentally appropriate practices in music/movement, gathering/circle time curriculum that relate to early childhood education (birth - 8 years old) will be explored. Students analyze age and content appropriate children's literature.

### **030 Infant & Toddler Studies I (3) CSU**

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course provides an in-depth study of the physical, cognitive, social/emotional development of infants from birth to toddlerhood. Respectful care giving principles and practices, developmentally appropriate environment, adult relations, health and safety skills, and responsive curriculum designs for infants and toddlers are emphasized. Students will learn strategies for observing infants in care giving settings.

### **031 Infant & Toddler Studies II (3) CSU**

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course provides principles of inclusive, respectful caregiving for infants and toddlers with a variety of program designs. Topics cover typical and atypical development appropriate environments, curriculum, health, safety, and licensing issues, as well as, observations, assessments, family communications, home visiting, resources, and current research on brain development.

### **034 Observing and Recording Children's Behavior (3) CSU**

*Prerequisites: Child Development 1; Recommended: English 145*

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course examines strategies for observing and recording children's behavior. The student explores forms of documentation such as anecdotal records, running records, portfolios, checklists, rating scales, and other forms that help to guide curriculum, to document learning, and to communicate children's progress.

### **035 Fostering Literacy Development in Young Children (3) CSU**

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course is designed for students interested in, or currently working in the field of, early childhood education. Students will build skills in promoting literacy in children from birth through age five. Students will also develop a strong foundation in early reading and writing within a developmentally appropriate approach.

### **036 Literature for Early Childhood (1) CSU**

*Lecture: 1 hour*

A survey of literature suited for children up to 8 years old with emphasis on techniques for selection and presentation. Storytelling, acquaintance with literature particularly suited for young children, and the early development of desirable attitudes toward reading will be stressed. Recommended for early childhood and primary grade teachers and parents.

### **037 Literature for School Age Childhood (2) CSU**

*Lecture: 2 hours*

Survey of literature suitable for children in school settings, beginning with Pre-Kindergarten. Emphasis given to selection, preparation and presentation of literature utilizing a variety of genres and as well as methods of presentation. Recommended for early childhood and primary school teachers and parents.

### **038 Administration and Supervision of Early Childhood Programs I (3) CSU**

*Prerequisites: Child Development 1 and 2*

*Lecture: 3 hours*

This course prepares the student to establish and administer an early childhood program. Financial aspects of administration, regulations pertaining to administration, and the tools, philosophies, and techniques needed to operate an early childhood program are emphasized. The course partially fulfills the licensing requirements for the director.

### **039 Administration and Supervision of Early Childhood Programs II (3) CSU**

*Prerequisite: Child Development 1, 2 and 38*

*Lecture: 3 hours*

This course provides training for administrators of early childhood programs on a variety of topics pertaining to administering an early childhood program. Topics include: leadership principles and practices, decision making processes, supervision and staff development, conflict resolution strategies and building family partnerships.

### **042 Teaching in a Diverse Society (3) CSU**

*Lecture: 3 hours*

Students examine the development of social identities in diverse societies including theoretical and practical implications affecting young children, families, programs, teaching, education and schooling. Culturally relevant and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society will be explored. The course involves self-reflection of one's own understanding of educational principles in integrating anti-bias goals in order to better inform teaching practices and/or program development.

### **044 Early Intervention for Children with Special Needs (3) CSU**

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course is designed for students interested in specializing in or working with children with special needs. Instruction focuses on accommodating and adapting the physical environment, instructional strategies and curriculum to meet the needs of differently-abled children and their families.

### **045 Programs for Children with Special Needs (3) CSU**

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course is an introduction to the study of exceptional children including classification and special characteristics. The focus is on general program planning, as well as, adapting daily activities in inclusive early childhood settings.

### **046 School Age Programs I (3) CSU**

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course is an introduction to strategies used in child development programs for school age children. It includes understanding the growth and developmental skills and needs of school age children and the teacher's role in children's development. Characteristics of an effective school age teacher will be explored.

### **047 School Age Programs II (3) CSU**

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course explores developmentally appropriate program planning in child development programs for school age children. It includes guidelines for practices that are most effective in promoting children's learning and development. Emphasis is placed on curriculum development, planning for cultural and linguistic diversity and understanding environment and its impact on development. Quality and standards for school age programs as well as assessing children's progress will be explored.

### **048 Positive Guidance in Early Childhood Settings (3) CSU**

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 3 hours*

This course provides exploration of developmentally appropriate management techniques for children in early childhood settings. Emphasis is on developing culturally sensitive individualized plans for behavior management of traditional and special needs children.

### **058 Transitional Kindergarten (3) CSU**

*Lecture: 3 hours*

An exploration of transitional kindergarten programs in relation to children's developmental needs, curriculum models, the role of the teacher, and the context and structure of the learning environment.

### **060 Introduction to Family Child Care I (1) CSU**

*Lecture: 1 hour*

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

Designed for family child care providers and persons entering the professional. Focuses on high quality physical environments in a home setting. Reviews and utilizes the Family Home Day Care Rating Scale for facilities in evaluating and assessing the classroom and teacher effectiveness. Includes field study of accredited programs and the usage of different quality assessment tools.

### **061 Introduction to Family Child Care II (1) CSU**

*Lecture: 1 hour*

An in-depth study of the business aspects of Family Child Care Programs: contracts, advertising, marketing, networking, budgets, record-keeping, staff relations, working with parents, licensing regulations, philosophy, brochures, handbook, and inclusions of children with special needs.

### **062 Developmental Profiles: Pre-birth through Age Eight (2) CSU**

*Lecture: 2 hours*

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

Provides a better understanding of the growth and development of infants, toddlers, preschoolers, and school-age children. This course improves teacher/child interactions, provides realization of infant capabilities, awareness of toddler's development in self-help skills, appreciation for preschooler's unique personalities and temperaments, and provides strategies for more appropriate routines and programs.

### **063 Creative Curriculum in a Family Child Care Setting (2) CSU**

*Lecture: 2 hours*

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

Designed for family childcare providers and persons entering the profession. Emphasis is on play and creative experiences in the home setting for children. Course includes dramatic play, music, art, and cooking.

### **065 Adult Supervision/Early Childhood Mentoring (2)**

*Prerequisite: Child Development 2*

*Limitation on Enrollment: TB Test Verification and Immunization Required (Pertussis, MMR, and Influenza)*

*Lecture: 2 hours*

This course is a study of the methods and principles of supervising student teachers in early childhood classrooms. The course will emphasize the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff.

## **COMMUNICATION STUDIES (COMM)**

### **101 Public Speaking (3) UC: CSU**

*IGETC Area 1C*

*CSUGE Area A1*

*Lecture: 3 hours*

Students study the theory and techniques of public speaking in a democratic society. They learn discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive

extemporaneous public speeches utilizing effective outlines, structure and style.

### **104 Argumentation and Debate (3) CSU**

*Lecture: 3 hours*

Methods of critical inquiry and advocacy. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments. Analysis, presentation, and evaluation of oral and written arguments.

### **106 Forensics (2) CSU**

*Activity: 7 hours*

This course provides advanced training in public speaking, oral interpretation, argumentation skills and intercollegiate competition in public debate.

### **121 Interpersonal Communication (3) CSU**

*Lecture: 3 hours*

Principles of verbal and nonverbal transactions that occur in relationships. Study of theory and research findings and their application to communication in interpersonal relationships in personal and professional contexts.

### **122 Intercultural Communication (3) CSU**

*Recommended: English 28 or English 363*

*Lecture: 3 hours*

This course examines communication in the context of intercultural interactions, explores verbal and nonverbal communication similarities and differences in communication across cultures, and provides strategies to enhance interpersonal communication skills within the context of intercultural communication.

### **130 Introduction to Oral Interpretation of Literature (3) UC: CSU**

*CSUGE Area C2*

*Lecture: 3 hours*

Students will develop the ability to understand, appreciate, relate to, and perform various forms of literary art. Emphasis is placed on the selection and adaptation of worthwhile literary material, as well as on artistic and effective vocal and gestural presentation.

### **151 Small Group Communication (3) CSU**

*Lecture: 3 hours*

This course provides an analysis of the purposes, principles, and types of small group processes. Development of individual skills in leadership, problem solving, is achieved by responsible small group participation.

### **190 Communication and New Media (3) CSU**

*Lecture: 3 hours*

This course introduces computer-mediated communication. Students examine how the Internet, specifically popular culture, social media, websites, blogs, podcasts, YouTube, and social networks, have reshaped communication practices. The course offers an overview of relevant theories and critical issues while providing students with the opportunity to apply communication skills using new media.

## **COMPUTER APPLICATIONS and OFFICE TECHNOLOGIES (CAOT)**

### **001 Computer Keyboarding I (3) CSU**

*Lecture: 2 hours; Lab: 3 hours*

This course instructs students in proper keyboarding techniques to accomplish mastery of the computer keyboard by touch. Students will develop speed and accuracy and produce basic business documents such as business letters, reports, and tables using word processing software.

### **001A Computer Keyboarding IA (1) CSU**

*Lab: 2 hours*

This course instructs students in proper keyboarding techniques to accomplish mastery of the computer keyboard by touch. Students will develop speed and accuracy.

### **002 Computer Keyboarding II (3) CSU**

*Lecture: 2 hours; Lab: 3 hours*

Mastery of the keyboard and basic operations of typing are developed. Emphasis is placed on formatting and producing letters and tables using Microsoft Word. Through the practice of drills and exercises, this course provides students with improving keyboarding techniques, such as proofreading, speed and accuracy. Students develop basic keyboarding speeds from 40 words-per-minute to 50 words-per-minute with no more than one error-per-minute. Students are introduced to the basic functions of the current versions of Microsoft Word, as well as creating the following types of business documents: e-mail/memos, letters, reports, tables and updating web pages as end users.

### **003 Computer Keyboarding III (3) CSU**

*Prerequisite: CAOT 2*

*Lecture: 2 hours; Lab: 3 hours*

Develops speed and accuracy between 50-55 net words per minute. The student learns more of producing specialized forms and reports, such as business reports, legal and accounting papers. The course specifically emphasizes shortcuts in handling of materials, statistical input and development of 'thinking at the computer keyboard,' develops production skills in using advanced features of the Word processing program being used to create properly formatted business documents which includes composition at the keyboard, decision making, and timed production of letters, tables, and reports. Develops minimum speed of 50 net wpm.

### **005 Introduction to Computerized Medical Records Management (1)**

*Prerequisite: CAOT 33*

*Lecture: 1 hour*

This course is designed to prepare students to work with commercial software used in hospitals, doctor's offices, health clinics, insurance companies, and other health-related organizations.

### **008 Computerized Office Records Management (1)**

*Prerequisite: CAOT 33*

*Lecture: 1 hour*

This course is designed to prepare students to work with commercial software used in various business organizations today.

### **031 Business English (3) CSU**

*Lecture: 3 hours*

This course offers the student a review of, and training in, the fundamentals of English grammar as applied to current Business English. Emphasis is placed on reference skills, parts of speech, sentence structure, word usage, business vocabulary, and current business writing conventions.

### **033 Records Management and Filing (2)**

*Lecture: 1 hour; Lab: 2 hours*

This course covers the standard rules and principles of indexing and filing as well as information management principles, operations, and organization. The student will receive training in filing methods used most frequently, including alphabetic, subject, numeric and geographic procedures as well as record systems and control.

### **034 Business Terminology (2) CSU**

*Lecture: 2 hours*

This course is designed to develop word command by increasing vocabularies, enabling students to use relevant words in both written and oral communications and become acquainted with specialized business-related terminologies that help prepare students not only for a business career but also for consumer transactions in today's world.

### **035 Concepts In Information Systems (3) CSU**

*Lecture: 3 hours*

This course is intended to provide students with the basis for understanding the concepts necessary for success in the Information Age. It provides an introduction to the basic concepts of personal computer literacy, including operating systems software, internet browsers (MS Internet Explorer), (MS Windows), word processing, (MS Word,) spreadsheets (MS Excel), and presentation software (MS PowerPoint).

### **064 Computer Applications and Office Technologies Laboratory (1) CSU**

#### **Pass/No Pass RPT 3**

*Lab: 2 hours*

Develops competency in the subject areas taught in the Computer Applications and Office Technologies Department. Designed as an aid to students who need additional time and practice to increase their knowledge and skills in any computer applications and office technologies course.

### **082 Microcomputer Software Survey in the Office (3) CSU**

*Lecture: 2 hour; Lab: 3 hours*

This course provides hands-on experience using the Microsoft Office Suite including Word, (word processing), Excel (spreadsheet), Access (database), PowerPoint (presentation graphics) and Outlook (personal information manager). Students gain core level skills necessary to design, create, and edit word processing documents, spreadsheets, databases, and presentations. Students develop proficiency in basic computer skills including Outlook and using Windows GUI interface.

### **084 Microcomputer Office Applications: Word Processing (3) CSU**

*Prerequisite: CAOT 1 and 1D*

*Lecture: 2 hour; Lab: 3 hours.*

This course provides information and hands-on training on the use of Microsoft Word. Students will learn how to create, edit, and manipulate various types of documents. Students will create, format, edit, save, and print documents including letters, memoranda, tables and reports. Shared documents and mail-merge are also presented.



### **085 Microcomputer Office Applications: Spreadsheet (3) CSU**

*Lecture: 1 hour; Lab: 4 hours*

This course provides a detailed study of business applications using Microsoft Excel or a similar software. Topics include the commands, formats, and functions of spreadsheet software with an emphasis on its use as a problem solving and financial analysis tool. Students will learn formulas, conditional formatting, charts, macros, editing, formatting and linking of worksheets. Emphasizes preparing computerized worksheets, using advanced formulas and functions to analyze data, prepare charts, and simplify office accounting procedures.

### **097 Internet for Business (3)**

*Lecture: 2 hours; Lab: 3 hours*

Introduction to the Internet for Office Administration (3) Lecture 3 hour; Laboratory 2 hours. This course provides hands-on experience with the Internet and World Wide Web using web browser software like Microsoft Internet Explorer and Netscape Navigator to find, access and use information from the Internet. Students will develop the skills to create, send and receive E-mail and Instant Messages using web based software. Students will learn how to find, evaluate, and select Internet Service Providers, E-commerce sites, and research resources. Skill will be developed to explore business, career, government, news, reference databases, travel, and other internet services and utilities. Students will learn the fundamentals of web page design and how to design and create basic web page using HTML.

### **107 Microcomputer Office Applications: Web Design for the Office (3) CSU**

*Prerequisite: CAOT 112*

*Lecture: 2 hours; Lab: 3 hours.*

This course provides skills to utilize advanced web design tools. Students design, build, and publish web sites using Adobe Dream Weaver, advanced HTML, the basic concepts of Java script and Java applets. Students will use graphics, style sheets, hyperlinks, tables, forms, and multimedia capabilities to create advanced web sites for the high-tech office environment.

### **108 Presentation Design for the Office (2) CSU**

*Recommended: CAOT 82*

*Lecture: 1 hour; Lab: 2 hours*

This course provides the skills to use presentation authoring software like Microsoft PowerPoint to design, modify, and create professional-looking multi-media presentations. Students will develop presentations that include dynamic and static links, graphic elements, tables, charts, diagrams, sound, animation and other enhancement features. Students will also learn how to convert their presentations into dynamic web site elements.

### **109 Web Multimedia for the Office (3) CSU**

*Prerequisite: CAOT 82*

*Recommended: CAOT 113*

*Lecture: 2 hours; Lab: 3 hours*

This course provides hands-on design and implementation skills using multimedia Web design tools. Students will incorporate video, sound, graphics, animation, and other multimedia capabilities related to website production in the high-tech office environment.

### **112 Microcomputer Office Applications: Web Page Design (3) CSU**

*Prerequisite: CAOT 82*

*Lecture: 2 hours; Lab: 3 hours*

This course will provide the skills to design, modify, create, and publish web pages using HTML/XHTML. Students will develop multipage web sites using HTML/XHTML that include links, graphic elements, tables, style sheets, templates, forms and other enhancement features. An understanding of HTML/XHTML will be developed, along with the ability to trouble shoot and improve website design.

### **113 Introduction to Adobe Photoshop for the Office (3) CSU**

*Prerequisite: CAOT 82*

*Lecture: 1 hour; Lab: 4 hours*

This course is an introduction to graphics design using Adobe Photoshop. The class will focus on the basic elements of computer graphic arts software for business, digital layout, rendering and manipulation of computer and still imagery. Among the skills covered will be: selection tools, layers, channels, masks, painting tools, image editing, and applications of filters, integration of text, and the combining of images.

### **126 Introduction to Medical Coding/Billing (3)**

*Recommended: CAOT 82 or CAOT 1*

*Lecture: 3 Hours*

Introduces students to the skills necessary to become proficient in basic medical office billing and coding procedures (Procedural Coding CPT as well as ICD-9-CM Diagnostic Coding). Includes practice processing insurance claims and managing patient insurance billing and reimbursement using medical programing software.

### **127 Introduction to Digital Video (3) CSU**

*Prerequisite: CAOT 82*

*Recommended: CAOT 113*

*Lecture: 1 hour; Lab: 4 hours*

This course prepares students to use digital video for multimedia presentations and will cover basics of shooting and editing digital video, as well as provide a basic comprehension of concepts for shooting digital video. Students will produce 2-3 minute video presentations, edit and market their videos for uploading to video sharing websites.

### **133 How to Succeed in an Online Course (1)**

*Lecture: 1 hour; Lab: 0.5 hours*

This course is intended for students wishing to enroll for the first time in an online class. It covers the basic navigation of the online environment including how to post to forums, take quizzes, submit assignments, etc. as well as the soft skills needed to be successful in an online environment.

### **134 How to Teach an Online Course (1.5)**

*Lecture: 1 hour; Lab: 1 hour*

This is a class that prepares instructors to use online components in both traditional classes and online classes and to use a common Course Management System to facilitate their courses. This class will give instructors actual online class experience as students, expose them to pedagogy of online classes, and to help them prepare their own course material.

### **150 Social Media for Business (3) CSU**

*Prerequisite: CAOT 82*

*Lecture: 1 hour; Lab: 4 hours*

Students will learn how to promote their business on the popular social networking websites. Topics include web marketing, video

sharing, blogging, RSS feeds, creating a fan base, and building traffic to your website and business. Students will learn how social media websites can be a tool to promote and expand their online presence.

### 255 Electronic Commerce (E-Commerce) (3) CSU

*Prerequisite: CAOT 82*

*Lecture: 1 hour; Lab: 4 hours*

Students will learn to identify and understand fundamental terms and concepts related to E-Commerce, recognize the evolution of e-commerce, and have an understanding of aspects pertinent to selling and marketing on the Internet. Students will research current e-commerce trends and topics such as b2b and b2c. Successful e-commerce case studies will be analyzed in the class.

### 941 Cooperative Education-CAOT (4) CSU

*Lecture: 4 hours*

Computer Applications Office Technology is approved for Cooperative Education, Work Experience, and Internships. See listing under Cooperative Education.

## COMPUTER INFORMATION SYSTEMS (CIS)

### 100 Practical PC and Career Technologies (1) (Formerly Co Sci 600)

*Lecture: 0.5 hours; Lab: 1.5 hours*

This is a basic course in computer literacy concepts. It provides an overview of Windows-based PCs. Basic Microsoft Windows, installing software; naming and saving files, compressing and decompressing files, downloading files, organizing files in folders, as well as protecting files will be introduced. The class will also cover how to connect to and search the Internet, and how to send e-mail with attachments. The students will assess implications of computer technology on society. Students will be introduced to college resources that assist them in entering the computer field and complete their programs successfully. In-demand careers in technologies will be discussed to boost student interest in Science, Technology, Engineering, Math, and increase their employability in the field of Computer Science.

### 101 Introduction to Computers and Their Uses (3) UC: CSU

(Formerly Co Sci 601)

*Lecture: 2 hours; Lab: 2 hours*

This is a basic course in computer literacy concepts. It provides an overview of computer networking, hardware and software (including operating systems and file management). The students will assess implications of computer technology on society.

### 104 Microcomputer Application Software (3) CSU (Formerly Co Sci 630)

*Prerequisite: CIS 601 (Formerly Computer Science 601)*

*Lecture 2 hours; Lab: 2 hours*

This course covers applications and development software for microcomputers. Topics covered include basic operating systems, file management, wired and wireless networks, Network Applications Providers (NAP), Network Service Providers (NSP), and Internet Service Providers (ISP). The course also covers the relationship between HTML, XHTML, HTTP, URLs, browsers, and Web servers and application processing of digital video and 3-D animation. It

provides an overview of enterprise-wide information systems, basic database concepts and object oriented programming.

### 111 Supporting Windows Desktop (3) CSU (Formerly Co Sci 614)

*Prerequisite: CIS 101 (Formerly Computer Science 601)*

*Lecture 2 hours; Lab: 2 hours*

Students explore the deployment, installation, configuration, and maintenance of Windows desktops in networked environments with an emphasis on practical, hands-on learning strategies. Students apply multiple installation and upgrade strategies, disk and device management, and basic network configuration for domain-based and workgroup-based networks. Techniques for performance monitoring and security are also practiced. This course also gives students a solid grounding in the fundamentals of computer security like access control, file and folder permission, auditing and encryption. Students will learn how to harden operating systems to repel attacks. The course is designed to help students prepare for Microsoft certification.

### 120 Introduction to Databases (3) CSU (Formerly Co Sci 632)

*Prerequisite: CIS 104 (Formerly Computer Science 630)*

*Lecture: 3 hours*

This course covers the concepts of database structures and design involving the physical and logical structures and the environments in which they can be applied. Students will gain a comprehensive coverage of the database features including creating and maintaining a database, creating simple and advanced queries, creating standard and custom forms and reports, enhancing table design, automating tasks with macros, working with layout view, interactive form and report design capabilities, and changes to security features. This course provides students with a solid understanding of important database concepts, including database design, field properties, table relationships, join types, splitting a database, object dependencies, normalization, and naming conventions. The three major approaches to the application of databases are included: relational, hierarchical, and network. Students will have a variety of hands-on and case project assignments that reinforce the database concepts. This course meets the requirements for the Microsoft Certified Application Specialist exam for Microsoft Office Access 2007.

### 140 Certified Internet Webmaster Associate (CIWA): Internet Fundamentals (3) CSU (Formerly Co Sci 621)

*Prerequisite: CIS 101 (Formerly Computer Science 601)*

*Lecture: 2 hours; Lab: 2 hours*

This is the first in a series of three courses for the CIW (Certified Internet Webmaster) Internet skills certification program. It is designed to guide students through the use of key internet, Intranet, and Extranet technologies. Students will gain experience configuring both Netscape Navigator and Microsoft Internet Explorer to access rich multimedia content. Students will use Plug-ins to enhance the functionality of Navigator and Internet Explorer. Additionally, they will be introduced to a variety of search engines and the basics of electronic commerce and email, and they will investigate security issues.

*Note: This course is endorsed by the International Webmasters Association (IWA) and the Association of Internet Professionals (AIP).*

## 141 Certified Internet Webmaster Associate (CIWA): Web Page Authoring Fundamentals (3) CSU

(Formerly Co Sci 622)

*Prerequisite: CIS 140 (Formerly Computer Science 621)*

*Lecture: 2 hours; Lab: 2 hours*

This is the second in a series of three courses for the CIW (Certified Internet Webmaster) Internet skills certification program covering Web page creation and other aspects of Web authoring. Students are introduced to the development of Web pages in a text editor and graphical user interface (GUI) editor. Students will create Web pages containing text, graphics, hyperlinks, tables, forms and frames. They also will use Cascading Style Sheets (CSS) and study the basics of Extensible Hypertext Markup Language (XHTML), JavaScript, Dynamic HTML (DHTML) and the Document Object Model (DOM).

*Note: This course is endorsed by the International Webmasters Association (IWA) and the Association of Internet Professionals (AIP).*

## 142 Certified Internet Webmaster Associate (CIWA): Networking Fundamentals (3) CSU Formerly Co Sci 623

*Prerequisite: CIS 141 (Formerly Computer Science 622)*

*Lecture: 2 hours; Lab: 2 hours*

This is the third in a series of three courses for the CIW (Certified Internet Webmaster) Internet skills certification program. This course presents fundamental networking concepts and practices. Topics include network architecture and standards, network types, protocols, Internet servers, TCP/IP, and security.

*Note: This course is endorsed by the International Webmasters Association (IWA) and the Association of Internet Professionals (AIP).*

## 144 Multimedia E-Presentations Essentials (3) CSU

(Formerly Co Info 30)

*Lecture: 2 hours; Lab: 2 hours*

This course examines the power of using Electronic Presentations as a tool to deliver a high-stakes presentation to your peers, your boss, your customers, or general public. Presentation software is one of the tools that requires professionals to think visually on an almost daily basis. Students will be introduced how to effectively design, create and deliver a powerful Electronic Presentation. Effective visual expression elements will be covered. Several Electronic Presentations software will be used in the class.

## 146 Multimedia Presentations for the Internet I (3) CSU

(Formerly Co Info 35)

*Prerequisite: CIS 101 (Formerly Computer Science 601)*

*Lecture: 2 hours; Lab: 2 hours*

The Multimedia Essentials course teaches students fundamental multimedia skills, including how to use presentation software, graphics software, and other digital and multimedia tools. This course will introduce students to the multimedia building blocks of text, images, sound, animation, and video while going one step further to develop an understanding of the process of making multimedia. Students will use transitions, animation and sound in the presentation. Students will study graphics topics including vector and bitmap images, file formats, and terms related to the creation of graphical images. In addition, they will use graphics software tools to create, enhance and modify images. Finally, students will create a

multimedia presentation that incorporates edited video, animation and sound, and that demonstrates good design, smooth transitions and effective message delivery.

## 160 Communications Technology Essentials (3) CSU

(Formerly Co Info 104)

*Lecture: 3 hours*

New communication technologies are being introduced at an astounding rate. Getting familiar with these technologies is increasingly challenging. This course gives the students the fundamental understanding of the Communication Technologies and how these technologies have affected social and professional relationships and help the students to stay ahead of these ever-changing and emerging technologies. This course covers digital signage, cinema technologies, social networking, and telepresence, in addition to several other technologies. Latest developments, trends, and issues in communication technologies are covered in this course.

## 162 Cyber Security I (3) CSU (Formerly Co Sci 611)

*Recommended: CIS 104 (Formerly Computer Science 630)*

*Lecture: 2 hours; Lab: 2 hours*

This course is the first in the series of two that present the theory and practice of information systems security. It covers the basics of Windows architecture, the differences in the versions, the installation, and configuration of both stand-alone and networked systems. It explains and explores the main network communications protocols, such as TCP/IP, their proper configurations, network management utilities and tools. Network administration tools such as Windows User accounts, User Account Permissions and Privileges are covered. It also covers the features of servers and their unique security considerations. This course includes coverage of threats, vulnerabilities and the techniques, tools, and best practices used to discover, prevent and/or mitigate these threats and vulnerabilities.

## 163 Googling Security (3) CSU (Formerly Co Info 110)

*Recommended: CIS 101 (Formerly Computer Science 601)*

*Lecture: 3 hours*

What does Google know about you? And who are they telling? When you use Google's 'free' services, you pay, big time with personal information about yourself. Google is making a fortune on what it knows about you and you may be shocked by just how much Google does know. This course reveals how Google's vast information stockpiles could be used against you or your business and what you can do to protect yourself. In this course, students will study the security implications of using Google's products and services. This course is an indispensable resource for everyone, from private citizens to security professionals, who relies on Google.

## 164 Security Awareness (3) CSU (Formerly Co Info 112)

*Recommended: CIC 101 (Formerly Computer Science 601)*

*Lecture: 3 hours*

This course presents a basic introduction to practical computer security for all users, from students to home users to business professionals. Topics include Privacy and Property in Cyberspace, E-mail Vulnerabilities, Web-browsing Vulnerabilities and other cyber vulnerabilities and land mines. This course provides cyber advice to

reduce the risk of internet attacks and clearly explains how to work defensively to safeguard a computer system, how to keep alert, how to prepare for attacks, and what to do when attacks occur.

### **165 Principles of Information Security (2) CSU (Formerly Co Sci 683)**

*Prerequisite: CIS 101 (Formerly Computer Science 601)*

*Lecture: 2 hours*

*Lab: 2 hours*

This course explores the field of information security and assurance with content including new innovations in technology and methodologies. Students will revel in the comprehensive coverage that includes a historical overview of information security, discussions on risk management and security technology (Firewalls and VPNs), current certification information, legal, ethical, and professional issues in information security. Cryptography, physical security, and implementing information security will be covered. This course builds on internationally-recognized standards and bodies of knowledge to provide the knowledge and skills students need for their future roles as business decision makers. Students can feel confident that they are using a standards-based, content-driven resource to prepare for their work in the field. This course features lab exercises which allow the students to apply the basics of their introductory security knowledge in a hands-on environment.

### **166 Computer Forensics I (3) CSU (Formerly Co Sci 641)**

*Prerequisite: CIS 104 (Formerly Computer Science 630)*

*Lecture: 2 hours; Lab: 2 hours*

This course covers computer forensics fundamentals, providing an overview of computer forensic types, techniques, their electronic evidence and capture. Students learn a systematic approach to conducting a computer forensics investigation, both a law enforcement and a corporate investigation. They also investigate the requirements of a computer forensics lab including data recovery workstations, hardware and software and what is required to certify a computer forensics lab. They will learn how to collect evidence at private-sector incident scenes as well as at a crime scene using state-of-art data acquisition tools. The course also covers the purpose and structure of file systems such as New Technology File System (NTFS) as well as methods for validating and testing computer forensics tools.

### **167 Computer Forensics II- Investigating Hard Disk, File and Operating Systems (3) CSU (Formerly Co Sci 642)**

*Prerequisite: CIS 166 (Formerly Computer Science 641)*

*Lecture: 2 hours; Lab: 2 hours*

Computer Forensics is the science of identifying, recovering, extracting, preserving, and documenting ESI (Electronically Stored Information). This course is the 2nd in a series of 5 courses leading to the nationally recognized EC Council certification in Computer Hacking Forensic Investigator (CHFI). The course provides a basic understanding of file systems, computer storage devices and other digital media devices. It covers the hardware Boot processes for Windows, Linux and the Macintosh operating systems. The process of collecting volatile and nonvolatile information and performing analysis of operating systems memory, registry and files are covered. The course also covers forensic analysis of event log, audit events and password issues including the applications of password crackers.

### **169 Computer Forensics: Investigating Network Intrusions and Cybercrime IV (3) CSU (Formerly Co Sci 644)**

*Prerequisite: CIS 166 (Formerly Computer Science 641)*

*Lecture: 2 hours; Lab: 2 hours*

Computer Forensics is the science of identifying, recovering, extracting, preserving, and documenting ESI (Electronically Stored Information). This course is the 4th in a series of 4 courses leading to the nationally recognized EC Council certification in Computer Hacking Forensic Investigator (CHFI). This course covers investigating computer network forensics, network traffic, Web attacks, router forensics, Denial of Service (DoS) attacks, and Internet crimes, tracking e-mail, corporate espionage, trademark and copyright infringement. It also discusses investigative procedures for social issues such as sexual harassment forensic, child pornography and the role of the Internet in promoting these inappropriate usage of technology.

### **171 Business Systems Design (3) CSU (Formerly Co Sci 660)**

*Prerequisite: CIS 104 (Formerly Computer Science 630)*

*Lecture: 3 hours.*

This course is subtitled 'Systems Analysis, Design & Documentation.' It covers the five phases of the System Development Life Cycle (SDLC). Specifically, it deals with the process of analyzing, designing, and implementing business information systems. Emphasis is placed on the role of the systems analyst. The student learns to apply the tools and techniques of the analyst to study, design, update, implement, and document and transfer modern day information systems. The case study approach is used throughout the course.

### **192 Introduction of Cloud Computing (3) CSU**

*Prerequisite: CIS 104 (Formerly Computer Science 630)*

*Lecture: 2 hours. Lab: 2 hours*

This course introduces cloud computing which shifts information systems from on-premises computing infrastructure to highly scalable Internet architectures. The course provides a solid foundation of cloud computing technologies and provides students with the understanding required to effectively evaluate and assess the business and technical benefits of cloud computing and cloud applications. Students analyze a variety of cloud services (storage, servers and software applications) and cloud providers. Case studies are used to examine various industry cloud practices and applications. The course also surveys cloud careers and discusses industry demand for cloud skills.

### **193 Database Essentials in Amazon Web Services (3) CSU**

*Prerequisite: CIS 104 (Formerly Computer Science 630)*

*Lecture: 2 hours. Lab: 2 hours*

This course introduces cloud computing which shifts information systems from on-premises computing infrastructure to highly scalable Internet architectures. The course provides a solid foundation of cloud computing technologies and provides students with the understanding required to effectively evaluate and assess the business and technical benefits of cloud computing and cloud applications. Students analyze a variety of cloud services (storage, servers and software applications) and cloud providers. Case studies are used to examine various industry cloud practices and applications. The course also surveys cloud careers and discusses industry demand for cloud skills.

## 194 Computer Engines in Amazon Web Services (3) CSU

*Prerequisite: CIS 092*

*Lecture: 2 hours. Lab: 2 hours*

Protecting the confidentiality, integrity and availability of computing systems and data is of utmost importance to all organizations. In this hands-on introductory class, students learn how Amazon Web Service (AWS) uses redundant and layered controls, continuous validation and testing, and a substantial amount of automation to ensure the underlying infrastructure is continuously monitored and protected. Students examine the AWS Shared Responsibility Model and access the AWS Management Console to learn more about security tools and features provided by the AWS platform.

## 195 Security in the Cloud (3) CSU

*Prerequisite: CIS 092*

*Lecture: 2 hours. Lab: 2 hours*

Protecting the confidentiality, integrity and availability of computing systems and data is of utmost importance to all organizations. In this hands-on introductory class, students learn how Amazon Web Service (AWS) uses redundant and layered controls, continuous validation and testing, and a substantial amount of automation to ensure the underlying infrastructure is continuously monitored and protected. Students examine the AWS Shared Responsibility Model and access the AWS Management Console to learn more about security tools and features provided by the AWS platform.

## 210 Introduction to Computer Networking (4) CSU (Formerly Co Sci 681)

*Prerequisite: CIS 101 (Formerly Computer Science 601)*

*Lecture: 3 hours; Lab: 2 hours*

This course presents the theory and practice of computer networking. It covers the principles and techniques used in designing data networks. Topics include networking theory and concepts, network design and implementation including topologies, networking media & interface, Open System Interconnection (OSI), network communications and protocols, network architecture, simple and complex network operations, modeling and performance analysis of various type of networks including (LANs, WANs, and WiFi), maintenance and troubleshooting, and network security. This course has a comprehensive coverage of fundamental networking technologies, with a focus on major operating systems.

## 215 Network Security Fundamentals (3) CSU (Formerly Co Sci 680)

*Prerequisite: CIS 101 (Formerly Computer Science 601)*

*Lecture: 3 hours; Lab 3: hours*

This course provides students with a complete introduction to practical network and the fundamentals of computer security and maps to the CompTIA Security+ SY0-301 Certification Exam. Students will learn a full range of security concepts and techniques and how to apply them to the most popular operating systems and applications used today. This course covers the fundamentals of network security, including compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; cryptography and public key infrastructure; and auditing and intrusion detection. New topics such as psychological approaches to social engineering attacks, Web application attacks, penetration testing, data loss prevention, cloud computing security, and application programming development security will be introduced. This course features lab simulation, involves security settings on client and server operating systems and activities that link to the Information Security Community Site, which offers video lectures, podcasts, discussion boards, additional hands-

on activities and more to provide a wealth of resources and up-to-the minute information.

## 227 Server Administration and Network Security (4) CSU

(Formerly Co Sci 682)

*Prerequisite: CIS 210 (Formerly Computer Science 681)*

*Lecture: 3 hours; Lab: 3 hours*

This course prepares students to administer and support contemporary network operating systems (NOS) server environments. Topics include planning for server deployment, installation, configuration, Active Directory and accounts management, preparation for server management, monitoring and maintaining servers security and policies, planning for business continuity and high availability. Students will be prepared to pass the MCITP 70-646 certification exam. Focusing on updates to the software and in-depth coverage of the administration aspects of the deployed server will be introduced in this course. Hands-on labs will be conducted in this course to emphasize the covered topics.

## COMPUTER SCIENCE (CS)

### 101 Introduction to Computer Science (3) UC: CSU (Formerly Co Sci 602)

*Prerequisite: CIS 104 (Formerly Computer Science 630)*

*Lecture: 2 hours; Lab: 2 hours*

This is a breadth-first course covering basic concepts and principles of computer science. Specifically, it covers the behavior of gates and circuits using Boolean expressions, truth tables, logic diagrams as well as the von Neumann machine. Students apply top-down methodology to develop algorithms for problem solving.

### 102 Programming Logic and Design (3) CSU (Formerly Co Sci 607)

*Prerequisite: CIS 101 (Formerly Computer Science 601)*

*Lecture: 2 hours; Lab: 2 hours*

This course covers essentials of programming logic, algorithm design and development including: constants, variables, expressions, arrays, files, and control structures for sequential, iterative, and decision processing. File handling, propositional logic, predicate logic, object-oriented programming and event-driven GUI programming, animation, and exception handling will be introduced. Students develop program design skills and general problem solving skills by applying structured programming techniques to program specifications using tools such as flowcharts and pseudocode. Validation through desk-checking and walk-through techniques are also covered. This course covers lab exercises which allow the students to demonstrate the concepts discussed and learned.

### 111 Beginning BASIC Programming (3) UC: CSU (Formerly Co Sci 608)

*Prerequisite: CIS 104 (Formerly Computer Science 630)*

*Lecture: 2 hours; Lab: 2 hours*

This course provides an introduction to Visual Basic, a modern and very powerful, yet easy-to-learn programming language. It covers the integrated development environment (IDE), traditional and event-driven programming concepts, visual programming features, and a brief introduction to object-oriented programming (OOP).

### 113 Beginning Java Programming (3) UC: CSU (Formerly Co Sci 609)

*Prerequisite: CIS 104 (Formerly Computer Science 630)*

*Lecture: 2 hours; Lab: 2 hours*



This course teaches the fundamental principles of object-oriented programming design and concepts, using the Java programming language. It teaches the basics of the Java programming language using the latest version of the Java Standard Edition Development Kit. Students learn to design and develop programs using the following programming constructs and techniques: Data representation using variable and constant objects; sequential, selection and repetition control structures; designing classes, methods and functions; use of arrays to sort and search data lists; and designing graphics applications and Applets.

### **114 Programming in C (3) UC: CSU (Formerly Co Sci 639)**

*Prerequisites: CIS 101 (Formerly Computer Science 601) and CS 102 (Formerly Computer Science 607)*

Coverage includes data types, operators and expressions, control flow, functions and program structure, pointers, arrays, arrays of pointers, structures, I/O, and text files. Examples illustrate programming techniques, algorithms, and the use of library routines.

### **118 Beginning Micro Assembly Language (3) CSU (Formerly Co Sci 617)**

*Prerequisite: CS 101 (Formerly Computer Science 602)*

This is an introductory course designed to teach students the basic concepts behind the classic von Neumann machine architecture. This course covers fundamental concepts in information representation, computer organization, assembly language programming, and computer architecture. The course emphasizes computer science topics that are related to the foundation of computer hardware and its associated software.

### **130 Introduction to Computer Architecture and Organization (3) UC: CSU (Formerly Co Sci 616)**

*Prerequisite: CS 101 (Formerly Computer Science 602)*

*Lecture: 2 hours; Lab: 2 hours*

This course covers computer architecture. Topics include information representation and storage organization in computer systems, computer hardware components, typical computer architectures, instruction formats, addressing modes, subprograms, parameter passing, system and user stacks, the instruction execution cycle, assembly language instruction formats, compiler translation to assembly language, optimizing compilers, disassemblers, loaders and simulators, system interrupts, memory allocation process with virtual memory, Boolean algebra and logic gates, and combinational and sequential devices.

### **131 Discrete Structures for Computer Science (3) CSU (Formerly Co Sci 646)**

*Prerequisite: CS 101 (Formerly Computer Science 602)*

*Lecture: 2 hours; Lab: 2 hours*

This course is an introduction to the discrete structures used in Computer Science with an emphasis on their applications. Topics covered include: Number Systems & Systems for Basics of Counting; Regular Expressions; Functions, Relations and Sets; Combinational Circuits & Digital Logic; Basic Formal Logic; Proof Techniques; Basics of Counting; Recursive Programming & Algorithms; Graphs and Trees; Discrete Probability and Finite State Automata. This course is compliant with the standards of the Association for Computing Machinery (ACM).

### **136 Introduction to Data Structures (3) UC: CSU (Formerly Co Sci 636)**

*Prerequisite: CIS 114 (Formerly Computer Science 639)*

*Lecture: 2 hours, Lab: 2 hours*

This course is an introduction to the study of Data Structures. It introduces the student to data structures as formed from primitive data types. The role of abstract data types (including stacks, queues, lists, trees, and graphs), their definitions, implementation and application in program design and algorithm development are discussed. The course covers the broader topic of Abstract Data Types (ADTs) - the study of classes of objects whose logical behavior is defined by a set of values and a set of operations. This course is equivalent to CS2 as defined by the Association for Computing Machinery (ACM) organization.

### **290 Computer Project (2) CSU (Formerly Co Sci 688)**

*Prerequisite: CS 114 (Formerly Computer Science 639)*

*Lab: 4 hours with homework*

The student, after consultation with the instructor, is to design, develop, and evaluate a project involving the application of the computer. Emphasis in this course is placed on a maximum of independent study and research.

Note: This course should be taken as the last class in the required courses list. Note: This course should be taken as the last class in the required courses list.

### **291 Computer Programming Laboratory (1) CSU (Formerly Co Sci 691)**

*Lab: 3 hours*

This course provides the opportunity for students to work in a laboratory setting to review, develop and complete computer related project(s) using the hardware, software, and related laboratory resources.

## **COMPUTER SCIENCE and INFORMATION TECHNOLOGY (CO SCI)**

### **600 Practical PC and Career Technologies (1) (See CIS 100)**

### **601 Introduction to Computers and Their Uses (3) UC: CSU (See CIS 101)**

### **602 Introduction to Computer Science (3) UC: CSU (See CS 101)**

### **607 Programming Logic and Design (3) CSU (See CS 102)**

### **608 Beginning BASIC Programming (3) UC: CSU (See CS 111)**

### **609 Beginning Java Programming (3) UC: CSU**

(See CS 113)

611 Cyber Security I (3) CSU  
(See CIS 162)

616 Introduction to Computer Architecture and Organization (3) UC: CSU  
(See CS 130)

617 Beginning Micro Assembly Language (3) CSU  
(See CS 118)

621 Certified Internet Webmaster Associate (CIWA): Internet Fundamentals (3) CSU  
(See CIS 140)

622 Certified Internet Webmaster Associate (CIWA): Web Page Authoring Fundamentals (3) CSU  
(See CIS 141)

623 Certified Internet Webmaster Associate (CIWA): Networking Fundamentals (3) CSU  
(See CIS 141)

630 Microcomputer Application Software (3) CSU  
(See CIS 104)

632 Introduction to Databases (3) CSU  
(See CIS 120)

636 Introduction to Data Structures (3) UC: CSU  
(See CS 136)

639 Programming in C (3) UC: CSU  
(See CS 114)

641 Computer Forensics I (3) CSU  
(See CIS 166)

642 Computer Forensics II- Investigating Hard Disk, File and Operating Systems (3) CSU  
(See CIS 167)

644 Computer Forensics: Investigating Network Intrusions and Cybercrime IV (3) CSU  
(See CIS 169)

646 Discrete Structures for Computer Science (3) CSU  
(See CS 131)

660 Business Systems Design (3) CSU  
(See CIS 660)

680 Network Security Fundamentals (3) CSU  
(See CIS 215)

681 Introduction to Computer Networking (4) CSU  
(See CIS 210)

682 Server Administration and Network Security (4) CSU  
(See CIS 227)

683 Principles of Information Security (2) CSU  
(See CIS 165)

688 Computer Project (2) CSU  
(See CS 290)

691 Computer Programming Laboratory (1) CSU  
(See CS 291)

## COMPUTER INFORMATION

030 Multimedia E-Presentations Essentials (3) CSU

*Lecture: 2 hours; Lab: 2 hours*

This course examines the power of using Electronic Presentations as a tool to deliver a high-stakes presentation to your peers, your boss, your customers, or general public. Presentation software is one of the tools that requires professionals to think visually on an almost daily basis. Students will be introduced how to effectively design, create and deliver a powerful Electronic Presentation. Effective visual expression elements will be covered. Several Electronic Presentations software will be used in the class.

035 Multimedia Presentations for the Internet I (3) CSU

*Prerequisite: Computer Science 601*

*Lecture: 2 hours; Lab: 2 hours*

The Multimedia Essentials course teaches students fundamental multimedia skills, including how to use presentation software, graphics software, and other digital and multimedia tools. This course will introduce students to the multimedia building blocks of text, images, sound, animation, and video while going one step further to develop an understanding of the process of making multimedia. Students will use transitions, animation and sound in the presentation. Students will study graphics topics including vector and bitmap images, file formats, and terms related to the creation of graphical images. In addition, they will use graphics software tools to create, enhance and modify images. Finally, students will create a multimedia presentation that incorporates edited video, animation and sound, and that demonstrates good design, smooth transitions and effective message delivery.

104 Communications Technology Essentials (3) CSU

*Lecture: 3 hours*

New communication technologies are being introduced at an astounding rate. Getting familiar with these technologies is

increasingly challenging. This course gives the students the fundamental understanding of the Communication Technologies and how these technologies have affected social and professional relationships and help the students to stay ahead of these ever-changing and emerging technologies. This course covers digital signage, cinema technologies, social networking, and telepresence, in addition to several other technologies. Latest developments, trends, and issues in communication technologies are covered in this course.

### **110 Googling Security (3) CSU**

*Recommended: Computer Science 601*

*Lecture: 3 hours*

What does Google know about you? And who are they telling? When you use Google's 'free' services, you pay, big time with personal information about yourself. Google is making a fortune on what it knows about you and you may be shocked by just how much Google does know. This course reveals how Google's vast information stockpiles could be used against you or your business and what you can do to protect yourself. In this course, students will study the security implications of using Google's products and services. This course is an indispensable resource for everyone, from private citizens to security professionals, who relies on Google.

### **112 Security Awareness (3) CSU**

*Recommended: Computer Science 601*

*Lecture: 3 hours*

This course presents a basic introduction to practical computer security for all users, from students to home users to business professionals. Topics include Privacy and Property in Cyberspace, E-mail Vulnerabilities, Web-browsing Vulnerabilities and other cyber vulnerabilities and land mines. This course provides cyber advice to reduce the risk of internet attacks and clearly explains how to work defensively to safeguard a computer system, how to keep alert, how to prepare for attacks, and what to do when attacks occur.

## **COMPUTER TECHNOLOGY (CO TECH)**

### **001 Introduction to Computers for Technicians (4) CSU**

*Lecture: 3 hours; Lab 3: hours*

Covers simulation of electronic circuits used in computers, laptops, tablets, smart phones and other digital devices. Students learn the use of Multisim in the Electronic Work Bench mode to create and study the properties and characteristic features of the circuit operation. Students get the skills of creation and study of a few common DC, AC, Analog, digital-computer circuits and analyze their operation.

## **COOPERATIVE EDUCATION (COOP ED)**

### **295 Work Experience- General I (2)**

*Lecture: 2 hours*

Cooperative Education, General is approved for Cooperative Education, Work Experience, and Internships. See listing under Cooperative Education.

## **COUNSELING (COUNSEL)**

### **006 Career Planning for Students with Disabilities (1) CSU**

*Lecture: 1 hour*

This course is designed to assist students with disabilities in the exploration and development of career goals. Topics include; goal setting, career assessments/exploration, job seeking strategies (internships & informational interviews), resume writing, interview skills, dressing for success and the impact of the Americans with Disabilities Act in the workplace.

### **010 Communication Strategies for Students with Disabilities (2) CSU**

*Lecture: 2 Hours*

The development of appropriate social skills for the workplace and for personal social effectiveness. Course includes building professional and personal effective communication within the workplace as well as, building self-confidence with one's communication abilities for students with disabilities. This course will also cover The American's with Disabilities Act and The Rehabilitation Act and the importance of self-advocacy. Lecture and group discussion on verbal, written and phone etiquette with regards to professional communication within the workplace. Development of goal-setting and organizational skills addressed in relation to building effective social skills for both workplace and personal social situations. Topics to include the following styles of communication: assertive, passive, aggressive and passively aggressive communication well interweaving scenarios and role-playing for students to understand the professional manner of interaction within employment. Lecture and discussion regarding cultural differences in the workplace and utilizing professional communication. Students will also take the Strong interests inventory to understand more about their interests and their preferred way to learn information, engage in leadership, and risking taking abilities which is needed to build work satisfaction. Students will also take the Myers Briggs Personality Type assessment to understand more about themselves in the workplace from learning how they make decisions to how one processes information. Lastly, the course will cover managing conflict with co-workers and customers while looking at effective strategies for conflict resolutions.

### **017 College Survival Skills Development (1) CSU**

*Lecture: 1 hour*

Students will discuss the importance of learning the necessary skills to be successful college students. Students will be introduced to the importance of utilizing campus resources such as Matriculation, Counseling, and Financial Aid just to name a few. They will learn: 1) the matriculation process including how to interpret an abbreviated and comprehensive education plan, 2) study skill and strategies, 3) how to identify the connection between academic success and self-esteem, stress and time management, and 4) the importance of setting goals with timelines.

### **020 Post-Secondary Education: The Scope of Career Planning (3) UC: CSU**

*CSUGE Area E*

*Lecture: 3 hours*

This course introduces students to the system of higher education, LASC's graduation requirements, transfer requirements and their role to succeed in this process. Students explore personal attributes needed for college success including analyzing critical thinking skills, practicing effective study strategies, demonstrating positive communications skills, and discussing diversity within college and in

the workplace. Students investigate topics from campus resources to career planning and decision making skills.

### 040 College Success Seminar (3) CSU

*CSUGE Area E*

*Lecture: 3 hours*

This course introduces students to the study of the educational, psychological, intellectual, social, and health-related factors that impact lifelong learning, well-being, and success. Topics include factors affecting internal and external motivation, critical thinking, effective learning strategies, interpersonal and cross-cultural communication, health and wellness issues, effective written and oral communication strategies, life management strategies, career exploration and educational planning.

## DANCE STUDIES (DANCEST)

### 301 Choreography I (1) CSU

*Prerequisite: DANCETO141, or 111 or 121*

*Lab: 2 hours*

Students choreograph and perform dances with emphasis on energy space and time using basic steps and combinations, spacing, design, terminology, and music. Students learn an appreciation of dance as a performing art form.

### 302 Choreography II (1) CSU

*Prerequisite: Dance Studies 301*

*Lab: 2 hours*

This course covers beginning principles of dance composition and choreography. It includes theory and practice using improvisation, critical analysis, and implementation of the elements of movement (space, time, energy) in student projects, with a focus on the element of time.

### 457 Dance Perspectives and Appreciation (3)

*Lecture: 3 Hours*

This course focuses on historical perspectives, world dance cultures, dance as an art form, and appreciation of dance in its various forms, including but not limited to folk, ethnic, artistic-theatrical, and social.

### 805 History and Appreciation of Dance (3)

*Lecture: 3 Hours*

Students will examine dance for its historical, religious, social, and artistic functions. Students will attain a historical perspective of dance from ritual to contemporary theatrical dance forms. Students will examine the progression of dance throughout western society in the forms of court dance, ballet, modern dance, musical theater, dance theater, tap, jazz and ballroom dance. Students will view live dances as well as in video form throughout the course. Students will broach the topics of dance as it relates to religion, history, sociology, aesthetics, and to the cultures where the forms are manifest.

### 814 Dance Production I (2) CSU

*Lecture: 1 hours: Lab: 2 hours*

Provides instruction and laboratory experience in methods and techniques involved in producing a dance concert, including publicity, lighting, costuming, audition and performance skills, and dance critique and assessment.

### 815 Dance Production II (2)

*Prerequisite: Dance Studies 814*

*Lecture: 1 hour: Lab: 2 hours*

This course provides basic instruction and laboratory experience in methods and techniques involved in producing a dance concert; including publicity, lighting, audio, marketing, and audition and performance.

### 816 Dance Production III (2)

*Prerequisite: dance Studies 815*

*Lecture: 1 hour: Lab: 2 hours*

This course provides instruction and intermediate laboratory experience in methods and techniques involved in producing a dance concert; including publicity, lighting, audio, costuming, audition and performance skills, and dance critique and assessment.

## DANCE TECHNIQUES (DANCETO)

### 111 Ballet Techniques I (1) CSU

*Lab: 2 hours*

Students learn basic Ballet steps and combinations at an introductory level, terminology, music, and appreciation of dance as a performing art.

### 112 Ballet Techniques II (1)

*Prerequisite: Dance Techniques 112I*

*Lab: 3 hours*

This course offers instruction in traditional ballet techniques and principles, emphasizing instruction in the fundamentals of positions, placement, and beginning level barre and center floor exercises.

### 113 Ballet Techniques III (1)

*Prerequisite: Dance Techniques 113I*

*Lecture: .5*

*Lab: 2.5 hours*

This intermediate level ballet course solidifies learned techniques and knowledge of a complete classical ballet class through the application of acquired skills and technical elements demonstrated in compound step sequences and combinations. Advancement of codified ballet terminology, musical phrasing in ballet composition, physical aptitude and performance skills prepare students for higher study of ballet and affirm each student's appreciation of ballet dance as a historical and performing art form.

### 121 Jazz Dance Techniques I (1) CSU

*Lab: 2 hours*

Students learn beginning jazz dance technique with an emphasis on basic steps, combinations, terminology, music, and appreciation of dance as a performing art form.

### 122 Jazz Dance Techniques II (1)

*Prerequisite: Dance Techniques 121II*

*Lab: 3 hours*

This beginning level Jazz dance course continues to establish basic knowledge of performance-based Jazz dance technique by utilizing compound step sequences and combinations, higher codified level terminology, diverse selections of musical rhythms and phrasing and affirms each student's appreciation of the evolution of Jazz dance as a performing art form by reviewing cumulative jazz technique and information while preparing students for further study at higher levels.

### 123 Jazz Dance Techniques III (1)

*Prerequisite: Dance Techniques 122*

*Lab: 3 hours*

This course teaches the technique, principles, terminology and practice of jazz dance at the intermediate level. The course will emphasize the correct placement and execution of a wide variety of

jazz movements, and will also teach various styles, and the history of the movements.

### 141 Modern Dance Techniques I (1) CSU

*Lab: 3 hours*

Teaches technique, principles, terminology and the practice of modern contemporary dance at the introductory level. Students will undergo an in depth exploration of how the body is used in modern dance technique with a focus on alignment, body part initiation, body organization and sequencing. The course will also include the history of modern dance and an introduction to the elements of space, time, and energy through improvisational and choreographic exercises. Students will develop coordination, flexibility, and cardiovascular strength using various movement combinations.

### 142 Modern Dance Techniques II (1)

*Prerequisite: Dance Techniques 141*

*Lab: 3 hours*

This second level modern dance course establishes basic knowledge of beginning techniques of modern dance. Instruction includes broadening the exploration body movement skills, basic performance qualities, deeper study of modern dance principles, and a greater ability to distinguish the differences of various modern dance forms as we know them today. Emphasis is placed on the development of individual expression and integration of creativity in order to prepare dancers for further study in modern dance.

### 143 Modern Dance Techniques III (1)

*Prerequisite: Dance Techniques 142*

*Lab: 3 hours*

This course teaches technique, principles, terminology and the practice of modern (contemporary) dance at the intermediate level. Emphasis is on the correct placement and execution of intermediate level modern dance movements, along with a more integrated use of the arms. The course will include an in-depth exploration of the choreographic element of Time through improvisational and choreographic exercises. Students will increase coordination, flexibility, and cardiovascular strength using various movement combinations.

### 171 Hip-Hop Dance Techniques (1)

*Lab: 3 hours*

This introductory course in Hip Hop dance techniques provides a movement foundation by introducing fundamental step sequencing, combinations, musical usage, terminology, and the appreciation of Hip Hop dance as a historical performing art form. This course prepares students for further study in Hip Hop dance technique.

### 211 Tap Dance Techniques I (1)

*Lab: 3 hours*

This course provides students the opportunity to learn and develop fundamental tap dance skills, thereby establishing a foundational knowledge of this dance technique. Besides learning the fundamental elements of this dance style, emphasis is placed on developing skills to a fundamental performance level. In addition, students learn tap dance step terminology and history, which allow students to gain an appreciation for this type of dance as an art form.

## EARTH SCIENCE (EARTH)

### 001 Earth Science (3)

*Lecture: 3 hours*

This course surveys the science of whole Earth inquiry and thereby includes the following topics: Scientific method, Earth systems, Earth materials, internal processes, surface processes, oceans, atmosphere, Earth origins, and Earth history. Students are introduced to important contributions to the study of these topics from the fields of geography, geology, oceanography, chemistry, astronomy, physics, and biology with special attention to the cycling of elements such as Carbon through Earth systems within the organizing paradigms of contributory disciplines such as Plate Tectonic Theory, the Theory of Evolution, and the Big Bang.

### 002 Earth Science Laboratory (3) UC: CSU

*Corequisite: Earth Science 1*

*Lecture 1 hour; Lab: 2 hours*

Earth Science Laboratory supplements Earth Science Lecture. Students are introduced to the study of Earth materials by learning to identify common minerals and rocks. Interpretations of processes acting on and within the Earth are approached through the study of information contained in maps, aerial photographs, and data sets collected from a variety of Earth-sensing instruments.

## ECONOMICS (ECON)

### 001 Principles of Economics I (3) UC: CSU

*IGETC Area 4B*

*CSUGE Area D2*

*Prerequisite: Math 115*

*Lecture: 3 hours*

This course provides an introductory of microeconomic analysis and their application to business situation. Emphasis is on supply and demand, elasticities, consumer choice optimization, profits, economic rent, financial environment of business, market structure, economic and social regulations, and antitrust policy in a globalized economy. It is strongly suggested that the student completes Business 1 - Introduction to Business before enrolling in Economics 1

### 002 Principles of Economics II (3) UC: CSU

*IGETC Area 4B*

*CSUGE Area D2*

*Prerequisite: Math 115*

*Lecture: 3 hours*

This is an introductory course in the principles of macro-economics theory. Measurements of aggregate economic performance including GNP and National Income, money and banking; business cycle, role of the government and the Federal Reserve System (fiscal and monetary policies), economic growth and stability, international trade, and economics of underdevelopment are covered in this course.

## EDUCATION (EDUC)

### 001 Introduction to Teaching (3) CSU

*Lecture: 3 hours*

This course is an introduction to the field of professional K-12 education. Topics of this course include a basic understanding of a teacher's role and challenges in society; contemporary education issues within historical, social, philosophical, legal, and political contexts; impact of government policies on schools and students; and the various perspectives on curriculum and instruction, including meeting the needs of diverse learners. The roles and responsibilities of the educator and the educational system in California are examined, including the implementation of California content standards and frameworks, and the teacher performance



standards. Students will independently complete a minimum of 45 hours of classroom observations in public elementary classrooms.

### **006 Methods and Materials of Tutoring (1)**

*Lecture: 1 hour; Lab: 1 hours*

This course trains students in individual and group tutoring and instructional techniques, group dynamics, interpersonal skills, and organizational skills related to academic success. Tutoring and instructional strategies that promote independent learning are discussed.

### **203 Education in American Society (3) UC: CSU**

*Lecture: 3 hours*

This course is designed to provide future teachers with the fundamental knowledge essential for understanding the American educational enterprise, especially issues in urban multicultural schools. Concepts and methods from the fields of sociology, philosophy, and the politics of education are used to analyze the current conditions of American schools and to evaluate selected proposals/models for reform.

### **204 Introduction to Teaching: Education For Global Citizenship (3) CSU**

*Lecture: 3 hours*

Education for Global Citizenship provides students with an opportunity to examine some of the important international issues that affect education, especially as a result of technology and the information age. These issues have implications for educational policies, content of curriculum, how teachers practice their craft, and prepare their students to be literate in 21st century society. The course will expose students to the dynamics of globalization and the interconnectedness of individuals and nations, issues of equality and equity among those individuals and groups within society through a multi-theoretical lens and provide students with the opportunity to develop personal perspectives that will impact their ability to be transformational leaders in education.

### **205 Diversity in Teaching: Teaching for Diverse Populations (3) CSU**

*Prerequisite: English 28*

*Lecture: 3 Hours*

This course is designed to examine the concepts, principles, theories, and practices for teaching diverse student populations. The end objective is to cultivate the knowledge and skills necessary to address the issues that present themselves in multicultural classrooms and classrooms containing students with specific academic needs, such as students with special needs, English Learners, and gifted and talented students. To accomplish this, we will use ourselves as a starting point—our individual thoughts, opinions, feelings about multiculturalism, gender, racism, and prejudice so that we may shape our teaching philosophy to reflect the needs of a diverse classroom. Throughout the course we will explore strategies for creating classroom learning environments that value and integrate diversity as well as addressing the specific academic, social, and cultural needs of unique populations.

### **207 Literacy Instruction (3) CSU**

*Prerequisites: Education 1 and English 28*

*Lecture: 3 hours*

This course is designed to examine current research-supported methods and materials used in developing reading and writing skills in children from kindergarten through high school. This course will also focus on the application of literacy strategies across multiple content areas and address the needs of diverse learners using

alternative or adaptive methods. The course will take a balanced approach to literacy instruction: balancing research with practical classroom application, balancing explicit instruction with authentic application, and balancing assessment and instruction.

### **208 Effective K-12 Classroom Management (3) CSU**

*Prerequisite: Education 1 and English 28*

*Lecture: 3 hours*

This course will survey instructional approaches, materials, and methods for classroom management. Emphasis will be placed on management styles and the various methods associated with those styles. This course offers a holistic view beginning with a variety of methods and activities for helping teachers build positive learning environments (a community of learners), improve relations in the classroom (and broader community), and cope with challenging behaviors and special abilities. Students will explore a plethora of activities and techniques that encourage prosocial behavior and promote collaboration, teamwork, and positive teacher- student and peer relationships in the classroom. You will practice strategies for managing students' work, teaching to students' strengths, and using technology in the classroom. This course will continually challenge students to examine and modify your current instructional practices to serve all your students successfully.

### **385 Directed Study—Education (3) CSU**

*Lecture: 3 hours*

This course allows students to pursue directed study in Education under the direction of a supervising instructor. Emphasis is placed on providing the students with concept information and practical experience essential for working in the educational field. Students are assigned K-12 field work experience in public or private schools, after-school programs, and other educational agencies.

### **931 Cooperative Education—Education (3) CSU**

*Lecture: 3 hours*

*Note: Requires 15 to 19 hours per week; paid employment related to the occupational major and enrollment in at least 7 units (which include Co-op Ed).*

Cooperative Education is a work experience program involving the employer, the student-employee and the college to insure that the student receives on the job training and the unit credit for work experience or volunteer work/internship. Completion of at least seven units, including Cooperative Education, at the end of the semester is required. Students must be employed or volunteering/interning in order to participate in program.

## **ELECTRONICS (ELECTRN)**

### **002 Introduction to Electronics (3) CSU**

*Lecture: 3 hours*

An introductory electronics course for majors and non-majors, with emphasis on hands-on activities. In addition to exploring career opportunities in the world's largest industry, electronics, students will learn to solder, read schematic drawings, identify electronic components, gates, symbols, electrical laws, numbering systems, and construct numerous electronic circuits and projects.

### **008 Electron Devices (4) CSU**

*Lecture: 3 hours; Lab: 3 hours*

This hybrid/online course imparts knowledge of semiconductor, electron devices including diodes, transistors, opamps, silicon – controlled rectifiers (SCR), Solar cells, modules and Photo Voltaic panels, and their application in electronic circuits such as Amplifiers, Switches, Power Supplies, Oscillators, IC chips, DC/AC Power

controls, digital gates, controls and Conversion of Sunlight to usable electric power.

### **015 Survey of Computer Electronics (3) CSU**

*Lecture: 2 hours; Lab: 3 hours*

This is an entry-level course in computer electronics technology to develop basic concepts of electronics. Major topics include: electricity, electrons, voltage, resistance, and current flow defined by Ohm's law, electric and magnetic energy storage in capacitive and inductive circuits, electric motors, generators, measuring instruments, and electron devices like diodes, solar cells, transistors and amplifiers.

### **041 Electronics Testing Concepts and Measurement Using Computer and Multisim Application Software (3) CSU**

*Lab: 3 hours*

This first lab course provides essential knowledge of electronic instruments, such as a digital multimeter (DMM), and how they are used to test electronic components that include resistors, potentiometers, capacitors, junction- and light-emitting diodes, NPN and PNP transistors, 555 timers, and oscillators.

### **043 Measurement and Testing Laboratory II (1) CSU**

*Lab: 3 hours*

This Electronics LabII course covers testing of and measurements on Analog and Digital circuits. Topics include measuring basic electric and electronic quantities: Forward and reverse graphing of I-V, transistor properties and Op Amps (Inverting, Non-inverting, summing, input-signal differential output and integral outputs) using MultiSim software It also covers Logic gates, combinational logic, Flip-flops, counters, shift registers and basic memory circuits (ROM and DRAM).

### **056 Computer Circuits (3) CSU**

*Corequisite: Electronics 57*

*Lecture: 3 hours*

A detailed study of computer circuits is covered and their function in microcomputer systems. Input, output, and multimedia and mass storage devices including displays, laser printers, hard disk drives, motherboard, windows operating system and memory management will be introduced. This theory course covers installation and troubleshooting of hardware and software components. In addition, this course prepares the students for the A+ Core Hardware Exam and A+ Operating System Technologies Exam for A+ Certification. No experience in electronics is assumed.

### **057 Computer Circuits Laboratory (1) CSU**

*Corequisite: Electronics 56*

*Lab: 3 hours*

This laboratory course involves troubleshooting techniques of a microcomputer system in a hands-on lab environment. It includes fault isolation of problems and general repair methods of various PC components and peripherals. It also includes hardware and software and installations. Students will take a system apart and assemble it back together again.

### **111 Introduction to Computer Servicing (4) CSU**

*Lecture: 3 hours; Lab: 3 hours*

This first Course on COMPUTER SERVICING Technology imparts knowledge of computer architecture including system box, Motherboard, Processor(CPU),Hard-Disk, DVD/CD, Primary Memory(RAM/ROM), Expansion Slots, USB/Parallel/Serial ports used for connecting peripheral devices like mouse, Keyboard and Printers. It provides a solid foundation for students to learn and practice the basics of Computer Technology: configuring, maintaining, upgrading, optimizing and servicing.

### **112 Computer Operating Systems (4) CSU**

*Lecture: 3 hours; Lab: 3 hours*

This course familiarizes students with the circuitry, installation, configuration, upgrade, and troubleshooting techniques for the microcomputer system, DOS, and Windows environments. It also acquaints students with command line operations, creation and organization of files and folders for Windows operating systems (Windows NT, 2000, XP). A brief introduction to Linux is covered. It will cover other topics including home networking with shared Internet connection.

### **113 Computer Networking (4) CSU**

*Lecture: 3 hours; Lab: 3 hours*

This course is designed for students who want to gain a solid understanding of a broad range of networking technologies, especially for those who wish to pursue certifications in a variety of computer networking fields, including Network+, CCNA, MCSE, and Linux+. Covers networking hardware and software components. Student should have a background in basic computer concepts. No experience in electronics is assumed, or required.

### **116 Computer A+ and Network + Certificate Exam Prep (2) CSU**

*Lecture: 1 hour; Lab: 3 hours*

One of two courses on the computer hardware and operation to prepare students for Comp TIA A+ certification exam. Includes technology of desktop and portable computers, printers, and an understanding of, installing and upgrading Microsoft Windows operating systems; It covers principles of working with the Window Command Line Interface, troubleshooting and maintenance of Windows, essentials of computer security, networking, and Internet connectivity.

## **ENGINEERING, GENERAL (ENG GEN)**

### **101 Introduction to Science, Engineering and Technology (3) UC: CSU**

*Lecture: 1 hour; Lab: 2 hours*

This course provides students with an understanding of the academic and professional attitudes, behaviors and skills necessary to enhance their chances of success as a science, engineering or technology major, and ultimately as a professional. The job functions of various engineering disciplines as well as the general definition of engineering are examined. Working effectively in teams, goal setting, time management, self-improvement, methods of learning, and developing oral communication skills are practiced. Students are introduced to the campus resources available to science, engineering and technology majors and learn how to orient themselves to the science and engineering educational system. Students have an opportunity to work collaboratively with their classmates on most of the assignments and in-class projects.

## 122 Programming and Problem-Solving in Math Lab (3) CSU

*Prerequisite: Math 265*

*Lecture: 2 hours; Lab: 3 hours*

This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics.

## 131 Statics (3) CSU

*Prerequisites: Physics 37 and Math 265*

*Lecture: 2 hours; Lab 3 hours*

This is a first course in engineering mechanics. The course considers two-dimensional and three-dimensional analyses of force systems on particles and rigid bodies in equilibrium. Topics also include static analysis of trusses, beams and cables, determination of center of gravity, centroids, friction, and moments of inertia of area and mass.

## 151 Materials of Engineering (3) CSU

*Prerequisites: Chemistry 101 and Math 265*

*Lecture: 3 hours*

This course is an introduction to materials science and engineering and different types of materials used in engineering design, emphasizing the relationships between structures, properties, and processing. Topics include: atomic structure and bonding, atomic and ionic arrangements and imperfections, crystalline structures, metals, polymers, ceramics, composites including diffusion or atom and ion movements in materials, and mechanical properties and fracture including strain hardening and annealing. Fundamental properties of materials and their applications in engineering are also covered.

## 220 Electrical Circuits I (4) UC: CSU

*Prerequisites: Physics 38 and Math 275*

*Recommended: ENG GEN 102 or ENG GEN 122*

*Lecture 3 hours; Lab 3 hours*

This course covers electric circuit analysis in time and frequency domains, transient, and steady state solutions. Topics include linear circuit analysis techniques, Kirchhoff's Laws, Network Theorems, mesh and nodal analysis, OP amps and amplifiers, Thevenin/Norton equivalents circuits, natural-forced-complete response of RLC circuits, AC circuits, phasors, three phase power, and frequency response and resonance. The laboratory includes experimental verification of the laws of AC and DC circuits, Kirchhoff's laws, and Thevenin's theorem using instruments such as multimeter, oscilloscopes, and signal generators.

## 241 Strength of Materials (3) UC: CSU

*Prerequisite: ENG GEN 131*

*Lecture 2 hours; Lab 3 hours*

In this course, students learn the application of mechanics to determine the effect of forces and torques on materials. Students apply this knowledge to the design of load bearing components. The course covers the following topics: Stress, strain, axial loading, torsion, flexural stresses, transverse shear stress, horizontal shear stresses, stress transformations, Mohr's circle, pressure vessels, shear and bending moment diagrams, stresses in a beam, methods of superposition, and elastic strain energy.

## ENGINEERING GRAPHICS & DESIGN (EDG TEK)

## 101 Engineering Graphics (3) UC: CSU

*Recommended: Math 240*

This introductory course covers the fundamentals of traditional board drafting, descriptive geometry, orthographic projection, graphical communication of technical engineering information and Computer-Aided Drafting (CAD). Topics include freehand drawing, lettering, and theory of orthographic and multi-view projections. Basic drafting skills, industry standards and technical graphics practices, and engineering scales are presented. The theory of descriptive geometry is taught including the fundamentals of auxiliary views, coordinate systems, sectioning, dimensioning, lines, planes intersections, visibility, and development. Coordinate dimensioning and geometric dimensioning and tolerancing (GD&T) subjects are covered including location tolerance, datum reference, tolerance symbols and feature control frames. An introduction to both 2-D and 3-D CAD, in two separate software packages is given. CAD instruction includes drawing set up and settings, creating templates, title blocks, layers, drawing basic geometric objects, extrusion, dimensioning and creating basic engineering drawings such as part and assembly drawings as well as orthographic multi-view drawings.

## 111 2-D Computer-Aided Drafting (3) UC: CSU

*Corequisite: EGD TEK 101*

*Lecture: 2 hours; Lab 2 hours*

This course is an introductory course in Two-Dimensional Computer-Aided Drafting using AutoCAD. Students learn the basic tools to create and edit a simple drawing. Topics include object construction, object properties, layers, orthographic projections, auxiliary views, parametric tools, basic dimensioning, template building, and plotting.

## 121 3-D Computer-Aided Design with Solidworks (3) UC: CSU

*Prerequisites: EGD TEK 101*

*Lecture: 2 hours*

This is an introductory course in Three-Dimensional Computer-Aided Design and solid modeling. Students learn extrusion, revolve, sweep and loft boss, base, and cut. Other topics covered include creating assemblies and making drawing files out of the solid model or the assembly, utilizing SolidWorks 3-D software extrusion, revolve, sweep and loft boss, base, and cut. Other topics covered include creating assemblies and making drawing files out of the solid model or the assembly, utilizing SolidWorks 3-D software.

## 131 CAD Advanced Applications 3-D (2)

*Prerequisite: Engineering Graphics and Design 121*

*Lab: 3 hours*

This course builds on the skills acquired in 2-D and 3-D CAD applications. The course explores advanced computer-aided design techniques using SolidWorks software such as Mold Tools, Simulation and Surface modeling, also students are prepared for the Certified SolidWorks Associate (CSWA) exam. During these training programs, students acquire advanced skills in using the software and design techniques for 3-D structures in various examples toward design, manufacturing, and mechanical applications.

## ENGLISH

### 020A College Writing Skills (3) NDA

*Corequisite: Reading 025*

*Recommended: English 094*

*Lecture: 3 hours*

This writing course enables students to develop basic college reading and writing skills that will help them to succeed in courses that require them to interpret and write about texts. However, students are encouraged to complete English 94, or English 145

Acceleration and all core English courses before they enroll in courses in other disciplines that require them to write essays and term papers. Completion of English 94 and English 145 and all core English courses will help students to develop the more advanced college reading and writing skills that they need to succeed academically. This course's primary objective is to prepare students for English 145.

### 072 English Bridge (1) NDA

*Lecture: 3 hours*

English 72 is a co-requisite course for students assessing below transfer level. This course is scheduled alongside a transfer-level English 101 class and meets an additional two hours per week. Students receive additional support to improve their analytical and composition skills necessary to meet English 101 standards. Emphasis is on the completion of written assignments and essays, library and research papers on topics covered in the concurrent English 101 course. Assistance is provided on pre-writing, drafting, and revising strategies, grammar and mechanics, critical thinking, and understanding reading-to-write strategies.

### 94 Intensive Grammar Review (3) NDA

*Lecture: 3 hours*

This course offers an intensive review of the principles of standard English grammar, sentence structure, and English usage and diction. The course will cover the parts of speech, verb forms and tenses, fragments, run-ons, and other issues in standard grammar usage. Students will learn to identify errors and correct them. This course is intended for students preparing for English 101.

### 101 College Reading and Composition I (3) UC: CSU

*IGETC Area 1A*

*CSUGE Area A2*

*Lecture: 3 hours*

English 101 teaches freshman-level college composition and reading. Students are provided with practice in college-level compositions and engage in critical analysis of reading at higher education level. The class focus is organization and composition of longer expository essays (500-1000 words), with one or more including researched secondary sources and MLA documentation.

### 101X College Reading and Composition I Plus 1 Hour Lab (3)

*Lecture: 3 hours*

Students placed into English 21, 28, 100, or 145 may instead choose to enroll directly into specified sections of English 101 AND English 101X (this supplemental writing course) taught in conjunction with English 101. English 101X provides instruction in the basic conventions of college essay writing to supplement the concurrent English 101 course. In English 101X, students receive additional support for topics covered in English 101. Successful completion of English 101X and English 101 allows the student to enroll in English 102 and/or English 103.

### 102 College Reading and Composition II (3) UC: CSU

*IGETC Area 1B, 3B*

*CSUGE Area A3, C2*

*Prerequisite: English 101*

*Lecture: 3 hours*

This course teaches critical thinking, reading, and writing skills beyond the level achieved in English 101. Emphasis is placed on developing students' analytical and inferential reasoning skills, and on expanding their strategies for argumentation, using the various genres of literature and literary criticism as subject matter. Analytic, interpretative, argumentative, and researched papers of increasing length and depth are assigned.

### 103 Composition and Critical Thinking (3) UC: CSU

*IGETC Area 1B*

*CSUGE Area A3*

*Prerequisite: English 101*

*Lecture: 3 hours*

This course is designed to further expand critical thinking, reading, and writing abilities that students developed in English 101. Students will learn to compose effective prose in essays and other written assignments, writing a minimum of 8,000 words. Students will read, analyze, evaluate discuss and write about assigned essays and literary works, both fiction and non-fiction. Skills in locating, interpreting, and organizing pertinent information to be used in research papers will be emphasized in the course.

### 104 College Writing Skills and Support (3)

*Prerequisite: English 020A*

*Corequisite: English 101*

*Lecture: 3 hours*

Students placed into English 21, 28, 100, or 145--or who have completed English 20A--may instead choose to enroll directly into specified sections of English 101 AND English 104 (this supplemental writing course) taught in conjunction with English 101. English 104 provides instruction in the basic conventions of college essay writing to supplement the concurrent English 101 course. In English 104, students receive additional support for topics covered in English 101. Successful completion of English 104 and English 101 allows the student to enroll in English 102 and/or English 103.

### 111 New Media for Writers (3) UC: CSU

*Lecture: 3 hours*

Students in this course learn how to effectively create a presence in the web-based communities of writers and develop distinctive voices by focusing on writing original stories from the local community, including their fictional and creative works. Topics covered will include the media professions, Web credibility, online sources, blogging and podcasting, and basic multimedia design. Students will both critique and create online materials. We will use computers and readings and discussions to learn about online publishing. The class will include lectures on emerging media themes, such as the ethical and legal implications of publishing online in a 24/7 environment; the characteristics that distinguish Web sites and their stories from print and broadcast counterparts; guidelines for doing research on the Internet; and the impact of blogs, wikis and other citizen generated information. They'll also participate in a class blog (using blogger.com), learn how to create their own blogs and RSS readers, and to tweet on Twitter.

### 127 Creative Writing (3) UC: CSU RPT3

*Lecture: 3 hours*

This course is designed for those who want to practice writing and develop a portfolio of creative writing. Students will write poems, plays, stories, and/or multi-media works and present their writing in workshops for informal discussion and evaluation by the class and



instructor, and for publication in the LASC online literary journal, *The Truth*. Instruction in creative writing as well as critical reading will be provided.

### 145 Accelerated Reading, Reasoning, and Writing (3)

*Lecture: 3 hours*

English 145 is an accelerated course that takes the place of English 21 and English 28 and prepares the student for English 101 by increasing his/her capability to think critically and work on an academic level. In this class students plan, draft, revise, and edit compositions of increasing sophistication and complexity. Unlike English 21 and English 28, all writing is based on academic readings that challenge the student's thinking and provide an intellectual background for writing assignments. The course also advances skills in paragraph structure, basic grammar, sentence variety, thesis development, organization and coherence, as well as language conventions.

### 207 American Literature I (3) UC: CSU

*CSUGE Area C2*

*Prerequisite: English 101*

*Lecture: 3 hours*

This course introduces American writers and writings from colonial times to 1865. Besides working with major writers, students will become acquainted with writers who suggest the diversity of subject and opinion in American literature.

### 208 American Literature II (3) CSU

*CSUGE Area C2*

*Prerequisite: English 101*

*Lecture: 3 hours*

This course is a study of selected writers in the United States from the Civil War to the present.

### 211 Fiction (3) UC: CSU

*IGETC Area*

*CSUGE Area*

*Prerequisite: English 101*

*Lecture: 3 hours*

Students read, interpret, and discuss selected short stories and novels from diverse perspectives, using literary terms and applying contemporary approaches to understanding literature.

### 212 Poetry (3) UC: CSU

*IGETC Area 3B*

*CSUGE Area C2*

*Prerequisite: English 101*

*Lecture: 3 hours*

Reading, discussion, and analysis, oral and written, of selected poetry acquaint the student with this genre.

### 213 Dramatic Literature (3) UC: CSU

*IGETC Area 3B*

*CSUGE Area C2*

*Prerequisite: English 101*

*Lecture: 3 hours*

Reading, discussion, and analysis of selected dramatic works will acquaint the student with this genre.

### 215 Shakespeare I (3) UC: CSU

*IGETC Area 3B*

*CSUGE Area C2*

*Prerequisite: English 101*

*Lecture: 3 hours*

This course introduces students to Shakespeare's writing through a study of selected plays and sonnets with some examination of Shakespeare's life and times. The course emphasizes reading, writing, class discussion, analysis of Shakespeare's texts, and student research.

### 223 Creative Nonfiction (3) CSU

*Lecture: 3 hours*

In this course, students will read and write different genres of Creative Nonfiction, specifically reportage (biography, profiles, editorials, cultural criticism, etc.) and personal narrative (autobiography, travel writing, diary, meditative, etc.). During the semester, students will learn to recognize and explore the features of creative nonfiction, and through the writing process, discover how to apply creative writing techniques to nonfiction subjects in both traditional and new media formats. At the end of the course, students will have produced a portfolio of work and submitted an article for publication.

### 234 African-American Literature I (3) UC: CSU

*IGETC Area 3B*

*CSUGE Area C2*

*Prerequisite: English 101*

*Lecture: 3 hours*

This course surveys African American literature, which documents and interprets the Black experience in the United States. The course offers both chronological and thematic coverage of literary content, and identifies significant authors and their work in the various literary genres, including autobiography and the essay. The course examines the relationship of this literature to individual struggles and social issues of Black Americans.

### 235 Chicana Literature I (3) CSU

*Prerequisite: English 101*

*Lecture: 3 Hours*

This course is a survey of literature by Chicana writers: stories, novels, plays, poems, essays, and non-fiction works. These works are examined in the context of traditional and contemporary literary movements, social issues, and identity politics in American society.

### 240 Literature and the Motion Picture I (3) CSU

*Prerequisite: English 101*

*Recommended: English 102*

This course examines the comparative arts of literature and the motion picture. Includes readings of literary works, both classic and modern, screenings of film versions based upon these literary sources, discussion, and writing of critical papers, and analysis of film using the tools of literary analysis.

## ENGLISH as a SECOND LANGUAGE (Noncredit) (ESL NC)

### 006CE English as a Second Language (0)

*Lecture: 5 hours*

This is an open-entry open-exit course that emphasizes listening/speaking skills and reading/writing skills at a literacy level. The focus of the course is on basic survival English skills, English sound/symbol correspondence, and reading and writing of simple English sentences.

### 007CE English as a Second Language I (0)

*Lecture: 5 hours*



Course description: ESL 007CE is designed for students at the low-beginning level of English acquisition. This course provide instruction in simple reading and writing, basic sentence and paragraph structure, spelling and phonemic correspondences, and listening and oral communication skills of everyday spoken English and the development of life skills competencies.

### **008CE English as a Second Language II (0)**

*Lecture: 5 hours*

ESL 008CE is designed for students at the high-beginning level of English acquisition. This course provides instruction in reading and writing, basic sentence and paragraph structure, spelling, verbal communication skills, listening comprehension of everyday spoken English, and development of life skills competencies.

### **009CE English as a Second Language III (0)**

*Lecture: 10 hours*

ESL NC 009CE is designed for students at the low-intermediate level of English acquisition. This course provides instruction in reading and writing, sentence and paragraph structure, verbal communication skills, comprehension of everyday spoken English and development of life skills competencies.

### **011CE Vocational English as a Second Language (0)**

*Lecture: 3 hours*

ESL NC 011CE prepares high-beginning to low-intermediate level non-native English speaking students to enter the workforce or CTE/vocational program. The course content focuses on workplace communication, work-related vocabulary skills, job applications, workplace safety and vocational readings with an emphasis on verbal communication through basic language skills instruction. The target vocabulary and vocational readings can be modified for specific vocational fields.

### **012CE Vocational English as a Second Language II (0)**

*Lecture: 3 hours*

ESL NC 012CE prepares high-intermediate and above level non-native English speaking students to enter the workforce or CTE/vocational program. The course content focuses on workplace communication, job safety, work-related vocabulary skills, workplace cultures/issues, career pathways and vocational readings with an emphasis on verbal communication through intermediate language skills instruction. The target vocabulary and vocational readings can be modified for specific vocational fields.

### **025CE ESL Reading and Vocabulary II (0)**

*Lecture: 5 hours*

ESL NC 025CE is a reading and vocabulary course for high-intermediate ESL students. This course is designed to develop college-level English reading skills with particular focus on comprehension, vocabulary, and analysis through exercises and written assignments.

### **040CE Writing/Grammar/Reading/Listening and Speaking I (0)**

*Lecture: 10 hours*

ESL NC 040CE is an open-entry low-beginning ESL course which provides instruction in writing, grammar, reading, vocabulary listening

and speaking to non-native speakers of English. The focus of instruction is on the speaking and understanding necessary to satisfy routine social demands and limited work requirements. Students learn to comprehend frequently used words in context, use learned phrases and sentences to communicate needs, understand basic grammar structures and read simplified material.

### **041CE Writing/Grammar/Reading/Listening and Speaking II (0)**

*Lecture: 10 hours*

ESL NC 041CE is an open-entry high-beginning ESL course which provides instruction in writing, grammar, reading, vocabulary listening and speaking to non-native speakers of English. This course develops communicative competence in English. To develop these skills, a sequence of grammatical structures is integrated in the context of everyday situations.

### **042CE Writing/Grammar/Reading/Listening and Speaking III (0)**

*Lecture: 5 hours*

This open-entry, competency-based, course is designed to develop communicative competence in listening, speaking, reading, and writing for the immediate needs of adult non-native English learners at the intermediate low level.

### **043CE Writing/Grammar/Reading/Listening and Speaking IV (0)**

*Lecture: 5 hours*

ESL 043CE prepares non-native speakers of English to enroll in credit academic and/or vocational courses. This course emphasizes fluency and communication by integrating language functions and forms with appropriate information sources, skills and topics. This course provides development of reading and writing skills through the writing process.

### **052CE Grammar and Writing IV (0)**

*Lecture: 5 hours*

ESL NC 052CE focuses on grammar and writing skills for students at the high-intermediate level of English as a second language. Students will write two-to-three paragraph compositions. The course stresses the correct use of a variety of grammatical structures and verb tenses.

### **053CE Listening and Speaking IV**

*Lecture: 5 hours*

ESL NC 053CE focuses on listening comprehension strategies and oral communication skills for the high intermediate ESL student. The vocabulary, listening and speaking practices and other activities in this course can be adapted for a specific vocational area.

### **054CE Writing Summaries and Paragraphs: Academic Bridge (0)**

*Lecture: 5 hours*

This noncredit advanced ESL course is designed for students preparing to transition to credit academic or CTE programs. Emphasis is placed on developing the skills to write summaries and paragraphs.

### **055CE Reading and Vocabulary: Academic Bridge (0)**

*Lecture: 0 hours*

This noncredit advanced ESL course is designed for students preparing to transition to credit academic or CTE programs. Emphasis is placed on reading fluency and comprehension as well as vocabulary development.

### **100CE English as a Second Language 1A (0)**

*Lecture: 5 hours*

ESL NC 100CE is the first in a two-course sequence of low-beginning English as a Second Language courses. This noncredit course is designed as a forum for low-beginning level ESL students to develop listening, speaking, and grammar skills at a very basic level.

### **101CE English as a Second Language 1B (0)**

*Lecture: 5 hours*

ESL NC 101CE is the second in a two-course sequence of low-beginning English as a Second Language courses. This noncredit course is designed as a forum for low-beginning level ESL students to develop listening, speaking, and grammar skills at a very basic level.

### **102CE English as a Second Language 2A (0)**

*Lecture: 5 hours*

ESL NC 102CE is the first course in a two-course sequence of high-beginning English as a Second Language. This noncredit course is designed as a forum for high-beginning level ESL students to develop listening, speaking, and grammar skills at a high-beginning level.

### **103CE English as a Second Language 2B (0)**

*Lecture: 5 hours*

ESL NC 103CE is the second in a two-course sequence of high-beginning English as a Second Language courses. This noncredit course is designed as a forum for high-beginning level ESL students to develop listening, speaking, and grammar skills at a high-beginning level.

### **104CE English as a Second Language for Citizenship-1 (0)**

*Lecture: 3 hours*

ESL NC 104CE is the first in a series of two courses designed to assist non-native speakers of English prepare for U.S. citizenship. In this course, students review and practice basic writing conventions and writing skills. In addition, students will learn about and discuss the fundamentals of US history, government and geography.

### **105CE English as a Second Language for Citizenship-2 (0)**

*Lecture: 1 hours*

ESL NC 105CE is the second in a series of two courses designed to help non-native speakers of English prepare for U.S. Citizenship. In this course, students receive direct instruction of English speaking and listening skills.

### **106CE ESL NC 3 Part 1 (0)**

*Lecture: 5 hours*

ESL NC 106CE is the first in a two-course sequence of low-intermediate English as a Second Language courses. This noncredit course is designed as a forum for low-intermediate level ESL students to develop listening, speaking, reading and grammar skills at a low-intermediate level.

### **107CE ESL NC 3 Part 2 (0)**

*Lecture: 5 hours*

ESL NC 107CE is the second in a two-course sequence of low-intermediate English as a Second Language courses. This noncredit course is designed as a forum for low-intermediate level ESL students to develop listening, speaking, and grammar skills at a low-intermediate level.

### **108CE ESL NC 4 Part 1 (0)**

*Lecture: 5 hours*

ESL NC 108CE is the first in a two-course sequence of high-intermediate English as a Second Language courses. This noncredit course is designed as a forum for high-intermediate level ESL students to develop listening, speaking, reading and grammar skills at a high-intermediate level.

### **109CE ESL NC 4 Part 2 (0)**

*Lecture: 5 hours*

ESL NC 109CE is the second in a two-course sequence of high-intermediate English as a Second Language courses. This noncredit course is designed as a forum for high-intermediate level ESL students to develop listening, speaking, reading and grammar skills at a high-intermediate level.

## **ESL and CIVICS (Noncredit) (ESLCVCS)**

### **010CE ESL and Civics I (0)**

*Lecture: 1 hour*

This introductory open-entry course will provide the content and the oral/aural skills practice necessary to begin the process of becoming a United States citizen. The major focus is on developing listening, speaking, reading and writing skills.

### **011CE ESL and Civics II (0)**

*Lecture: 1 hour*

This open-entry course will provide the instruction and practice of the elements of English pronunciation which have the greatest impact on speaking clearly. The focus of this class is the oral Citizenship interview

### **012CE ESL and Civics III (0)**

*Lecture: 1 hour*

This competency-based, open-entry citizenship course will provide the content and the oral/aural skills practice necessary to complete the process of becoming a United States citizen. Topics include United States history, government and civics information. Students will be introduced to the content necessary in order to have a functioning understanding of the English Language.

### **013CE ESL and Civics IV (0)**

*Lecture: 3 hours*

This beginning level communication course is designed to develop listening, speaking and pronunciation skills necessary for successful interaction in social, academic and workplace environments. Students will be introduced to and practice the communication skills necessary to participate in a predominantly English speaking society.

### **014CE ESL and Civics V (0)**

*Lecture: 3 hours*

This intermediate level communication course is designed to further develop listening, speaking and pronunciation skills necessary for successful interaction in social, academic and workplace environments. Students will learn and apply the communication skills necessary to participate in a predominantly English speaking society.

### 015CE ESL and Civics VI (0)

*Lecture: 3 hours*

This open-entry course will introduce the integrated topics of Civics and Citizenship preparation. Students will prepare for the Citizenship test and interview. They will also learn skills to assist them in their immersion into a predominantly English speaking society.

## ENTREPRENEURSHIP (ENTREP)

### 600 Psychology of Success for Entrepreneurship (3) CSU

*Lecture: 3 Hours*

This is an introductory course in the study of the behavior and mental processes required for the success of an Entrepreneur. Topics treated include the psychology of success, time management, self-motivation, emotional health, physical health, stress management, personal accountability, emotional intelligence, memory, positive self-image, personal development, personal and business goal setting, achievement and rewards; and therefore how they affect an Entrepreneurs' ability to achieve their organizational goals.

### 601 Psychology of Success for Entrepreneurship (3) CSU

*Lecture: 3 Hours; Lab: 1*

Students examine international management principles with an overview of global and multinational organizations. The issues of international human resource, operational topics, marketing decisions, strategic planning, and cross-cultural issues are analyzed.

### 602 Social Tech (Digital) Entrepreneurship (3) CSU

*Lecture: 3 Hours*

This course will explore the growth potential, revenue streams, marketing methods, funding strategies and product design of social technology and entrepreneurship. This course will use 'Business Plan Pro' by the Palo Alto Software Company.

### 603 Startup Global Entrepreneurship (3) CSU

*Lecture: 3 Hours*

Course combines a practical, step-by-step approach with a theoretical foundation to form a basic framework for understanding the theory, process, and practice of entrepreneurship, and to present the most current thinking in entrepreneurship, as well as, provide learners the opportunity to apply ideas and develop useful entrepreneurial skills in this explosive field.

### 604 Venture Growth Strategies (3) CSU

*Lecture: 3 Hours; Lab: 1 Hour*

This course introduces students to the principles of entrepreneurship and the process of assessing feasibility and creating a startup entrepreneurial venture, understanding importance of research and industry, market, customer and competitive analysis, building a team, preparing a business plan planning for growth, change and exit strategies. This course will use 'Business Plan Pro' by the Palo Alto Software Company.

### 605 Minority and Women Entrepreneurship (3) CSU

*Lecture: 3 Hours*

This course will examine the status of minority and women's entrepreneurship. Societal conditions that support or block minority or women entrepreneurs. Challenges to their entrepreneurial success

- Entrepreneurial strategies used
- Unique opportunities and resources, including the need for specialized communities, funding, government policies and regulations
- Empowerment through entrepreneurship.

This course will use 'Business Plan Pro' by the Palo Alto Software Company.

### 606 Sales & Marketing for Entrepreneur (3) CSU

*Lecture: 3 Hours*

Students examine international management principles with an overview of global and multinational organizations. The issues of international human resource, operational topics, marketing decisions, strategic planning, and cross-cultural issues are analyzed. This course covers the basic principles of selling including wholesale and specialty goods. Topics include the development of the fundamental principles of wholesale and specialty selling, including the development of the sales plan, securing customers, effective goods and service presentation, product analysis, handling objections, closing the sale, follow-up and service after the sale, and the skills needed for successful sales work.

### 607 Legal Aspect of Global Entrepreneurship (3) CSU

*Lecture: 3 Hours*

The purpose of this course is to acquaint students with the fundamentals of intellectual property (IP) law. Students will be introduced to the four primary fields within intellectual property: trademarks, copyrights, patents, and trade secrets. At the conclusion of the course, students will fully understand how IP rights are acquired, registered (if necessary), protected, transferred, and infringed.

## ENVIRONMENTAL SCIENCE (ENV SCI)

### 001 The Human Environment: Physical Processes (3) UC: CSU

*IGETC Area 5A*

*CSUGE Area B1*

*Lecture: 3 hours*

This course introduces students to the physical processes that govern our life support systems and the social, political and economic factors that impact them. The basic science required to understand how our environmental systems work is presented. Topics discussed include the atmosphere, soils and agriculture, water resources and water pollution, sources of pollution and management of wastes, energy supply and usage, and alternative energy sources. Impacts of man's activities on environmental systems are presented and discussed. Finally, potential solutions to reduce or eliminate these impacts are described.

### 002 The Human Environment: Biological Processes (3) UC: CSU

*IGETC Area 5B*

*CSUGE Area B2, E*

*Lecture: 3 hours*

This course introduces students to the biological aspects of our environmental systems. Study will focus on our large-scale systems including populations and ecosystems and small-scale issues such as nutrition and toxicity. A portion of the course will be dedicated to examining the ability of species to adapt: leading to issues such as pesticide and antibiotic resistance. Global population will be examined through the lens of population dynamics. These topics will form a foundation for discussing the dynamic interplay between ecosystems, populations and economics. Upon completion of the course, students will develop an appreciation of the problems facing humans as we attempt to set environmentally meaningful standards for toxins and how important concepts such as nutrition, toxicity, birth defects and cancer rates relate to our environmental life support systems.

### **023 Pollution Prevention And Waste Minimization (3) CSU**

*Lecture: 3 hours*

This course provides an introduction to the principles of pollution prevention and waste minimization. Students will be introduced to the federal and state of California laws, and concepts of sustainability and resources recovery. Quantities and types of wastes generated in the United States and methods of managing the wastes generated (advantages and disadvantages) will be covered, including landfill disposal, materials recovery and incineration. Federal, state and local programs to prevent, reduce and recycle wastes will be introduced and discussed. Students will apply the principles presented in class to develop a pollution prevention/waste minimization plan.

### **025 Principles of Wastewater Technology (3) CSU**

*Lecture: 3 hours*

This course covers the basic principles of wastewater technology. Topics covered include: regulatory framework; wastewater collection systems; industrial and municipal wastewater characteristics; primary, secondary and tertiary treatment processes; solids management and disinfection processes; and wastewater reuse options.

## **ENVIRONMENTAL STUDIES (ENVSTDS)**

### **101 Introduction to Environmental Studies (3) UC: CSU**

*IGETC Area 4G*

*CSUGE Area D7*

*Lecture: 3 hours*

This course provides an introduction to the principles of sustainability. It provides an interdisciplinary overview of the local and global impacts of humans on the natural environment. Topics include the growth and geographic expansion of human population, the transformation of earth's ecosystems by humans, exploitation of natural resources, and sustainable practices and policies. The course focuses on the critical analysis of current environmental problems and the evaluation of alternatives and solutions that contribute to a sustainable world.

## **FAMILY and CONSUMER STUDIES (FAM & CS)**

### **021 Nutrition (3) CSU**

*CSUGE Area E*

*Lecture: 3 hours*

This course examines the basic principles of human nutrition and their relationships to optimum health. Food sources of nutrients, scientific concepts relating to the functions of nutrients, and current nutritional issues are emphasized. Nutritional needs during the various stages of the life cycle from prenatal to adult are studied. Student food intake is evaluated using a computerized diet analysis. Students learn the scientific concepts of Nutrition in a lecture interactive format evaluating how lifestyle, diet, food/nutrition/ nutrient excess and deficiencies; phytochemicals; food safety; food technology affect diseases and assessment of nutrition in human development from conception through maturity. Personal dietary assessment, synthesizing data from computerized dietary program and family tree, appraises nutritional disease risk factors. Students evaluate excesses and deficiencies and construct practices that establish and maintain a healthy lifestyle and result in a healthier mind, healthier nutritional eating practices, enhancing the spirit and nourishing the body.

## **FINANCE**

### **001 Principles of Finance (3) CSU**

*Lecture: 3 hours*

In this course the student will learn the principles of money, banking, corporation organization, stocks, bonds, marketing of securities, financial policies of corporations, and the Federal Reserve System.

## **FIRE TECHNOLOGY (FIRETEK)**

### **027 Wildland Firefighter (4)**

*Lecture: 3.5 Hours Lab: 1 Hour*

This course prepares the student for entry level jobs in Wildland Firefighting. It combines classroom instruction with hands-on training. A certificate of recognition for completing the course is awarded.

### **096 Emergency Medical Technician (8)**

*Lecture: 6 Hours Lab: 4 Hour*

This course is designed to provide This course is designed to provide a basis for gaining Emergency Medical Technician [EMT] certification. The student will be given the opportunity to develop the necessary knowledge, skills and abilities required to successfully complete the 180 hours of instruction and will then qualify them to take the National Registry EMT certification examination which certifies students as EMT's for a period of two years. Upon successful completion of the National Registry EMT certification examination, an EMT may gain employment with an ambulance service, in a hospital emergency room or work in a clinical setting as well as being a prerequisite for firefighting or paramedic careers.

## **FRENCH**

### **001 Elementary French I (5) UC: CSU**

*IGETC Area 6A*

*CSUGE Area C2*

*Lecture: 5 hours*

This course stresses the mastery of fundamentals of French pronunciation and structure. Emphasis is placed upon developing the student's ability to speak, understand, read and write simple French, paying special attention to practical vocabulary and idiomatic expressions. In addition, the student is introduced to some important aspects of French civilization and culture through simple readings and visual aids. *Note: Corresponds to the first two years of high school study.*

### **002 Elementary French II (5) UC: CSU**

*IGETC Area 3B, 6A*



*CSUGE Area C2*

*Prerequisite: French 1*

*Lecture: 5 hours*

This course is a continuation of French I, with an increased emphasis on conversation. It includes the study of the past, and future verb tenses, of the passé composé, the imperfect, and the conditional, also of the subjunctive mood.

Readings and vocabulary on daily life in France and Francophone nations are featured, also comparisons with American culture.

## **GEOGRAPHY (GEOG)**

### **001 Physical Geography (3) UC: CSU**

*IGETC Area 5A*

*CSUGE Area B1*

*Lecture: 3 hours*

This course explores the physical elements of geography. Topics include the basic characteristics of the physical environment, utilization of maps, elements of weather and climate, and the interrelationship of climate, vegetation, and soils, the spatial distribution of landforms of the surface of the earth, plate tectonics, weathering, karst topography, mass wasting, and the impact of streams, wind, glaciers, and ocean processes on earth materials.

### **002 Cultural Elements of Geography (3) UC: CSU**

*IGETC Area 4E*

*CSUGE Area D5*

*Lecture: 3 hours*

This course explores the cultural elements of geography and focuses on the basic characteristics of the cultural environment and how people impact planet earth. Topics include utilization of maps, spatial distribution of populations and migration patterns, cultural traditions, dispersion of language, religion, and ethnicity, political structure and urban patterns, development of agriculture, distribution of industry, and resource utilization and green technology.

### **005 Geography of Resource Utilization (3)**

*Lecture: 3 hours; Lab: 3 hours*

This course explores the physical elements of geography. Topics include the basic characteristics of the physical environment, utilization of maps, elements of weather and climate, and the interrelationship of climate, vegetation, and soils, the spatial distribution of land-forms of the surface of the earth, plate tectonics, weathering, karst topography, mass wasting, and the impact of streams, wind, glaciers, and ocean processes on earth materials. The laboratory provides hands-on exercise in topics covered in the Physical Geography (Geog 1) course. This laboratory course deals with skills of collecting, analyzing, and displaying of geographic data, with a specific reference to Earth's energy balance, weather and climate, vegetation, tectonic processes, land-forms, and natural hazards. Students use both analogue maps and digital media (GIS, GPS, satellite images, and Internet maps).

### **007 World Regional Geography (3) CSU**

*Lecture: 3 hours*

This course will survey the world's cultural regions and nations as interpreted by geographers, including physical, cultural, and economic features. The course will emphasize spatial and historical influences on population growth, transportation networks, natural environments, and significant features of regions.

### **014 Geography of California (3) CSU**

*CSUGE Area D5*

*Lecture: 3 hours*

This course surveys the physical and cultural landscapes of California with emphasis on human-environment interaction and the natural, socio-political, economic and demographic forces that have shaped the state. The course deals with the history of the state, settlement and land-use patterns, economic activities, resource use, transportation and trade, as well as California's role in the new global economy. The political, economic, environmental and demographic challenges facing the state are also discussed. Optional field trips will be offered.

### **015 Physical Geography Laboratory (2) UC: CSU**

*Prerequisite: Geography 1*

*Lecture: 1 hour; Lab: 2 hours*

Provides hands-on exercise in topics covered in the Physical Geography (Geog 1) course. This laboratory course deals with skills of collecting, analyzing, and displaying of geographic data, with a specific reference to Earth's energy balance, weather and climate, vegetation, tectonic processes, landforms, and natural hazards. Students use both analogue maps and digital media (GIS, GPS, satellite images, and Internet maps).

### **025 Introduction to Geographic Information Systems and Laboratory (4) CSU**

*Lecture: 2 hours; Lab 4 hours*

Geographic Information Systems (GIS) describe the specific software and set of techniques designed to manipulate, interpret and display geographic data. This course examines the basic principles and methods of GIS, including: computer representation of geographic data, map projections, coordinate systems, vector and raster data models, spatial analysis, and effective map design. In the laboratory students acquire hands-on experience with geospatial concepts, GIS functionalities, and mapping techniques.

## **GEOLOGY**

### **001 Physical Geology (3) UC: CSU**

*IGETC Area 5A*

*CSUGE Area B1*

*Lecture: 3 hours*

This course offers an introductory study of the earth, including discussion of minerals and rocks and how they form. Earth processes, such as volcanic activity, weathering, earthquakes, plate tectonics and mountain building are covered. The course examines features of the earth, such as rivers, deserts, glaciers, shorelines, and the ocean floor. Geologic time and earth history are also discussed.

### **002 Earth History (2) UC: CSU**

*Lecture: 3 hours*

Students receive an introduction to the geological history of Earth and its inhabitants, with emphasis on the evolution of life and landforms of North America. Topics include how Earth processes produce and alter landforms, climate, and energy and water resources on which humans depend; significant tectonic events, such as mountain building episodes; and the evolutionary history of life on Earth, including plants, fish, dinosaurs, mammals, and humans. Multimedia presentations are used throughout the course. Field trips will be taken.

### **004 Physical Geology and Laboratory (5)**

*Lecture: 3 hours; Lab: 3 hours*

This course offers an introductory study of the earth, including discussion of minerals and rocks and how they form. Earth



processes, such as volcanic activity, weathering, earthquakes, plate tectonics and mountain building are covered. The course examines features of the earth, such as rivers, deserts, glaciers, shorelines, and the ocean floor. Geologic time and earth history are also discussed. Moreover, Geology is the study of the earth. The course will discuss the origin of rocks and the processes that shape the surface of the earth.

### **006 Physical Geology Laboratory (2) UC: CSU**

*IGETC Area 5C*

*CSUGE Area B3*

*Corequisite: Geology 1*

*Lecture: 1 hour; Lab: 2 hours*

This course is the laboratory for Geology 1. It provides a hands-on investigation in greater depth of topics covered in Geology 1, such as topography, minerals, rocks, earthquakes, plate tectonics, and geologic time.

### **007 Earth History Laboratory (2) UC: CSU**

*Corequisite: Geology 2*

*Lecture: 1 hour; Lab: 2 hours*

This is a supplemental laboratory course for Geology 2, intended to teach the scientific methods of reasoning and to give the student an acquaintance with the fundamental principles of historical geology. Laboratory exercises will examine the history of the earth from its origin to the present as interpreted from the fossil record and radiometric dating techniques. Also included will be the evolutionary study of fossils and study of rock types and ancient landforms. This course will include methods used to determine events in Earth history and reconstruct past environmental conditions. Field trips may be taken. Strongly recommended for the student who is enrolled in or has completed Geology 2.

## **HEALTH**

### **002 Health and Fitness (3) CSU**

*CSUGE Area E*

*Lecture 3 hours*

This course promotes healthy physical and psychological lifestyles, with emphasis on disease prevention, including violence/abuse, nutrition, sexuality, reproduction, drugs, alcohol, tobacco, aging, stress management, and weight control. The physical fitness segment emphasizes individual improvement utilizing aerobic, flexibility, and strengthening activities.

### **008 Women's Health (3) CSU**

*CSUGE Area E*

*Lecture 3 hours*

This course comprehensively reviews important issues related to women of all diverse backgrounds. This course designs practical approaches to understanding the health of women in relationship to physiological and psychological aspects of nutrition, mental health, exercise, hygiene, cardiovascular disease, cancer, sexuality, reproduction, drugs, and other diseases common to women.

### **011 Principles of Healthful Living (3) UC: CSU**

*CSUGE Area E*

*Lecture 3 hours*

This course offers concepts to use as guidelines for self-directed responsible living. Health topics cover emotional and mental health, nutrition and obesity, drug abuse, cardiovascular fitness, chronic and communicable diseases, reproduction, consumerism, environmental health, and death/dying.

### **012 Safety Education and First Aid (3) UC: CSU**

*Lecture: 3 hours*

This course provides instruction in the Emergency Response System, creation of an emergency action plan, and assessment and immediate treatment given to a person who has been injured or has suddenly taken ill. Legal considerations and lifesaving procedures (e.g., use of automated external defibrillators and CPR for infants, children and adults) are covered. Upon successful completion of the course, students are eligible for certification in First Aid and CPR by the American Red Cross.

### **015 Stress Management Strategy (3)**

*Lecture: 3 hours*

This course examines and identifies the effects of stress on our society and in particular on the individual. Several systems are explored to achieve an optimal level of health. Students learn to cope with stress as well as change potential stressors to enrich their lives. This course covers the six dimensions of health: Emotional, social, physical, spiritual, environmental, and intellectual, as well as examines ways to identify and control stress.

### **021 Human Sexuality (3) UC: CSU**

*CSUGE Area D0, D7E*

*Lecture: 3 hours*

This course provides a comprehensive introduction to the cultural, behavioral, biological and psychosocial aspects of human sexuality. Topics presented include acquired immune deficiency syndrome and other sexually transmitted diseases, as well as sexual variance and dysfunction, and sexuality throughout the human life cycle.

### **048 Men's Personal Health (3)**

*Lecture: 3 hours*

This course explores men's health issues and adds a fitness component so that men can learn to understand and control their life long health practices, attitudes and challenges that contemporary men experience in urban areas. It studies topics important to men such as domestic abuse and violence, stress, alcoholism, disease transmission and other physical, emotional and social topics related to men's health, fitness and wellness.

### **101 Introduction to Public Health (3)**

*Lecture: 3 hours*

This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics of the discipline include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and health care policy and management.

## **HEALTH OCCUPATIONS (HLTHOCC)**

### **062 Skill Set for the Health Care Professional (2)**

*Recommended: English 21 and Math 105*

*Lecture: 1 hour; Lab: 3 hours*

Health Occupations 62 is an introduction of the concepts and skills that serve as a foundation for the health care professions. Topics include hygiene and safety, infection control, basic client monitoring

and basic first aid, therapeutic communication and basic health documentation.

### **063 Basic Medical Terminology, Pathophysiology and Pharmacology (2)**

*Recommended: English 21 and Math 105*

*Lecture: 2 hours*

This basic medical language course will discuss common diseases and injuries and their pharmacological treatment using medical terminology in English and Spanish, when appropriate.

### **064 Cultural and Legal Topics for Health Care Professionals (1)**

*Recommended: English 21 and Math 105*

*Lecture: 1 hour*

Health Occupations 64 provides an overview of the concepts of health and illness, cultural diversity and legal issues that affect the health care professional.

### **065 Fundamentals for the Health Care Professional (2.5)**

*Recommended: English 21 and Math 105*

*Lecture: 2.5 hours*

Health Occupations 65 explores career options in the health care industry, healthy behavior for health care workers, work ethics, professional resumes and interviewing skills and personality traits of a health care professional. There will be an externship during which area employers will introduce students to direct and indirect patient care opportunities.

## **HISTORY**

### **001 Introduction to Western Civilization I (3) UC: CSU**

*IGETC Area 3B, 4F*

*CSUGE Area C2, D6*

*Lecture: 3 hours*

This course covers the political, economic, social, religious, and intellectual activities of Western civilization from early man through the great cultures of the Ancient Middle East, Egypt, Greece, Rome, Middle Ages, Renaissance, Reformation, and the emergence of the great modern nations of today. Emphasis is placed on changing structures in class, race, gender, and power relationships.

### **002 Introduction to Western Civilization II (3) UC: CSU**

*IGETC Area 3B, 4F*

*CSUGE Area C2, D6*

*Lecture: 3 hours*

This course is a continuation of History 1 and covers the development of western civilization from the beginning of the 15th Century to the present time. It provides a knowledge of the nations of the modern world and their relationship with one another including the relationship between development and underdevelopment in the industrial era. Topics include: The Renaissance, Monarchy, Tyranny, Imperialism, Industrialism, Liberalism, Nationalism, Cold War and Terrorism.

### **003 History of England and Great Britain I (3) UC: CSU**

*Lecture: 3 hours*

This course surveys the political, economic, and cultural development of the British Isles and the Empire from the earliest times to the eve of the American Revolution.

### **005 History of the Americas I (3) UC: CSU**

*IGETC Area 3B, 4F*

*CSUGE Area D6*

*Lecture: 3 hours*

The course will analyze the indigenous cultures of the western hemisphere before interaction with other continents such as Europe, Africa, and Asia. Included topics are the exploration, imperial rivalries, colonial settlement and growth phases, and the American Revolution and its effect on the entire hemisphere. Also covered are responses to the Constitution of the United States of America, the effect of the latter on the political philosophies, political institutions, laws and amendment interpretations, the rights and obligations of citizens of Central and South America, the role of major ethnic and social groups, and the continuity of the Pan-American experience. Also included are an examination of geography and the development of federal, state, and local governments of many nations within the western hemisphere. Integrated learning strands include an overview of Dutch, British, Portuguese, African and Spanish impact on the political, social, and economic lives of indigenous societies.

### **011 Political and Social History of the United States I (3) UC: CSU**

*IGETC Area 3B, 4F*

*CSUGE Area D6, D8*

*Lecture: 3 hours*

This is a survey of the political, social, economic, and constitutional history of the United States from its beginnings through the Civil War; a history of the United States up to the year 1865. The course covers the chronology of pre-colonial and colonial North America, the birth and early development of the United States to 1865, and is designed to present ideas, events, people, and forces that have shaped the nation and significantly contributed to the foundations of the present.

### **012 Political and Social History of the United States II (3) UC: CSU**

*IGETC Area 3B, 4F*

*CSUGE Area D6, D8*

*Lecture: 3 hours*

This is a survey course on the political, social, economic, and constitutional history of the United States of America from the Post Civil War Reconstruction Era to the present; U.S. history since 1865. The course is designed to present democratic Principles and Constitutional ideas, events, people, and forces that have shaped the United States and significantly contributed to the foundations of the Country.

### **037 History of African Civilization (3) CSU**

*Lecture: 3 hours*

This course covers the political, economic, technological, social, religious, and intellectual activities of the African civilizations throughout the continent. It traces the influences of 'The African Diaspora' and its peoples around the world also. Examining the diverse forms of government and culture, in the West, East, North and Central Africa. The legacy of vast, intimate, and important civilizations of Africa which began in essence with modern human history thus showing that the progress of Africa is the progress of humanity.

### **041 The African-American in the History of the United States I (3) UC: CSU**

*IGETC Area 4F*

*CSUGE Area D3, D6*

*Lecture: 3 hours*

This course will examine the historical development of the United States of America from the early colonial era through the Civil War and Reconstruction with special emphasis on the contributions of African Americans. The course will analyze the Constitution of the United States of America, political philosophies, political institutions, amendments and interpretations, the rights and obligations of citizens, the role of major ethnic and social groups, and the continuity of the American experience, geography, federal, state, and local governments. Integrated learning strands include an overview of West African societies; Africans in colonial America; The "Peculiar Institution", Abolition, the Civil War, Westward Expansion, Emancipation, and Reconstruction.

### **042 The African-American in the History of the United States II (3) UC: CSU**

*IGETC Area 4F*

*CSUGE Area D3, D6*

*Lecture: 3 hours*

This course will examine the historical development of the United States of America from the end of the Civil War and Reconstruction to the present, with special emphasis on the contributions of the African Americans. The course will review changes in the Constitution of the United States, amendments and interpretations, the rights and obligations of citizens, present day relationships between state, local and federal governments, historical, geographical, intellectual, cultural, economic, political and social interaction between major ethnic groups in the United States. Topics include segregation, Southern politics and culture, its Northern counterpart, WWI, WWII, diplomatic developments, Vietnam, modern industrial structure, economic growth and urban demographic patterns.

### **043 The Mexican-American in the History of the United States I (3) UC: CSU**

*IGETC Area 4F*

*CSUGE Area D3, D6*

*Lecture: 3 hours*

This course traces the historical evolution of the Mexican and Mexican-American people and their institutions within the history of United States. It surveys the contributions of the Mexican people to the United States with emphasis on the Southwest. Special emphasis will be made upon: 1). The Mexican- American War 1846-1848. 2). Revolution of 1910 Mexican American Revolution - Punitive Expedition During Zimmerman Telegram War I. The course explores the early history of Mexico, Mexican-American War of 1846 ending with the Treaty of Guadalupe Hidalgo (1848), Californios, Mexican-Civil War, the French Intervention and the legacy of President Benito Juarez, the American-Civil War, leading to the period of known as the Porfiriato. This course also surveys the historical, political, and social changes in Mexico and the United States before and after the Revolution of 1910 with the emphasis on the impact on the Southwest region including identities of Tejano/a.

### **052 The Role of Women in the History of the United States (3) UC: CSU**

*IGETC Area 4D, 4F*

*CSUGE Area D4, D6*

*Lecture: 3 hours*

This course will examine the historical development of the United States of America from the end of the colonial period to the present with special emphasis on the contributions of women. The course will review changes in feminism, gender and the Constitution of the United States, i.e., the 19<sup>th</sup> amendment, the Suffragettes, their relationship to abolitionism and other feminist campaigns. This course includes an analysis of the social and economic disparity between women and men, women's roles within state, local and federal governments, their intellectual, cultural, and social interaction in the larger society and explores the issues of women in major ethnic groups in the United States, and interaction of women within and outside each group. Topics include colonial women, frontier women, progressivism, unions, birth control, and discrimination, sectional conflict from the perspective of women, WWII, "Rosie", Vietnam, the modern industrial complex, globalization, and urban demographic patterns as they relate to the lives of women.

## **HUMANITIES (HUMAN)**

### **001 Cultural Patterns of Western Civilization (3) UC: CSU**

*IGETC Area 3B*

*CSUGE Area C2*

*Lecture: 3 hours*

An interdisciplinary study is made of art, music, and literature to reveal general traits of Western Civilization. Emphasis is placed on objective analysis and comparison of selected works from all of the arts.

### **002 Studies in Selected Cultures (3) UC: CSU**

*CSUGE Area C2*

*Lecture: 3 hours*

Art, music, and literature are studied as they interrelate to reveal non-Western views of philosophy, science, religion and the self. Emphasis is placed on Japan, China, the Middle East (Egypt), and Sub-Saharan Africa (Ghana, Kenya).

### **006 Great People, Great Ages (3) UC: CSU**

*CSUGE Area C2, D6*

*Lecture: 3 hours*

This course provides a study of the artistic contributions of selected individuals from ancient times to the present. An appreciation of their ideas and forces which have shaped our cultural heritage will also be studied (from Imhotep to Toni Morrison).

### **031 People in Contemporary Society (3) UC: CSU**

*IGETC Area 3B*

*CSUGE Area C2*

*Lecture: 3 hours*

Humanities 31 is a college level course which surveys the cultural heritage of Western civilization from the 17<sup>th</sup> Century to the present including artistic, literary, philosophical, and religious traditions, as it analyzes the changing relationship with varied visual materials.

## **INDUSTRIAL TECHNOLOGY (INT TEC)**

### **103 Technical Writing and Communication (2) CSU**

*Lecture: 1 hour; Lab: 2 hours*

This course introduces the principles and practices of writing a range of technical documents including emails, letters, technical

evaluations and reports, and academic and scientific papers used in the engineering, science, and technology fields. The use of graphical information such as tables and charts are covered as well as technical resumes, letters, and instruction and operation manuals.

### **105 Industrial Print Reading with GD&T (3)**

*Prerequisite: Engineering Graphics and Design 121 or 122 or 123*

*Lecture: 3 hours*

*Lab: 2 hours*

This course covers the principles and practices of visualizing and interpreting engineering print drawings, by going over actual prints from various industries. The study of drawing types, symbology, drawing management and industry standards are taught. The course also covers the ASME Y14.5 standard for geometric dimensioning and tolerancing.

### **106 Applied Math for Technology (2)**

*Prerequisite: Mathematics 115*

*Lecture: 1 hour*

*Lab: 2 hours*

This course covers a practical application of basic math/algebra skills to typical industrial applications and problems. Topics include units of measure and conversions, reading tools of measurement, error analysis and error propagation, statistics and standard deviation, graphing techniques, including pie and bar charts, Pareto diagrams, statistical process control charts, and Venn diagrams, perimeter/area/volume analysis using plane and solid geometry, trigonometry, including right and oblique triangles, algebra, and arithmetic. Technical applications and problem-solving skills including the appropriate use of technology are emphasized.

## **INTERNATIONAL BUSINESS (INTBUS)**

### **601 Introduction to Global Trade and Logistics (3)**

*Lecture: 3 hours*

This course provides an overview of the global marketplace with emphasis on the impact and dynamics of socio-cultural, demographic, economic, technological, political, and legal factors in the foreign trade environment. Topics include patterns of world trade, supply chain and logistics, internationalization of the firm, and operating procedures of the multinational enterprise.

### **602 Global Economics (3) CSU**

*Lecture: 3 hours*

This course provides the students with an understanding of global economy and internationalization of business. It covers international economics, finance, and trade as a natural consequence of the theory of Comparative Advantage. Includes multinational enterprises, legal, political, and socio-cultural issues, survey of global strategic management. This course will give the students an understanding of global economics and helps them understand the complexities of operating an import or export business.

### **603 Cross Cultural Management (3) CSU**

*Lecture: 3 hours*

Students examine the role of culture in the operations of an organization. They will explore ways to identify cultural differences and culture's impact on strategic approach, organizational structure, and different approaches to human resources. Focus will be the new approaches toward creating Global Managers and team building across cultures.

### **604 Global Marketing & Trade Agreements (3)**

*Lecture: 3 hours*

This Course considers the required adjustments in marketing strategy to remain competitive in a global environment. Topics include trade policy basics, tariffs and non-tariff barriers, safeguards, voluntary restraints, dumping, subsidies and strategic trade theory, agricultural trade, developing country rules, regionalism, and services.

### **605 Contemporary Issues in Global Trade & Logistics (3)**

*Lecture: 3 hours*

Deals with selected topics of current importance in global business. The topics may vary from semester to semester and selected from research projects, comparative cross-cultural behaviors and business practices, global distribution and transportation, regional trade and competition, and marketing opportunities in the European and Latin American communities.

### **606 Principles of Import (3)**

*Lecture: 3 hours*

In this course the student learns how to identify, define, and explain the United States regulatory agencies requirements to import to the United States. Emphasis will be placed on how to determine what duties commodities might be subject to and how to prepare and present to the Bureau of Customs the shipment and its document.

### **607 Principles of Export (3)**

*Lecture: 3 hours*

This course will help the students to learn the basic requirements of the United States export regulations and procedures. The students will learn how to prepare the proper documentation required by the US and the country of destination. The students will learn how to calculate the break-even point, financing, foreign exchange rates, and the profitability of an export venture.

### **608 E-Commerce and International Business (3) CSU**

*Lecture: 3 hours*

In this course students will learn the various aspects of E-Commerce, its relevance and application to International Business. The focus will be on e-marketing, on-line payment methods, laws on spam, identity theft, phishing, and other e-commerce safety measures, and legal compliance such as business licenses and taxes.

### **609 Internet Fundamentals and E-Business (3) CSU**

*Lecture: 3 hours*

This course provides students with the skills required to manage electronic business, commerce, government information systems, and technology. The course will also emphasize the role of global strategic information systems as applied to problem solving and current transportation and customs software. In addition, students will conduct international market research, create an e-commerce web site, and establish an entrepreneurial venture.

### **610 International Business (CSU)**

*Lecture: 3 hours*

Students will learn how global marketing works beyond our borders as well as how to construct a sound plan for identifying and delivering a product made in the US to selected markets. It examines the



challenges and rewards found in international marketing, which is now the center of growth and opportunity for U. S. enterprise. During the process of plan development, students will gain knowledge in the unique issues of delivering products and services abroad including: import taxes, letters of credit, shipping agreements, free trade zones, and regulations on media and advertising and trade organizations and resources.

### **611 Customhouse Brokerage: Payment Instruments and Procedures I (3) CSU**

*Lecture: 3 hours*

The student learns how to arrange and receive payment for merchandise shipped from one country to another. Topics covered include how to prepare and fill out documents. Also included is information regarding credit and political risk insurance.

### **612 Supply Chain Management: Transport Systems (3) CSU**

*Lecture: 3 hours*

This course examines the global transport systems used in importing and exporting. Emphasis is given to the role of ocean, air, land, and multimodal transport infrastructures as key components of international supply chain management operations. Supporting international trade topics include commercial terms of trade, commercial and transportation documents, insurance, and packaging for export, logistics infrastructure and security, and United States Customs clearance.

## **JOURNALISM (JOURNAL)**

### **101 Collecting and Writing News (3) CSU**

*Prerequisite: English 21 or English 28 or 31 or 145*

*Lecture: 3 hours*

This introductory course stresses instruction and practice in news gathering and news writing. Extensive practical writing experience is geared to the campus newspaper. It also includes a study of newspaper, radio, television and online news. Adherence to professional writing style and legal and ethical aspects of the profession are included.

### **105 Mass Communications (3) UC: CSU**

*Recommended: English 28 or 31*

*Lecture: 3 hours*

This course surveys America's mass communications systems and how they affect human behavior in relation to social, political, and economic institutions. Newspapers, magazines, television, advertising, public relations, radio, records, and movies and how they affect us as members of society will be studied. This history, sociology, operation, regulation by society, and financing will be included. Students will gain an understanding of the ways media have been and are used to influence, manipulate, and reflect the society and special interest groups within the society and they will become more critical media consumers.

### **123 Convergent Journalism (3) CSU**

*Prerequisite: Journalism 101*

*Recommended: Media Arts 100*

*Lecture: 3 hours*

Convergent Journalism—the convergence of broadcast, print and web formats—provides an overview of new journalism, supplying a foundation for skills in non-fiction composition using multimedia, critical thinking and new media literacy. Students explore writing for the internet, audio/video podcasting, interactive multimedia, digital

storytelling, and nonfiction composition—and they contribute regularly to the online campus newspaper, The Word.

### **217 Publication Laboratory (2)**

*Prerequisite: Journalism 101*

*Co-requisite: Journalism 219*

Student reporters, editors, photographers and other visual student journalists learn newspaper production techniques through the publication of the campus newspaper and website, as well as other student-produced publications. Reporters will focus on basic reporting and writing for the campus newspaper and website and other student-run publications, while photographers focus on gathering images for publications. Other visual journalists will focus on beginning layout and design or cartooning and illustration.

### **219 Techniques for Staff Writers (1) CSU**

*Prerequisite: Journalism 101*

*Corequisite: Journalism 217*

*Recommended: English 21, 28, 101*

Students analyze editorial problems and write editorials for the College newspaper. Formulation of editorial policy, first-person commentaries, third-person commentaries, editorial cartoons, letters to the editor, corrections/clarifications, encouraging reader participation, ethics, and writing skills are emphasized. This course is designed for College newspaper editors.

## **KINESIOLOGY (KIN)**

### **180 Marathon Training Course for Run/Walk (1.5) CSU**

*Lecture: 0.5; Activity: 3.5 hours*

Students utilize and understand aerobic and anaerobic energy systems and when each is used. Students develop an understanding of cardiovascular endurance and specificity of training for marathons using a variety of tempo run/walks. Race analysis and race psychology are also explained along with proper hydration and nutrition.

### **217 Self-Defense Skills (1) UC: CSU**

*CSUGE Area E*

*Lecture: 0.5 hour; Activity: 1.5 hours*

This is a basic course in self-defense and is designed to help students become aware of danger and prepare themselves to live comfortably and securely in our society. This course instructs the student in self-defense skills for women against rape and other physical attacks. The course includes safety precautions and the promotion of mental and physical well-being.

### **217-2 Self-Defense Skills II (1) CSU**

*Prerequisite: Kinesiology 217 or 217-1*

*Lecture: 0.5 hour; Activity: 1.5 hours*

This course instructs the student in self-defense and personal safety skills for men and women against deadly dangerous and other physical attacks at a beginning karate and martial arts skills level. The course includes discussion of safe defense and protection strategies and the promotion of mental and physical well-being.

### **229 Body Conditioning Skills (1) UC: CSU RPT 3**

*Activity: 2 hours*

This course uses a variety of aerobic and anaerobic exercises to help the student achieve fitness and establish a workout program they can use for the rest of their life. Exercises are drawn from a number of different sources such as aerobics, dance, and weight training.



## 229-1 Body Conditioning Skills I (1) CSU

*Lecture: 0.5 hour; Activity: 1.5 hours*

This course will direct students to a variety of cardiovascular, strength, endurance and flexibility exercises using a mix of equipment and environment to improve student fitness and health. Students will learn how to create a balanced fitness program based on current research to reach their goals. Fitness assessments will be conducted to provide students with feedback and recommendations for progressive improvement.

## 234-1 Walking for Fitness (1) CSU RPT 3

*Lecture .5; Activity 1.5*

Students focus on achieving cardiovascular fitness and a healthy lifestyle through walking programs and gate training. Course topics include shoe selection, posture, gait, walking styles, flexibility, and clothing, creating a walking program, nutrition, BMI, cardiovascular disease prevention and assessing fitness level.

## 245 Body Dynamics (1) UC: CSU, RPT 3

*Activity: 2 hours*

Emphasis is on physical fitness through a non-traditional strength training. Students will leave with an extensive exercise library using nontraditional equipment (fit balls, bends, medicine balls, etc.)

## 250 Weight Training Skills (1) UC: CSU RPT 3

*Activity: 2 hours*

Weight Training includes an emphasis in the knowledge, understanding and values of building muscle strength and endurance. The course includes instruction in the five health related components of fitness (body composition, muscle strength, muscle endurance, flexibility and cardiovascular fitness). The objective is to develop the student's ability to develop his/her own physical fitness program at any time in life based upon sound physiological principles. .

## 251 Yoga Skills (1) UC: CSU RPT 3

*CSU-GE Area E*

*Activity: 2 hours*

Students learn an ancient form of hatha yoga (the physical movement of yoga) along with breathing and meditation techniques. Brief lectures covering yoga history, diaphragmatic breathing, basic anatomical alignment of yoga poses, body awareness, and stress management are presented. Students practice the 25 basic asanas (yoga poses) with modifications to each asanas, and alignment principles (forward folds, twists, backbends, and standing poses, etc.).

## 251-2 Yoga Skills II (1) CSU

*Activity: 2 hours*

This course is designed to improve both strength and flexibility through mind and body integration. The course focuses on the physical and breathing exercises of Yoga. It will assist with the development of flexibility and strength in the skeletal, muscular, and nervous systems, improve circulation, reduce stress, and increase energy levels. Various styles of Hatha Yoga will be studied and practiced. This course will give the student both the knowledge and the practice to move toward improved health and reduce stress levels.

## 287 Basketball Skills (1) UC: CSU RPT 3

*Activity: 2 hours*

This course introduces students to the rules, skill, and strategies of basketball. It is designed to teach all levels the basic basketball skills of passing, dribbling, shooting, and rebounding, and introduces individual and team offense and defense, as well as rules, proper etiquette, terminology, and components of fitness.

## 288 Flag/Touch Football Skills (1) UC: CSU RPT 3

*Activity: 2 hours*

This course is designed to teach students the rules and skills related to flag football as a team activity.

## 289-1 Soccer Skills I (1) CSU

*Lecture: 0.5 hour; Activity: 2.5 hours*

This course is designed to teach students the basic soccer skills of passing, dribbling, shooting, and goalkeeping. The course also introduces basic theories of individual and team offense and defense, as well as the Laws of the Game, proper etiquette, terminology, and the components of fitness. Students learn proper soccer techniques with practice skills and feedback.

## 300-1 Swimming - Non-Swimmer II (1) CSU

*Lecture: 0.5 hour; Activity: 1.5 hours*

The purpose of this course is to teach beginning swimmers (those with LIMITED or NO swimming skills) how to correctly perform basic swimming skills. The course focuses on teaching students general swimming skills (arm stroke, leg kick, and breathing) and specific swimming strokes, including the four competitive strokes (front crawl, back crawl, breast stroke, butterfly stroke) the elementary backstroke, the side stroke and treading skills. Ability to perform skills to ensure water survival and understand and use basic swimming etiquette.

## 301-1 Swimming Skills I (1) CSU

*Lecture: 0.5 hour; Activity: 1.5 hours*

The purpose of this course is to teach beginning swimmers how to correctly perform basic swimming skills. The course focuses on teaching students general swimming skills (arm stroke, leg kick, and breathing) and specific swimming strokes, including the five basic strokes (front crawl, backstroke, breast stroke, sidestroke, and elementary back stroke). Ability to perform skills to ensure water survival and understand/use basic swimming etiquette.

## 303 Aqua Aerobics (1) UC: CSU RPT 3

*IGETC Area*

*CSUGE Area*

*Activity: 3 hours*

This is an aerobic physical program employing water resistive exercises without the need of swimming skills. This class is designed to help promote cardiovascular and muscular fitness.

## 327 Lifelong Fitness Lab (1) UC: CSU

*Lecture: 0.5 hour; Activity: 2.5 hours*

Through this physical fitness course, students design procedures for evaluating individual fitness levels. A progression of lifelong fitness exercises for all major muscle groups to improve cardiovascular fitness, muscular strength/endurance, flexibility and body composition are examined.

## 327-2 Lifelong Fitness Lab (1)

*Prerequisite: Kinesiology 327-1*

*Lecture: 0.5 hour; Activity: 2.5 hours*

This course develops and encourages positive attitudes and habits with regards to cardiovascular efficiency, body composition, flexibility,

muscular strength, and muscular endurance to achieve lifelong fitness. The students rotate through a series of weight training, core, and cardiovascular exercises in both anaerobic and aerobic training methods. Each student upon entry, is screened and assessed using a variety of physical fitness measuring techniques. The screening and assessment process is then repeated at the conclusion of the semester. This class also gives students the tools to achieve lifelong fitness and the techniques and knowledge to better prevent heart disease and diabetes.

### **329-2 Body Conditioning II (1) CSU**

*Lecture: 0.5 hour; Activity: 2.5 hours*

This class is designed to incorporate intermediate forms, concepts and techniques associated with body conditioning. Including Pilates, Core Strengthening, Cardiovascular Exercise and Muscular Strength and Endurance exercises.

### **329-3 Body Conditioning III (1) CSU**

*Lecture: 1 hour*

Body Conditioning intermediate concepts and mastery of exercise techniques associated with the application of exercise concepts to design an individualize exercise program implementing concepts discussed in class. Concepts discussed include: Muscle anatomy, Muscle Fiber Recruitment, Cardiovascular Adaptations to Exercise, Muscle adaptation to Specific Loads, and Energy systems utilized in cardiovascular exercise training. Methods incorporated in class activities include: Pilates Core Strengthening, Cardiovascular Exercise, Muscular Strength and Endurance, Flexibility; and Body Composition.

### **330-1 Cardio Kickboxing I (1) CSU**

*Activity: 3 hours*

This is the first level of a non-contact activity course designed to use basic kicking and punching techniques to improve overall fitness including: cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.

### **334 Walking for Fitness (1) UC: CSU RPT 3**

*CSUGE Area E*

*Activity: 2 hours*

This course focuses on achieving cardiovascular fitness and a healthy lifestyle through walking. Course topics include shoe selection, posture, gait, walking styles, flexibility, and clothing, creating a walking program, and assessing fitness level.

### **334-2 Fitness Walking II (1)**

*Prerequisite: Kinesiology 334*

*Lecture: .5 hours; Activity: 2.5 hours*

Walking for Fitness level 2 focuses on achieving cardiovascular fitness, building workouts and enhancing a healthy lifestyle through walking. Includes such topics as fitness walking training principles overload and specificity, proper nutrition, differences of aerobic versus anaerobic workouts, Target Heart Rate, proper technique, shoe selection, posture, gait, flexibility, clothing, and safety limitations. This course will assess fitness levels and identify the physical health benefits from walking.

### **336-1 Zumba Fitness I (1) CSU**

*Lecture: 0.5 hour; Activity: 2.5 hours*

Zumba integrates some of the basic principles of aerobic, interval, and effective fitness resistance training to maximize caloric output, cardiovascular benefits, and total body toning. Zumba provides a non-intimidating opportunity for non-dancers to participate in a group aerobics class. This course enables the student to participate in

basic Zumba group exercise that combines a fusion of high energy Latin and International Diaspora music with unique moves and combinations.

### **345 Body Dynamics Activity (1) UC: CSU RPT 3**

*CSUGE Area E*

*Activity: 3 hours*

Emphasis is on physical fitness through a regular exercise program including low/high impact aerobics performed to music, and nutrition, diet and body mechanics information.

### **349 Stress Reduction for Physical Efficiency (2)**

*Lecture: 1 hour, Activity: 2 hours*

This course is particularly useful to the athlete, dancer, musician, singer, actor and public speaker, but generally beneficial to anyone interested in improved physical and mental functioning. Alternative forms of physical education for improved body alignment and ease of movement with ability to reduce stress for all individuals is covered.

### **366-1 Badminton Skills I (1)**

*Lecture: .5 hours; Activity: 2.5 hours*

Students learn the fundamental skills and knowledge necessary to play badminton such as the serve, clear, drop and smash shots, rules and basic strategies for the games of singles and doubles.

### **389-1 Soccer I (1) CSU**

*Lecture: 0.5 hour; Activity: 2.5 hours*

This course is designed to teach students the basic soccer skills of passing, dribbling, shooting, and goalkeeping. The course also introduces basic theories of individual and team offense and defense, as well as the Laws of the Game, proper etiquette, terminology, and the components of fitness. Students learn proper soccer techniques with practice skills and feedback.

### **391 Volleyball (1) CSU**

*Lecture: 0.5 hour; Activity: 2.5 hours*

This course is designed to teach the basic volleyball skills of passing, setting, spiking, serving and blocking. The course will introduce individual and team offense and defense systems, as well as the rules, etiquette, terminology and strategies for volleyball.

### **391-2 Volleyball II (1)**

*Prerequisite: Kinesiology 291-1 or Placement Exam*

*Lecture: .5 hours; Activity: 2.5 hours*

Students learn volleyball skills and techniques. Skills learned are passing, serving, hitting and blocking. The students also learn strategy used for games and the rules of the sport.

### **419-1 Powerlifting (1) CSU**

*Activity: 3 hours*

The course will provide students the opportunity to learn the techniques of the three Power Lifts and two Olympic Lifts. The class is co-educational but is designed for students who have an interest in this specialized weight lifting genre. Students will be instructed how to perform the bench press, squat, and dead lift which considered the three base Power Lifts. Proper technique will be a major emphasis with a high importance placed on students lifting weight totals that are within a safe capacity of their individual limits. In addition, the performance of the two Olympic Lifts, the hang clean and the power clean will be covered. Students will work cooperatively in small groups and will be placed together according to each's level of expertise and strength capacity.

## KINESIOLOGY ATHLETICS (KIN ATH)

### 504 Intercollegiate Sports - Basketball (3) UC: CSU RPT2

*Activity: 10 hours*

This course includes instruction in the fundamental, intermediate and advance principles, theories and skills of Intercollegiate Basketball. The course includes instruction, demonstration and practice of competitive basketball skills, including passing, dribbling, shooting and rebounding as well as individual and team offense/defense. This course requires intercollegiate basketball competition. Tryouts are required.

### 508 Intercollegiate Sports – Football (3) UC: CSU RPT1

*Activity: 10 hours*

This course is for the intercollegiate football team. The course includes advanced football skills, offensive and defensive, along with special team strategies. The components of fitness for football require running, cardiovascular endurance, agility, strength training, and balance. The class includes football video to study the technique and strategies used while participating as a member of the intercollegiate football team.

### 552 Athletic Pre-Season Conditioning (1) UC: CSU RPT 3

*CSUGE Area E*

*Activity: 3 hours*

Training techniques for the intercollegiate student athlete. The following areas are emphasized: the analysis and training of athletic skills, the analysis of offensive and defensive systems, physical conditioning, strength training and aerobic conditioning.

## KINESIOLOGY MAJOR (KIN MAJ)

### 100 Introduction to Kinesiology (3) CSU

*Lecture: 3 hours*

This course is an introduction to the discipline of Kinesiology/Physical Education; and examines human movement from the perspectives of experience, research, and professional practice. Topics include career opportunities, history, philosophy, psychology, sociology, current trends, physiology, and curriculum development in the field of kinesiology.

### 101 First Aid and CPR (3) CSU

*Lecture: 3 hours*

This course involves the theory and detailed demonstration of the first aid care of the injured. The student will learn to assess a victim's condition and incorporate proper treatment. Standard first aid, CPR, and AED certification(s) will be granted upon successful completion of requirements. This course also covers the recommendations by the American Heart Association, National Safety Council, ECSI (Emergency Care Safety Institute) and the American National Red Cross for community members to respond to non-breathing and sudden cardiac emergencies. Includes techniques for all ages along with emergency action plans, safety, and prevention of disease transmission.

### 117 Personal Trainer Instructor (3) CSU

*Lecture: 2 hours; Activity: 2 hours*

This course is designed to give students the knowledge and understanding necessary to prepare for the NASM Personal Trainer Certification Exam and become effective personal trainers. This is a comprehensive course for designing individualized programs based on each client's unique health, fitness, and goals. The information covered by this course will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength.

### 134 Advanced Lifesaving (2) CSU

*Lecture: 1 hour; Activity: 2 hours*

This class provides training in and the opportunity to get certified in the latest Red Cross Life guarding program. The Red Cross Lifeguarding certificate includes training in cardiopulmonary resuscitation (CPR), first aid, automated external defibrillator (AED), oxygen administration, and lifeguard management materials.

### 200 Sport Management (3)

*Lecture 3 hours*

This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course introduces the student to sport management career opportunities in the sport industry and to sport principles as they apply to sports and fitness management programs-operation, facilities, equipment, leadership style, communication, and motivation.

## LAW

### 003 Civil Rights and the Law (3) UC: CSU

*CSUGE Area D8*

*Prerequisites: Law 3 and English 101*

*Lecture: 3 hours*

This course will cover the comparative and analytical study of the law and related problems concerning the Bill of Rights and the U.S. Constitution, due process of law, freedom of speech and press, freedom of expression, freedom of religion, racial and sexual equality, right to privacy, and other related topics with emphasis on recent U.S. Supreme Court decisions interpreting individual rights.

### 010 Introduction to Legal Assistant I (3) CSU

*Lecture: 3 hours*

This is an introductory course in understanding the role of the legal assistant in the practice of law. Emphasis is also placed on the roles of the lawyer, law office personnel, and all other parties involved in the law practice. Legal terminology and research problems are covered.

### 013 Wills, Trusts, and Probate Administration (3) CSU

*Lecture: 3 hours*

This course is a study of the fundamental principles of the law of wills and trusts, including simple will and trust forms and formation; it is also an examination of the organization and jurisdiction of the California Probate Court and of the administration of estates in California Probate Courts including gift, inheritance and estates taxes.

### 017 Legal Writing (3) CSU

*Lecture: 3 hours*

This course covers advanced legal drafting and writing, including special research and projects.

### 051 Legal Research for Paralegals (3) CSU

*Lecture: 3 hours*

The student will gain a working knowledge of legal research methods, both in traditional print and electronic formats. The student will be exposed to materials not necessarily covered in other courses.

## LIBRARY SCIENCE (LIB SCI)

### 101 College Research Skills (1) UC: CSU

*Lecture: 2 hours*

Students develop strategies to find, organize, evaluate and cite various print and online sources effectively and ethically. These skills help students become strong researchers and life-long learners.

## MANAGEMENT (MGMT)

### 001 Principles of Management (3)

*Recommendation: English 28 or English 101*

*Lecture: 3 hours*

This course provides practical and valid information about solutions to managerial problems through research findings, theory and current successful practices. Detailed analysis of basic managerial functions including planning, organizing, staffing, leading and controlling is made. Emphasis is placed on the technical, interpersonal, conceptual, diagnostic and political managerial skills needed to succeed as a manager in a domestic or global business.

### 002 Organization and Management Theory (3) CSU

*Lecture: 3 hours*

A beginning course in theory and practice of management and organization. It gives a realistic account of what managers actually do and what they face. It presents various theories of management and organization. The functions of management with special emphasis on foreign operations and future trends in management are analyzed.

### 013 Small Business Entrepreneurship I (3) CSU

*Lecture: 3 hours*

This course provides a systematic approach to developing and operating a successful small business. The areas of study include: personal qualifications for starting and managing a small business, determining the market opportunity, legal procedures, planning and marketing the business, location factors, capital requirements, protective factors to provide for risk, and personnel management. Students gain experience through the development of a business plan.

### 031 Human Relations for Employees (3) CSU

*Lecture: 3 hours*

This course presents the practical application of basic psychology in planning, conducting and evaluating conferences and interviews. Special emphasis on dynamics of counseling, interviewing and conference leading. Attention is given to individual and group attitudes in the occupational situation as they affect motivation, status and morale.

### 033 Personnel Management (3) CSU

*Lecture: 3 hours*

This course provides an overview of personnel administration and supervision, job analysis, recruitment, selection and placement of the

candidates, employment training and development, performance appraisal, position compensation and benefits, motivation, employee rights, and union-management relations.

### 057 Introduction to Project Management (3) CSU

*Lecture: 2 Lab: 2*

*Recommendation: Computer Science Information Technology 630*

This is a basic course in information technology project management for practitioners and students. It covers the nine project management knowledge areas (project integration, scope, time, cost, quality, and human resource, communications, risk, and procurement management) as well as the five process groups (initiating, planning, executing, monitoring and controlling, and closing). The course builds on the PMBOK Guide to provide a solid framework and context for managing information technology projects. It provides information on earning and maintaining Project Management Professional (PMP) certification from the Project Management Institute (PMI) as well as other certification programs, such as CompTIA's Project+. All lab assignments for this course are project-based. This course uses Microsoft Project as a tool.

## MATHEMATICS (MATH)

### 100 Mathematics Workshop (1)

*Corequisite: Math 105, or 110, or 112, or 113, or 114, or Math 115*

*Lecture: 3 hours*

Students can supplement and enhance learning in mathematics through tutorial and self-help assistance, calculators, computers, programmed texts and other learning aids.

### 105 Arithmetic (3) NDA

*Lecture: 3 hours; Lab: 1 hour*

This course is a review of fundamental arithmetic essential to succeed in many areas of study at the college level and in industry. Topics include basic operations with whole numbers, fractions, decimals, percentages, ratios and proportions and word problems involving basic operations.

### 110 INTRODUCTION TO ALGEBRAIC CONCEPTS (5) NDA

*Lecture: 5 hours; Lab: 1 hour*

This course covers the fundamentals of arithmetic through beginning algebra skills that are essential for Elementary Algebra. Operations on whole numbers, fractions, decimals, and integers; grouping symbols and order of operations; ratios, proportions, percent's, and applications; basic geometric formulas, expressions with variables, operations on polynomials, linear equations, and basic graphing are included. Calculators are not permitted in this course per department policy.

### 112 Pre-Algebra (3) NDA

*Lecture: 3 hours; Lab: 1 hour*

The course reviews the fundamentals of arithmetic and covers the beginning algebra skills that are essential for Elementary Algebra. Topics covered include Integers, Simple Algebraic Expressions and Equations, Basic Geometry, Fractions, Decimals, Order of Operations, Ratio, Proportion, and Percent. Basic word problems and negative numbers are used throughout the course.

### 113 Elementary Algebra A (3) NDA

*Prerequisite: Mathematics 112*

*Lecture: 3 hours; Lab: 1 hour*

This course is the first half in a two-part sequence equivalent to Math 115. Topics include arithmetic operations with signed numbers,



properties of real numbers, algebraic expressions, linear equations and inequalities, graphing linear equations and inequalities in two variables, solving systems of linear equations and inequalities, exponents and polynomials.

*Note: Math 113 and 114 together are equivalent to Math 115.*

### 114 Elementary Algebra B (3) NDA

*Prerequisite: Mathematics 113*

*Lecture: 3 hours; Lab: 1 hour*

This is the second half in a 2-part sequence. Topics include exponents and polynomials, factoring, rational expressions, roots and radicals and methods of solving quadratic equations. *Note: Math 113 and 114 together are equivalent to Math 115.*

### 115 Elementary Algebra (5) NDA

*Lecture: 5 hours; Lab: 1 hour*

This course is an introduction to the concepts of algebra. Topics include arithmetic operations with signed numbers, properties of real numbers, algebraic expressions, solving linear equations and inequalities, graphing linear equations and inequalities in two variables, solving systems of linear equations and inequalities, exponents, polynomials, factoring, rational expressions, roots, radicals, methods of solving quadratic equations, and setting up and solving a variety of word problems.

### 122 Intermediate Algebra for Statistics (5)

*Prerequisite: Mathematics 115*

*Lecture: 5 hours*

This course provides a study of fundamental laws, exponents, radicals, equations (linear, quadratic, and some higher degree), systems of linear equations (2x2 systems only), Inequalities (linear and quadratic), graphic representation, logarithms, equations of circles, Sequences and series, factoring polynomials, and the binomial theorem.

*Note: Mathematics 122 serves as prerequisite course for all transfer-level mathematics course sequences, except the sequences (Math 235, 236, 240, 245, 260, 265, 266, 267, 270, and 275).*

### 125 Intermediate Algebra (5)

*Lecture: 5 hours*

This course provides a study of fundamental laws, exponents, radicals, equations (Linear, quadratic, and some of higher degree), systems of equations (linear and quadratic), graphic representation, logarithms determinants, and matrices.

### 125S Intermediate Algebra with Support (3)

*Lecture: 3 hours*

This course includes a mandatory lab component to review topics from prealgebra and elementary algebra. This course strengthens and further develops manipulative skills in elementary algebra. Topics include the fundamental operations on algebraic expressions, solutions of equations and inequalities, exponentiation, graphs of algebraic, exponential and logarithmic functions, systems of equations and inequalities, and an introduction to the conic sections. Applications are included in a wide variety of word problems.

### 134 Accelerated Elementary and Intermediate Algebra (6)

*Lecture: 4 hours; Lab: 4 hours*

An accelerated course covering topics from Elementary and Intermediate Algebra. Topics include linear equations and inequalities, exponents, polynomials and factoring, rational expressions, rational equations and inequalities, radical expressions

and equations, quadratics equations and inequalities, graphing linear and nonlinear equations and inequalities, system of linear and nonlinear equations and inequalities, functions, exponential and logarithmic functions, conics, and sequences and series. This course has a computer lab component and satisfies any Intermediate Algebra requisite.

### 215 Principles of Mathematics I (3) UC: CSU

*CSUGE Area B4*

*Prerequisite: Mathematics 125*

*Lecture: 3 hours*

A course designed primarily for students who plan to teach in elementary school. The course covers the language of sets; elementary logic; systems of numeration; nature of numbers; fundamental operations, rational numbers and fractions: decimals, percent, and real numbers; and various algorithms used in calculations.

### 216 Principles of Mathematics II (3) UC: CSU

*Prerequisite: Mathematics 215*

*Lecture: 3 hours*

This course is the second of two for prospective elementary teachers. Topics include decimal and real numbers, geometry and the metric system. Topics in probability, statistics, and elementary analytic geometry will also be presented.

### 227 Statistics (4) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 122 or 125*

*Lecture: 4 hours*

This course uses technology to analyze data. Probability techniques, hypothesis testing, and predictive techniques are employed to facilitate decision-making by inferring population-level conclusions based on samples. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance (ANOVA), chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

### 227S Statistics with Support

*Lecture: 4 hours; Lab: 2 hours*

This course is an introduction to probability, measures of central tendency and dispersion, descriptive and inferential statistics including sampling, estimation, and hypothesis testing. Analysis of variance, chi-square and student t-distributions, linear correlation, and regression analysis are also presented as topics.

### 228A Statistics Pathway Part I (5)

*Prerequisite: Math 110 or Math 112 or Placement Exam*

*Lecture: 5 hours*

As part 1 of the two part Statway curriculum, this course surveys a variety of mathematical topics needed to prepare students for college-level statistics. Topics include: data analysis using ratios, rates, and proportional reasoning, graphical and tabular displays of data, measures of central tendency and spread, computing probabilities, describing associations of two variables graphically, graphing equations of lines and linear models, and solving linear equations and inequalities. Students will engage with real-world topical data for each lesson. Emphasis is on the collection and analysis of data. Algebraic skills and techniques are integrated into



the presentation of statistical methods; these include numeracy, proportional reasoning, writing and evaluating algebraic expressions, solving equations and inequalities, modeling situations with functions, with particular attention to linear and exponential functions. Also, students will study graphs: scatter plots, bar graphs, dot plots, circle graphs, and box plots.

### 228B Statistics Pathway Part II (5)

*Prerequisite: Math 228A*

*Lecture: 5 hours*

This course is the second part of Statway curriculum. Students will study sampling distributions, Chi-Square distribution, estimation and confidence intervals, hypothesis testing, correlation, prediction, and linear regression. Emphasis is on the collection and analysis of data and how inferences about a population are made from a sample. Algebraic skills and techniques from both Elementary and Intermediate Algebra are integrated into the presentation of statistical methods. Writing, simplifying and evaluating algebraic expressions, solving equations and inequalities, evaluating and interpreting function values, representing functions graphically and algebraically, recognizing families of functions with particular attention to linear and exponential functions.

### 230 Mathematics for Liberal Arts Students (3) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 122 or 125*

*Lecture: 3 hours*

This course is intended for liberal arts majors. Topics include sets and counting, probability, linear systems, linear programming, logic, statistics and mathematics of finance with applications for liberal arts majors.

### 235 Finite Mathematics (5) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 125*

*Lecture: 5 hours*

This course reviews algebra; it introduces students to mathematics of finance; linear programming and the simplex method; logic of inclusion and exclusion; topics in probability such as counting principles, probability, random variables, Markov chain; and elementary statistics.

### 236 Calculus for Business and Social Science (5) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 245*

*Lecture: 5 hours*

This course covers techniques of limits, differentiation; maximum-minimum problems; curve sketching; implicit differentiation; techniques of integration and differential equations. Special emphasis is placed on business and economics applications related to system optimization, cost and revenue analysis, marginal analysis and consumer and producer surplus.

### 240 Trigonometry (3) CSU

*CSUGE Area B4*

*Prerequisite: Mathematics 125*

*Lecture: 3 hours*

This course covers the solution of triangles, problems and applications, radian measure, trigonometric functions and their inverses, identities, trigonometric equations, and graphs of trigonometric functions.

### 241S Trigonometry with Vectors with Support (4) CSU

*Lecture: 4 hours; Lab: 1 hour*

This course includes the study of the trigonometric functions and their inverses; measurement of angles in degrees and in radians; evaluating triangles; solutions of trigonometric equations; verification of trigonometric identities; vectors; complex numbers; graphing trigonometric functions and polar curves.

### 245 College Algebra (3) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 125*

*Lecture: 3 hours*

This is a function oriented course. Topics covered in this course include linear, rational and quadratic equations and inequalities; polynomial, rational, inverse, exponential, and logarithmic functions and their graphs. Other topics include matrices, conic sections, sequences and series, the Binomial Theorem, permutations, combinations, and probability.

### 260 Pre-Calculus (5) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 240*

*Lecture: 5 hours*

This course combines college algebra, trigonometry, and introduction to analytic geometry. Topics in algebra include polynomial, rational, exponential and logarithmic functions; mathematical induction, systems of equations, matrices, partial fractions, and sequences. Topics in trigonometry include basic trigonometric functions; inverse trigonometry; and trigonometric equations and identities.

### 265 Calculus with Analytic Geometry I (5) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisites: Mathematics 240 and Math 245 or Math 260*

*Lecture: 5 hours*

This course includes both theory and applications of functions and their graphs, limits, continuity, derivatives rates of change, maxima and minima mean value theorem, approximation, antiderivatives, and definite integrals.

### 266 Calculus with Analytic Geometry II (5) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 265*

*Lecture: 5 hours*

Second course of Calculus. Includes differentiation and integration of transcendental functions, polar coordinates, specialized methods of integration, parametric equations, and infinite series.

### 267 Calculus with Analytic Geometry III (5) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 266*

*Lecture: 5 hours*

Topics included in this course are solid analytic geometry; vector algebra; partial derivatives; line, surface, and volume integrals; multiple integrals; vector field theory; Green's Theorem; Stokes Theorem and Gauss Theorem.

### 270 Linear Algebra (3) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Mathematics 266*

*Lecture: 3 hours*

Students examine vector spaces, linear transformations and matrices, matrix algebra, determinants, solutions of systems of equations, eigenvectors and eigenvalues.

### 275 Ordinary Differential Equations (3) UC: CSU

*IGETC Area 2A*

*CSUGE Area B4*

*Prerequisite: Math 267*

*Lecture: 3 hours*

The course is an introduction to ordinary differential equations including both quantitative and qualitative methods as well as applications from a variety of disciplines. Introduces the theoretical aspects of differential equations, including establishing when solution(s) exist, and techniques for obtaining solutions, including, series solutions, and singular points, Laplace transforms and linear systems.

## MICROBIOLOGY (MICRO)

### 001 Introductory Microbiology (5) UC: CSU

*IGETC Area 5B, 5C*

*CSUGE Area B2, B3*

*Prerequisite: Chemistry 51 and (Biology 20 or Physiology 1)*

*Recommendation: English 21*

*Lecture: 3 hours; Lab: 6 hours*

This course utilizes the theoretical approach to the study of microorganisms and offers the student a comprehensive knowledge of the fundamentals of microbiology. It includes an introduction to the history of microbiology; classifications and identification of microorganisms; physiology and biology (nutrition, metabolism, growth, variability, etc) of microorganisms; microbiology of air, water, soil, food, sewage; industrial and medical microbiology. Laboratory experiments using appropriate techniques and methods of handling and investigating microorganisms are introduced in order to reinforce the lectures.

### 020 General Microbiology (4)

*IGETC Area 5B, 5C*

*CSUGE Area B2, B3*

*Prerequisite: Biology 3 or Biology 5 and Chemistry 51*

*Recommendation: English 21*

*Lecture: 3 hours; Lab: 3 hours*

General Microbiology. This is a comprehensive course for nursing and allied health majors. It covers fundamental principles and laboratory techniques related to systematics, morphology, physiology, genetics, ecology and evolution of microorganisms. Microbial classification, metabolism, genetics, and the roles of microorganisms as pathogens. Immunology and methods of controlling microbial growth are explored. Laboratory techniques emphasize microbiological techniques, concepts, and applications, including current molecular diagnostic methods in microbial genetics and immunology. Medical applications include basic concepts of microbial growth and control, epidemiology, immune response and a survey of important human diseases.

## MANUFACTURING & INDUSTRIAL TECHNOLOGY(MIT)

### 220 Introduction to Robotics (3) CSU

*Lecture: 2 hours; Lab: 2 hours*

This introductory course in robotics emphasizes hands-on experience to build a basic functional robot. Students learn about electric motors, servos, sensors, switches, actuators and their application in a robot. Students learn BASIC Stamp computer programming and its integration into a working robotic unit. The course also includes mechanical assembly, connecting electronic components, wiring and soldering, and testing.

## MUSIC

### 101 Fundamentals of Music (3) UC: CSU

*Lecture: 3 hours*

An introduction to reading and writing music including the study of pitch and notation, rhythm, scales, intervals, chords, and the keyboard. Intended for students who have no music reading ability. Provides essential background for more advanced courses in music theory.

### 111 Music Appreciation I (3) UC: CSU

*IGETC Area 3A*

*CSUGE Area C1*

*Lecture: 3 hours*

This course is an introduction to American, World and Western Classical music. The course introduces students to oral and written traditions and focuses on social milieu and the basic elements of music.

### 141 Jazz Appreciation (3) UC: CSU

*CSUGE Area C1*

*Lecture: 3 hours*

An introduction to American jazz music including its origins, stylistic development and cultural impact. This course is designed to increase student awareness of the relationship between jazz music and American society.

### 161 Introduction to Electronic Music (3) CSU

*Lecture 2 hours; Lab 2 hours*

An introduction to digital audio production and performance using Ableton Live software. The course focuses on desktop audio production basics, manipulating digital audio, drum programming, computer-assisted live performance, mixing, mastering, and distribution.

### 181 Applied Music I (0.5) CSU

*Prerequisite: Placement Exam*

*Lecture: 1 hour*

This course consists of individualized study of the appropriate techniques and repertoire for the specific instrument or voice being studied. The emphasis is on the progressive development of skills needed for solo performance. Achievement is evaluated through a juried performance.

### 182 Applied Music II (0.5) CSU

*Prerequisite: Music 181*

*Lecture: 1 hour*

Second semester continuation of individualized study of the appropriate techniques and repertoire for the specific instrument or

voice being studied. The emphasis is on the progressive development of skills needed for solo performance. Achievement is evaluated through a juried performance.

### **183 Applied Music III (0.5) CSU**

*Prerequisite: Music 182*

*Lecture: 1 hour*

Third semester continuation of individualized study of the appropriate techniques and repertoire for the specific instrument or voice being studied. The emphasis is on the progressive development of skills needed for solo performance. Achievement is evaluated through a juried performance.

### **184 Applied Music IV (0.5) CSU**

*Prerequisite: Music 183*

*Lecture: 1 hour*

Fourth semester continuation of individualized study of the appropriate techniques and repertoire for the specific instrument or voice being studied. The emphasis is on the progressive development of skills needed for solo performance. Achievement is evaluated through a juried performance.

### **216-1 Music Theory I (3) CSU**

*Recommended: Music 101*

*Lecture: 3 hours*

This course, through guided composition and analysis, incorporates the following concepts: rhythm and meter; basic properties of sound; intervals; diatonic scales and triads; diatonic chords, basic cadential formulas and phrase structure; dominant seventh; figured bass symbols; and non-harmonic tones. Development of skills in handwritten notation is expected.

### **216-2 Music Theory II (3) CSU**

*Prerequisite: Music 216-1*

*Lecture: 3 hours*

This course incorporates the concepts from Music Theory I. In addition, through guided composition and analysis, the course will include: an introduction to two-part counterpoint; voice leading involving four-part chorale writing; diatonic harmony; and an introduction to secondary/applied chords and modulation.

### **216-3 Music Theory III (3) CSU**

*Prerequisite: Music 216-2*

*Lecture: 3 hours*

This course incorporates the concepts from Music Theory II. In addition, through writing and analysis, the course will include: introduction to chromatic harmony; secondary/applied chords; modulation; borrowed chords; introduction to Neapolitan and augmented-sixth chords.

### **216-4 Music Theory IV (3) CSU**

*Prerequisite: Music 216-3*

*Lecture: 3 hours*

This course incorporates the concepts from Music Theory III. In addition, through writing and analysis, the course will include: post-Romantic techniques such as borrowed chords and modal mixture, chromatic medians, Neapolitan and augmented-sixth chords, 9th, 11th and 13th chords, altered chords and dominants; and 20th century techniques such as: Impressionism, tone rows, set theory, pandiatonicism and polytonalism, meter and rhythm.

### **217-1 Musicianship I (1) CSU**

*Recommendation: Music 101*

*Lab: 3 hours*

This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory I through ear training, sight singing, analysis, and dictation.

### **217-2 Musicianship II (1) CSU**

*Prerequisite: Music 216-1 and 217-1*

*Lab: 3 hours*

This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory II through ear training, sight singing, analysis, and dictation.

### **217-3 Musicianship III (1) CSU**

*Prerequisites: Music 216-2 and 217-2*

*Lab: 3 hours*

This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory III through ear training, sight singing, analysis, and dictation.

### **217-4 Musicianship IV (1) CSU**

*Prerequisites: Music 216-3 and 217-3*

*Lab: 3 hours*

This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory IV through ear training, sight singing, analysis, and dictation.

### **261 Electronic Music Workshop (3) CSU**

*Prerequisite: Music 161*

*Recommended: Music 101*

*Lecture 2 hours; Lab 2 hours*

Continued study of digital audio production and performance using Ableton Live software. The course focuses on Midi, sampling, sound design basics, advanced production techniques and advanced controller techniques.

### **321 Elementary Piano I (2) UC: CSU**

*Lecture: 1 hour; Lab: 2 hours*

An introduction to the fundamentals of playing piano including notation, basic music theory, terminology, technique, and repertoire.

### **322 Elementary Piano II (2) UC: CSU**

*Prerequisite: Music 321*

*Lecture: 1 hour; Lab: 2 hours*

The fundamentals of playing piano building on Music 321. Includes the study of notation, basic music theory, terminology, technique, and repertoire.

### **323 Elementary Piano III (2) UC: CSU**

*Prerequisite: Music 322*

*Lecture: 1 hour; Lab: 2 hours*

The fundamentals of playing piano building on Music 322. Includes the study of notation, basic music theory, terminology, technique, and repertoire.

### **324 Elementary Piano IV (2) UC: CSU**

*Prerequisite: Music 323*

*Lecture: 1 hour; Lab: 2 hours*

The fundamentals of playing piano building on Music 323. Includes the study of technique, harmonization, transposition, accompaniment, and advanced repertoire.

### **411 Elementary Voice I (2) UC: CSU**

*Lecture: 1 hour; Lab: 2 hours*

This course is an introduction to the repertoire, diction, stage presence, and vocal technique of solo singing.

### **412 Elementary Voice II (2) UC: CSU**

*Prerequisite: Music 411*

*Lecture: 1 hour; Lab: 2 hours*

This course expands on the repertoire, diction, stage presence, and vocal technique of solo singing introduced in Elementary Voice I.

### **413 Elementary Voice III (2) UC: CSU**

*Prerequisite: Music 412*

*Lecture: 1 hour; Lab: 2 hours*

An intermediate study of solo singing including musical notation, diction, repertoire and music industry.

### **414 Elementary Voice IV (2) UC: CSU**

*Prerequisite: Music 413*

*Lecture 1 hour; Lab: 2 hours*

A continuation of Elementary Voice III with an emphasis on repertoire, musical notation, diction and music industry.

### **501 College Choir (1) UC: CSU**

*Lab: 3 hours*

The student studies and performs selected choral literature for mixed voices. Emphasis is on increased skill in music reading, development of basic voice and ensemble techniques, and improving musicianship.

### **650 Beginning Guitar (2) UC: CSU RPT 1 (Pass/No Pass)**

*Lecture: 1 hour; Lab: 2 hours*

This course focuses on basic fundamentals which prepare the student for most styles of guitar playing. Emphasis on chordal accompaniment, right-hand techniques, melodic playing, and basic music reading. Student must provide own guitar for use in class.

### **702 Commercial Ensemble (1) CSU**

*Lab: 3 hours*

Rehearsal and performance of commercial music including but not limited to the blues, rock, pop, R&B, hip-hop, current popular music, electronic music and original material. Open to instrumentalists, midi instruments/controllers, vocalists, MCs and DJs. Music is prepared for public performances. Proficiency on an appropriate instrument and a successful audition are required for continued enrollment.

## **NURSING**

### **399A Nursing Assistant Training Program (5)**

*Lecture: 3 hours; Lab: 6 hours*

This combined lecture/lab course teaches the student the theory and clinical skills needed to work with residents/patients in the long-term care facility. Emphasis is given to safety principles, infection control, methods for providing physical care, emotional and social support. After the successful completion of this course, the student will be eligible to apply for certification and to take the State of California Certified Nurse Assistant examination.

### **399B Home Health Aide Training Program (2)**

*Prerequisite: Nursing 399A*

*Lecture: 1 hour; Lab: 2 hours*

This combined lecture/lab course teaches the student the theory and clinical skills needed to work with Clients/Patients in the home care

setting. Emphasis is given to safety principles and the methods of providing physical care, emotional and social support. This course is for the student who has completed a 150 Hour Nurse Aide Training Program and who already possesses a nurse assistant certificate. Upon successful completion of this course, the student is eligible to apply for certification as a Home Health Aide in the state of California.

### **501A Fundamentals of Nursing A (5) CSU**

*Prerequisites: Admission to the Nursing Program, Sociology 1 and Communication Studies 101 Corequisites: Nursing 527*

*Lecture: 2.5 hours; Lab: 7.5 hours*

This course provides an introduction to nursing and roles of the nurse. Emphasis is placed on the knowledge, and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting. Focus is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills on adults and older adults. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills.

### **501B Fundamentals of Nursing B (5) CSU**

*Prerequisites: Admission to the Nursing Program, Nursing 501A*

*Lecture: 2.5 hours; Lab: 7.5 hours*

This course continues introducing students to the knowledge, skills, and attitudes needed to provide safe, quality, patient-centered care. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. Emphasis is placed on further developing assessment skills in the lab and clinical settings. Focus is placed on using the nursing process to increase clinical judgment skills on real and simulated patients. Students are provided opportunities to practice and perform selected skills in the laboratory and clinical environments.

### **502A Medical-Surgical Nursing A (4.5) CSU**

*Prerequisites: Nursing 501B*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of patient centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults and older adults in a variety of settings.

### **502B Medical-Surgical Nursing B (4.5) CSU**

*Prerequisite: Nursing 506A*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course focuses on the care of adult patients with medical and/or surgical health alterations. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of health promotion, health education, evidence based practice, and interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings.

### **503A Advanced Medical-Surgical Nursing (4.5) CSU**

*Prerequisite: Nursing 502B*

*Corequisite: Nursing 507*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course focuses on advanced concepts of nursing care as they relate to patients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings.

### **503B Psychiatric Nursing (4.5) CSU**

*Prerequisite: Nursing 501B*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to patients in selected mental health settings.

### **506A Maternal and Child Health Nursing A (Pediatrics) (4.5) CSU**

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course provides an integrative, family-centered approach to the care of children. Emphasis is placed on normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to children in selected settings.

### **506B Maternal and Child Health Nursing B (Obstetrics) (4.5) CSU**

*Prerequisites: Nursing 502A*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course provides an integrative, family-centered approach to the care of mothers and newborns. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to mothers and newborns in selected settings.

### **507 Senior Seminar (1) CSU**

*Lecture: 1 hour*

This course facilitates the transition of the student to the role of a professional nurse in the microsystem of a work unit. Emphasis is placed on contemporary issues and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Clinical experiences provide the student the

opportunity to apply theoretical concepts while functioning in a leadership role.

### **517 Mathematics of Drugs and Solutions (3) CSU**

*Lecture: 3 hours*

In this course, after a review of relevant basic mathematics, the student gains knowledge of the systems and techniques used in measuring drug dosages and in computing the preparation of solutions. Included are computation of Pediatric dosages as well as administration of Intra-venous solutions and medications.

### **518 Patient Care Seminar for Transfer Students and LVN to RN Bridge (3) CSU**

*Lecture: 3 hours*

This course provides an introduction to nursing and roles of the nurse. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting. Focus is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Laboratory experiences provide an opportunity to practice assessment skills on adults and older adults. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills.

### **520 Orientation to Nursing (1) CSU**

*Lecture: 1 hour*

This course is designed to assist students interesting in entering the profession of nursing to, explore the profession of nursing, and to evaluate a nursing curriculum. The course allows participants to exam the many fields of nursing and the curriculum module of Los Angeles Southwest College's nursing program. Issues are analyzed that allow students to discuss studies that have examined nursing student's potentials for success or failure in completing a nursing program: They are work issues, family support systems, study skills and self-discipline. Students are introduced to support staff, facilities and resources that are available at Southwest College. 'Nursing Courses Content Mastery On-line Testing' is introduced. Students engage in discussions of the Los Angeles Southwest College Nursing Department's policies and procedures.

### **523 Pharmacology (3) CSU**

*Lecture: 3 hours*

This course provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Emphasis is placed on drug classifications, dosage calculations, and nursing care related to the safe administration of medication to patients.

### **540 Nursing Boot Camp (3) (Pass/No Pass)**

*Enrollment Limitation: Must have been accepted into the Nursing Program, but have not yet taken their first required Nursing course.*

*Lecture: 2 hours; Lab: 3 hours*

This course provides the entering RN students with an overview of client care and management of basic nursing skills such as infection control and monitoring of vital signs. Quality and safety education for nurses (QSEN) is introduced. Emphasis is given to safety principles, infection control, methods for providing physical care, emotional and social support.



## NUTRITION (NUTRTN)

### 021 Nutrition (3) CSU

*Lecture: 3 Hours*

Nutrition is the science that deals with the role of nutrients in the human body. These scientific concepts are related to individual needs during the changing life cycles. Interrelationships of nutrients are evaluated for promotion of optimum health.

## OCEANOGRAPHY (OCEANO)

### 001 Introduction to Oceanography (3) CSU

*Lecture: 3 hours*

This course introduces students with a solid understanding of the physical and chemical aspects of the ocean. This includes discussions of plate tectonics, ocean-floor features, sediment, properties, currents and waves, coastal environments, and the impact of humans on the ocean environment. A one-day supervised observations and data collection aboard an oceanographic research vessel is required. Students interested in earning lab credit are encouraged to enroll in OCEANO 10.

### 005 Oceanography and Physical Laboratory (4)

*Lecture: 3 hours; Lab: 3 hours*

This course introduces students with a solid understanding of the physical and chemical aspects of the ocean. This includes discussions of plate tectonics, ocean-floor features, sediment, properties, currents and waves, coastal environments, and the impact of humans on the ocean environment. A one-day supervised observations and data collection aboard an oceanographic research vessel is required. Students interested in earning lab credit are encouraged to enroll in OCEANO 10.

### 010 Physical Oceanography Laboratory (2) UC: CSU

*CSUGE Area B3*

*Lecture: 1 hour; Lab: 1 hour*

This course introduces students to field and laboratory study of marine environment. Analysis of maps, plus shore and on-water trips for experience in use of oceanographic instruments. Analysis and interpretation of results. Field trips to coastal southern California are integral part of the lab.

## PARENTING (PARENT)

### 007CE Positive Parenting (0)

*Lecture: 3 hours*

This course for parents/guardians focuses on the healthy development of children from birth through adolescence. Emphasis is on building healthy relationships with children in the areas of bonding, attachment, self-esteem, family dynamics, age-appropriate expectations and the importance of positive communication. This course can also fulfill court-mandated parent education hours.

## PHILOSOPHY (PHILOS)

### 001 Introduction to Philosophy (3) UC: CSU

*IGETC Area 3B*

*CSUGE Area C2*

*Lecture: 3 hours*

A survey of the fundamental questions concerning metaphysics, ethics and epistemology. Expected topics will include the nature of what is, the theory of the good, and the sources and limits of human knowledge. Other topics that may be examined from a philosophical

perspective include the nature of the self, truth, religion, science, language, beauty and art, justice, social and political theory, and mind.

### 008 Deductive Logic (3) UC: CSU

*CSUGE Area A3*

*Lecture: 3 hours*

This is an introductory course in logic. The student is introduced to the standards and techniques of correct thought with regular practice with short specimens of correct and incorrect reasoning taken from daily life. Consistency, thoroughness, and other aspects of rational thought are fostered.

## PHYSICAL SCIENCE (PHYS SC)

### 001 Physical Science I (3) UC: CSU

*IGETC Area 5A*

*CSUGE Area B1*

*Lecture: 3 hours*

Designed for the non-science major, this course provides an introduction to the fundamental principles of physics and chemistry. Elementary quantitative concepts are used to supplement the qualitative emphasis of this course.

### 004 Physical Science and Laboratory (4)

*Lecture: 3; Lab: 1 hour*

Designed for the non-science major, this course provides an introduction to the fundamental principles of physics and chemistry. Elementary quantitative concepts are used to supplement the qualitative emphasis of this course. Designed for the non-science major, this course will provide an introduction to the laboratory methods and skills used in physical science with an emphasis on chemistry and physics.

### 014 Physical Science Laboratory (1) UC: CSU

*IGETC Area 5C*

*CSUGE Area B3*

*Corequisite: Physical Science 1*

*Lab: 2 hours*

Designed for the non-science major, this course will provide an introduction to the laboratory methods and skills used in physical science with an emphasis on chemistry and physics.

## PHYSICS

### 006 General Physics I (4) UC: CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisite: Math 240*

*Lecture: 3 hours; Lab: 3 hours*

This is a basic course in the mechanics of solids, the mechanics of liquids, molecular physics, and heat. The work includes the solution of problems and laboratory experiments selected to illustrate the major principles of physics.

### 007 General Physics II (4) UC: CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisite: Physics 6*

*Lecture: 3 hours; Lab: 3 hours*

This is a basic course in sound, light, electricity, and magnetism together with an introduction to modern physics. Note: Physics 6 and 7 constitute the standard one-year college physics course required as part of the basic training of students in such fields as medicine,

dentistry, optometry, geology, and architecture. The course can be taken by students in technical and semi-professional fields which require a background of physics.

### 011 Introductory Physics (4)

*Prerequisite: Math 115*

*Lecture: 3 hours; Lab: 3 hours*

This general introductory course with laboratory serves as the prerequisite for Physics 101,6,21, and for the health career programs. It is aimed at developing physical intuition, problem solving techniques, and laboratory procedures. It is not open to students who have had a college course in physics.

### 020 Physics Bootcamp (2)

*Prerequisite: Math 241*

*Lecture: 1.5 hours; Lab: 2.5 hours*

The purpose of this course is to prepare students to take the Physics 11 prerequisite challenge test to get into either Physics 1, 6 or 21. The course also prepares students for the higher level physics sequence and provides students with some basic laboratory experience; as such, it is intended to bridge the gap between Physics 11 and the higher level courses and is therefore more rigorous than Physics 11. Students are introduced to Kinematics, Dynamics, Fluid Statics and Dynamics, wave resonance and the Doppler Effect as well as the fields of Thermodynamics, Electricity and Optics. Students use the tools of algebra and trigonometry to analyze a wide variety of content and gain a firm foundation in physics concepts as well as problem solving. Some time is afforded to work out problems in class and ask questions from the homework. On the last day of class, students are given the opportunity of taking the Physics 11 prerequisite challenge test.

### 037 Physics for Engineers and Scientists I (5) UC: CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisite: Math 265*

*Lecture: 4 hours; Lab: 3 hours*

Designed for Physics, Astronomy, Chemistry, Engineering & Mathematics majors, This is the first semester of a three semester calculus-level sequence in introductory college Physics. Topics include kinematics, dynamics, laws of motion, and conservation laws for particles and systems of particles in both translation and rotation.

### 038 Physics for Engineers and Scientists II (5) UC: CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisites: Math 266 and Physics 37*

*Lecture: 4 hours; Lab: 3 hours*

Designed for Physics, Astronomy, Chemistry, Engineering & Mathematics majors. Topics include mechanical waves, electric charge and electric fields, electric energy storage, electric currents, magnetism, electromagnetic induction, electromagnetic oscillations, AC circuits, and Maxwell's Equations.

### 039 Physics for Engineers and Scientists III (5) UC: CSU

*IGETC Area 5A, 5C*

*CSUGE Area B1, B3*

*Prerequisites: Physics 37*

*Lecture 4 hours; Lab 3 hours*

Designed for Physics, Astronomy, Chemistry, & Engineering majors. Topics include thermodynamics, geometric optics, the wave nature of

light, special relativity, early quantum theory, atomic and nuclear physics.

## PHYSIOLOGY (PHYSIOL)

### 001 Introduction to Human Physiology (4) UC: CSU

*IGETC Area 5B, 5C*

*CSUGE Area B2, B3*

*Prerequisites: Biology 3 or 5*

*Lecture: 3 hours; Lab: 3 hours*

This is an introductory course that examines how the human body functions with emphasis on the endocrine, nervous, cardiovascular, muscular, respiratory, digestive, reproductive and excretory systems. Upon completion of this course the student will be able to describe the major functional characteristics of the human body.

*Note: This course, when taken with ANATOMY 1, is equivalent to BIOLOGY 20.*

## PLANT SCIENCE (PLNT SC)

### 103 Introduction to Soil Science (4)

*Lecture: 2 hours; Lab: 2 hours*

This course involves the study of the physical, chemical and biological properties of soil. Students will learn about soil classification, and its derivation, use, and function. Management issues, including erosion, moisture retention, structure, cultivation, organic matter and microbiology will also be covered. In the laboratory, students will participate in experiments involving soil type, classification, soil reaction, soil fertility and physical properties of soil. The laboratory portion is a requirement of this class.

### 711 Introduction to Plant Science (3)

*Lecture: 2 hours; Lab: 2 hours*

Students explore plant science including structure and anatomy, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. Students gain appropriate plant science technology skills in the required laboratory.

### 757 Plant Propagation and Production (3)

*Lecture: 2 hours; Lab: 3 hours*

Students explore plant propagation and production practices with emphasis on nursery operations including sexual and asexual reproduction, planting, transplanting, fertilizing, plant pest and disease control; structures and site layout; preparation and use of propagating and planting mediums; use and maintenance of common tools and equipment; regulations pertaining to plant production. Laboratory required. There is a materials fee of \$100.00 for this course.

### 800 Plant Science (3)

*Lecture: 2 hours; Lab: 2 hours*

Students examine growth habits, plant identification, culture and ornamental use of landscape and indoor plants adapted to climates of California. Plants emphasized will come from the current California Association of Nurseries & Garden Centers (CANGC) and Professional Landcare Network (PLANET) Certification Tests Plant lists. Students compare and contrast plants during the respective season. Plant materials from local regions will also be examined. Laboratory required.

## POLITICAL SCIENCE (POL SCI)

## 001 The Government of the United States (3) UC: CSU

IGETC Area 4H  
CSUGE Area D8  
Lecture: 3 hours

An introductory course in the principles, institutions and policy processes of the American political system. An examination of major tenets in Federalism, representative government, and the scope of executive, legislative and judicial powers. It offers an overview of local, state, and national governance.

## 002 Modern World Governments (3) UC: CSU

IGETC Area 4H  
CSUGE Area D8  
Lecture: 3 hours

This course offers a comparative study of Constitutional principles, governmental institutions, socioeconomic and political dynamics of selected governments abroad.

## 005 The History of Western Political Thought (3) UC: CSU

CSUGE Area D8  
Lecture 3 hours

Examination of various theoretical approaches to politics and of basic political problems and proposed solutions. Analysis of selected political theories and of the relevance of theory to contemporary problems.

## 007 Contemporary World Affairs (3) UC: CSU

IGETC Area 4H  
CSUGE Area D8  
Recommended: Political Science 1  
Lecture: 3 hours

This course concentrates on major problems in international relations since World War II, with particular emphasis on current issues in American foreign policy. Specifically, the course examines the causes, consequences, and methods of resolving international conflicts as well as the impact of internal economic, political, and military factors on foreign policy.

## 009 Governments and Politics in Africa (3) UC: CSU

Lecture: 3 hours

This course offers a survey of the political and social systems of African countries and their impact on the world, with special reference to traditional Africa, European Colonial policies, slavery, imperialism, nationalism, independence, and the problems of nation-building.

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## 19 Women in Politics (3) UC: CSU

IGETC Area 4D, 4H  
CSUGE Area D4, D8  
Lecture: 3 hours

This course examines political theories and public policies which shape the various possibilities and strategies for women's political participation in the United States and elsewhere. It also examines the political institutions, processes, and problems of the national, state, and local government.

## 020 Race and Ethnicity in Politics (3) UC: CSU

IGETC Area 4C, 4H  
CSUGE Area D4, D8

*Prerequisite: Political Science 1 and 2*

*Lecture: 3 hours*

The social construction of racial and ethnic groups in American society and their relationship to local, state and national government are covered. The problems of racism, discrimination and assimilation and the impact of ideology on integration into the political system are covered. In addition the course covers voting behavior and pressure group politics, resistance and political action, the social construction of race and racism, the poor and the culture of poverty. The course also explores the political problems faced by the aged, the young, and women.

## 030 The Political Process (3) UC: CSU

*Lecture 3 hours*

This course surveys the nature and foundation of the democratic order. Specific focus is placed on traditional democratic theory, the contrasting philosophies surrounding the Framers of the Constitution, and the impact of the decentralized, federal structure on the political processes of the United States. The course devotes considerable attention to constitutions, elections and political behavior, public opinion and socialization, and the democratic political process.

## 041 Principles of Student Leadership (2) CSU

*Lecture 3 hours*

This course prepares students in the theory and practice of organizations, leadership, principles of group leadership, and the development of decision making skills. Students taking the course will participate in leadership activities such as student body government, internships, political debates, and more.

## 050 Introduction to Research in Political Science (3) UC: CSU

CSUGE Area D8  
Lecture 3 hours

This class considers the logic of the scientific analysis of political and social institutions. Analyzes the various methodological tools utilized in social science research and emphasizes clarification of basic social science issues. Topics include research design, conceptualization, measurement, sampling methodology, instrumentation and both qualitative and quantitative data analysis. Students will analyze specific data collected from existing statistical sources.

## 060 Introduction to Globalization (3) UC: CSU

CSUGE Area D8  
Lecture 3 hours

Introduction to the phenomenon of globalization from the broad perspectives of economics, governments and conflicts, and cultures and societies. Structured around these three pillars of globalization, this course is designed to provide a framework for understanding the multiple and complex connections that globalization produces among nation-states, non-governmental organizations, and societies around the world with their particular ethnic, cultural and religious groups.

## PSYCHOLOGY (PSYCH)

### 001 General Psychology I (3) UC: CSU

IGETC Area 4I  
CSUGE Area D9  
Lecture: 3 hours

This is an introductory course in psychology as the scientific study of behavior and mental processes. Topics treated include history and systems of psychology, biological bases of behavior, sensation and

perception, states of consciousness, learning, memory, cognition, personality, human development, motivation and emotion, health and stress, psychological disorders, and therapies.

### **002 Biological Psychology (3) UC: CSU**

*IGETC Area 5B; 5C*

*CSUGE Area B2; B3*

*Prerequisite: Psychology 1*

*Recommended: English 101*

*Lecture: 3 hours*

The course is about the biological bases of human behavior and as such it deals with the scientific understanding of the relationship between the brain and behavior. The course focuses on how biological mechanisms and brain processes may help explain behavior. Topics covered include the following: issues in biopsychology, nerve cells and nerve impulses, synapses, the nervous system, brain plasticity, sleep, internal regulation, reproductive behaviors, emotional behaviors, learning and memory, language, and psychological disorders. Ethical standards for conducting human and animal research as well as invasive and non-invasive experimental research methods are also discussed.

### **003 Personality and Social Development (3) UC: CSU**

*CSUGE Area E*

*Prerequisite: Psychology 1*

*Lecture: 3 hours*

This course is concerned with the theory and principles of personal growth and interpersonal effectiveness. Intra- and inter-personal dynamics of relationships are considered in areas of family, marriage, school, occupations and other group relations. Various psychological perspectives (biological, psychoanalytic, humanistic-existential, behavioral and cognitive), research methods, and research ethics were also covered.

### **011 Child Psychology (3) UC: CSU**

*CSUGE Area D9*

*Lecture: 3 hours*

This course is concerned with the developmental aspects of the biosocial, cognitive, and psychosocial development of children from pre-birth and infancy to adolescence.

### **014 Abnormal Psychology (3) UC: CSU**

*CSUGE Area D9*

*Prerequisite: Psychology 1*

*Lecture: 3 hours*

This course examines historical and current theories concerning the etiology of behavior disorders. Topics include normality, neurosis, psychosis, prevention, and therapy.

### **037 Psychology of Codependency and Family Systems (3) CSU**

*Prerequisite: Psychology 64 and 65*

*Lecture: 3 hours*

This course deals with chemical dependency and its dysfunctional impact on the family. Also, addiction, co-dependency and related topics are discussed.

### **041 Life-Span Psychology: From Infancy to Old Age (3) UC: CSU**

*IGETC Area 4I*

*CSUGE Area D9; E*

*Lecture: 3 hours*

This course presents elaboration of developmental aspects of psychosocial, cognitive and physical development, intelligence, personality, self-concept and social roles; tasks, changes and adjustments related to each phase of the life span.

### **043 Principles of Group Dynamics I (3) CSU**

*Prerequisite: Psych 37*

*Lecture: 3 hours*

This course is an introduction to the dynamics of group interaction with an emphasis upon the individual's first-hand experience as the group studies itself. Under supervision, the factors involved in problems of communication, effective interpersonal skills, and individual growth will be highlighted.

### **063 Alcohol/Drug Studies: Prevention and Education (3) CSU**

*Lecture: 3 hours*

This is a survey course on alcohol and drug use and abuse. The history, classification, and impact of psychoactive drugs are examined; topics dealing with prevention and treatment of alcohol and drug addiction are covered. Also, changing public policies and social attitudes on alcohol and drug abuse, as well as mental health and drugs, are examined.

### **064 Introduction to Alcohol and Drug Abuse (3) CSU**

*Lecture: 3 hours*

This is a survey course on alcohol and drug use and abuse. The history, classification, impact, and treatment of psychoactive drugs and drug problems are covered. Public policies and social attitudes on alcohol and drug abuse, as well as mental health and drugs, are also examined.

### **065 Chemical Dependency: Intervention, Treatment, and Recovery (3) CSU**

*Lecture: 3 hours*

This course deals with intervention, treatment and recovery issues in chemical dependency. Intervention issues covered include approached to intervention, obstacles to intervention, and stages of formal intervention. The medical, behavioral, social, and family systems models of treatment, the Alcoholics Anonymous and the rational models of recovery, and various approaches to prevention are also discussed.

### **067 Counseling Techniques for the Chemically Addicted (3) CSU**

*Lecture: 3 hours*

This course deals with substance use/abuse, related theories and counseling techniques that raise awareness in order to bring about change in the chemically addicted individual. Family members and other affected by the addicted individual are also considered in terms of awareness, prevention, and treatment.

### **081 Fieldwork I (3) CSU**

*Prerequisites: Psychology 1, 37, and 43*

*Lecture: 1 hour; Lab: 5 hours*

This course provides students with practical chemical dependency fieldwork experience in community agencies that provide education, treatment, counseling or prevention programs for chemically dependent populations.

### **082 Fieldwork II (3) CSU**

*Prerequisite: Psychology 81*



*Lecture: 1 hour; Lab: 5 hours*

This course provides students the opportunity to strengthen clinical and practical fieldwork skills such as observing, interviewing and relating that they began to master in Psychology 81 by doing, supervised internship in a chemical dependency facility that offers services in counseling and treatment. Students are expected to complete at least 81 hours of supervised work experience.

### **091 Statistics for the Social and Behavioral Sciences (4) CSU**

*Prerequisites: Psychology 1 and Math 122 or 125*

*Lecture: 3 hours; Lab: 2 hours*

This course introduces students to the use of statistical procedures in describing, summarizing, analyzing, interpreting and making inferences about psychological data. Topics covered include: frequency distributions, measures of central tendencies, measures of variability, the standard normal curve, probability, hypothesis testing, correlation and regression, analysis of variance, chi-square and non-parametric procedures.

### **092 Psychological Research Methods (5) CSU**

*Prerequisites: Psychology 1 or Math 227*

*Lecture: 5 hours*

This course deals with introductory research and measurement concepts, as well as, experimental and non-experimental designs used in behavioral research. Topics covered include ethics in research, developing experimental designs, understanding descriptive, correlational and inferential research results. Students are required to collect and analyze data (using statistical software such as SPSS, Excel etc.) and report research results using APA style.

## **READING**

### **025 Reading for College Success (3)**

*Lecture: 3 hours*

Students review reading skills and strategies necessary for college success, including reading for main ideas, determining organizational patterns of details presented, and drawing logical conclusions in paragraphs and short essays. Readings and vocabulary study are in the 9<sup>th</sup> to 11<sup>th</sup> grade range. Students are introduced to more critical reading skills (determining author's purpose, tone, point of view, and intended audience) and literary concepts (interpreting figures of speech, characterization, plot, setting, and theme).

### **029 Reading Across the Curriculum (3)**

*Recommended: Reading 25*

*Lecture: 3 hours*

This course provides practice in the reading and study skills most essential for understanding and retaining material in college textbooks. Students read, organize, and summarize selections from college textbooks in a variety of subject areas and have the opportunity to research, synthesize, and reflect on a single topic related to their possible major. Continued vocabulary development is an important aspect of this course. Students focus on learning new words at the 12<sup>th</sup> grade level, review vocabulary-in-context, and develop word analysis skills.

### **098 Academic Reading (3)**

*Lecture: 3 hours*

This class is designed as a support course for English 101 students who may benefit from comprehension and critical thinking instruction. It prepares students for academic reading and critical thinking skills

needed to write on a college level. Students read a variety of texts ranging from textbook materials to novels to non-fiction.

### **101 College Reading and Critical Thinking (3) CSU**

*Lecture 3 hours*

Students improve their abilities to read a variety of authors and disciplines appropriate to college level. They will practice critical reading skills, analyzing, summarizing, and evaluating texts. Students will increase their word power, mastering more difficult vocabulary found in college texts.

## **REAL ESTATE (REAL ES)**

### **001 Real Estate Principles (3) CSU**

*Lecture: 3 hours*

This course is designed to introduce students to the rules, regulations and requirements for licensing by the Department of Real Estate (DRE) of the State of California. Students are introduced to terminology, appraisal, contracts, agency responsibilities, finance, escrow and insurance. This course fulfills one of the educational requirements for both the Real Estate Broker's and Salesperson's License Examinations.

### **005 Legal Aspects of Real Estate I (3) CSU**

*Prerequisite: Real Estate 1*

*Lecture: 3 hours*

This course is a study of California real estate law, including rights related to property ownership and management, agency, contracts, applications to real estate transfer and conveyances, trust deeds, mortgages, nature of liens, how to acquire title, the eviction process, probate proceedings, real estate agreements, and property taxes. This course fulfills one of the educational requirements for both the Real Estate Broker's and Salesperson's License Examinations.

### **007 Real Estate Finance I (3) CSU**

*Prerequisite: Real Estate 1*

*Lecture: 3 hours*

This course stresses the analysis of real estate financing including lending policies and problems in financing transactions in residential, apartment, commercial, and special purpose properties. This course fulfills one of the educational requirements for both the Real Estate Broker's and Salesperson's License Examinations.

### **010 Real Estate Appraisal II (3) CSU**

*Lecture: 3 hours*

This advanced appraisal course features a brief review of the theory, principles and methods used in the valuation of residential, commercial and industrial properties. It also features case study problems illustrating the use of the three approaches to value and a thorough analysis of the components utilized by the income approach. This course emphasizes the valuation of all income-producing properties. An appraisal report on an income-producing property is required.

## **SOCIOLOGY (SOC)**

### **001 Introduction to Sociology (3) UC: CSU**

*IGETC Area 4J*

*CSUGE Area D0*

*Recommended: English 101*

*Lecture: 3 hours*

This introductory course develops the sociological perspective that behavior is determined largely by human interactions and



membership in social groups. The main elements of sociological analysis are presented, emphasizing social organization, culture, socialization, social inequality, and social change and applied to such topics as crime and social delinquency, minorities, the family, religion, education, and urban life.

### **002 American Social Problems (3) UC: CSU**

*IGETC Area 4J*

*CSUGE Area D0*

*Recommended: English 101*

*Lecture: 3 hours*

This survey course identifies and analyzes past, present, and future problem areas in the United States. Criteria are developed by which one can evaluate the probable effectiveness of various proposals for change in problem areas such as personal and social disorganization, crime and delinquency, race and ethnic relations, population and urban growth, poverty and social class, war and terrorism.

### **004 Sociological Analysis (3) UC: CSU**

*IGETC Area 4J*

*Prerequisites: Sociology 1 and 2*

*Lecture: 3 hours*

This class is an introduction to the scientific study of social phenomena. Topics include research design, conceptualization, measurement, sampling methodology, social research, research skills and both qualitative and quantitative data analysis. Students analyze specific data collected in the field.

### **007 Juvenile Delinquency (3) CSU**

*Recommended: English 101*

*Lecture: 3 hours*

This course examines the nature of delinquent behavior, stresses, theories of causation of delinquent behavior and of societal reactions to deviant behavior; it also examines methods of crime and delinquency control and places major emphasis on juvenile delinquency.

### **011 Race and Ethnic Relations (3) UC: CSU**

*IGETC Area 4J*

*CSUGE Area D0*

*Prerequisites: Sociology 1 and Sociology 2*

*Recommended: English 28*

*Lecture: 3 hours*

This course emphasizes cultures of the major ethnic and racial groups in the United States; social processes affecting and influencing their adjustment and assimilation and pluralism as dominant trends of American life; and the legal and social solutions to their problems and American public policies.

### **012 Marriage and Family Life (3) CSU**

*CSUGE Area E*

*Recommended: English 101*

*Lecture: 3 hours*

This course makes a sociological analysis of the family which contributes to understanding its origin, structure and functions. It aids the student in selecting from available data those factors which are likely to give some practical help to those seeking guidance in the choice of a marriage partner and in the necessary adjustments of marriage and family life. The factors include studies of sex (gender) roles, legal controls, religious attitudes, mixed marriages, financial and family planning and a review of community resources for family counseling and the role of legislation.

### **019 Introduction to the Social Services (3) CSU**

*Recommended: English 101*

*Lecture: 3 hours*

This course offers an introduction to the field of social welfare, it includes a socio-historical background and an analysis of how poverty influences welfare policies and practices. Emphasis is placed on the development of social work, including social work education, methods values and ethics. Current social welfare policies and practices of social welfare agencies will be examined.

### **020 Directed Practice in Social Welfare (3) CSU RPT3**

*Prerequisites: Sociology 1 and 19*

*Recommended: English 101*

*Lecture: 3 hours*

Emphasis is placed on providing the students with concept information and practical experience essential for working in the Human and Health field. Students are assigned field work experience in Department of Social Services, probation, drug programs, community mental health centers and other public private agencies.

### **023 Issues of Manhood in US Society (3) CSU**

*Lecture: 3 hours*

This course examines the qualities and responsibilities of men in US society. Issues of masculinity across ethnicities are explored to answer questions of why men act the way they do. Topics include aggression and self-defense; sexuality; fatherhood; and female expectation.

### **031 Sociology of Gender (3) CSU**

*IGETC Area 4D, 4G*

*CSUGE Area D7*

This course focuses on gender, including the development of the individual, the scripts that are learned in our culture, the comparative information from other cultures and other times in our history, how people use gender in interpersonal relationships, and how gender structures society. A particular emphasis is placed on the political, social and economic status of women and men. Topics include the social forces that help to shape the experience of women and men such as race, class, the social construction of gender and sexuality.

### **045 Sociology of Media and Popular Culture: Examining Hip Hop (3) UC: CSU**

*CSUGE Area D0, D7*

*Prerequisite: Sociology 1*

*Recommended: English 101*

*Lecture: 3 hours*

This course will examine various topics associated with hip hop's evolution, including its socioeconomic roots, its cooption and appropriation, the construction of racial, class and gender identities, media representations, and media framing. The course will draw on a number of theoretical orientations that try to understand popular culture's influence in society. In addition, the course will examine popular culture as an important site where dominant ideology is negotiated and contested, specifically focusing on Black culture as protest and resistance.

### **050 Introduction to Social Justice Studies (3)**

*Prerequisite: Sociology 1*

*Lecture: 2 hours; Lab: 2 hours*

This course provides an introduction to principles and theories of social justice. Students will be introduced to key concepts, methodologies, and policies connected to the field of social justice studies. The course examines the dynamics of 1) power and

privilege, 2) prejudice and discrimination, and 3) interlocking systems of oppression. It also forms of resistance and processes of empowerment through the examination of various social movements throughout U.S. history.

## SPANISH

### 001 Elementary Spanish I (5) UC: CSU

*IGETC Area 6A*

*CSUGE Area C2*

*Lecture: 5 hours*

This course stresses the mastery of fundamentals of pronunciation and structure. Emphasis is placed upon developing the student's ability to understand, to speak, to read, and to write simple Spanish, using a basic vocabulary and stressing idiomatic expressions. The student is introduced to Hispanic culture through simple readings and visual aids.

### 002 Elementary Spanish II (5) UC: CSU

*IGETC Area 3B, 6A*

*CSUGE Area C2*

*Prerequisite: Spanish 1*

*Lecture: 5 hours*

This course is a continuation of Spanish I. It includes the study of verb tenses, various aspects of Hispanic culture based on readings, and an increased amount of time spent on the development of conversational abilities.

### 003 Intermediate Spanish I (5) UC: CSU

*IGETC Area 3B, 6A*

*CSUGE Area C2*

*Lecture: 5 hours*

*Prerequisite: Spanish 2*

This course offers a thorough review of Spanish grammar with special emphasis upon idiomatic usage. Continued practice is given in vocabulary building, reading comprehension, conversing with increased proficiency in pronunciation, writing compositions, and the study of Hispanic culture. Included in the course are readings of short stories by well-known writers from both Spain and Latin America with discussions and written reports in Spanish based upon their works.

### 004 Intermediate Spanish II (5) UC: CSU

*IGETC Area 3B, 6A*

*CSUGE Area C2*

*Prerequisite: Spanish 3*

*Lecture: 5 hours*

This course is a continuation of Spanish 3. Students complete the review of the essential points of Spanish grammar. They increase their vocabulary, expand their ability to converse on a wide range of topics, and enhance their ability to read and understand complex materials in Spanish. Students also write compositions in which they analyze stories. Discussions are held in which students give their interpretations of the stories, explain their symbolism, and defend their view. Students also continue the study of the literature, customs, geography, and history of Spanish-speaking areas.

### 008 Conversational Spanish (2) UC: CSU

*Prerequisite: Spanish 2*

*Lecture: 2 hours*

This course provides opportunities for students to express themselves fluently and correctly in Spanish using the past, present, and future tenses. Conversation will revolve around everyday topics, current events, and cultural materials. Students will be given opportunities to role-play structured situations in Spanish.

### 014 Spanish for Public Service Personnel (3) CSU

*Lecture: 3 hours*

This course aids students in developing the ability to express themselves fluently, idiomatically, correctly and effectively in Spanish with specific reference to individual needs in the areas of public service, business and community activities.

## SUPERVISION (SUPV)

### 001 Elements of Supervision (3) CSU

*Recommended: English 21*

*Lecture: 3 hours*

This introductory course covers in general terms the total responsibilities of a supervisor in industry such as organization, duties and responsibilities, human relations, grievances, training, promotion, quality-quantity control, and management-employee relations.

### 004 Supervisor's Responsibility for Management of Personnel (3) CSU

*Recommended: English 21*

*Lecture: 3 hours*

This course covers personnel techniques which will enable the student to carry out his responsibilities as a manager/supervisor of personnel. This course teaches personnel techniques for the supervisor. Selection, placement, orientation, training, counseling, promotion, evaluation, discipline, grievance handling, and affirmative action are topics included in this course.

### 006 Labor-Management Relations (3) CSU

*Prerequisite: Supervision 1*

*Lecture: 3 hours*

This course covers the history and development of the labor movement, development of the National Labor Relations Acts, the Wagner Act, and the Taft-Hartley Act. This course also covers in-depth analyses of the relationship between management and labor, including key participants in the processes, and the rights and responsibilities of each. Labor agreements, collective bargaining, contract administration, arbitration, and other critical issues and processes highlight the complex, exciting nature of organized labor, and introduce students to the many professional opportunities available to them today.

### 012 Written Communications for Supervisors (3)

*Recommended: English 28, English 67*

*Lecture: 3 hours*

Students learn to improve their writing ability and write professional email messages, memorandums and a wide range of business letters, including direct requests for information, replies to information requests, direct claims, adjustment letters, letters of recommendation, persuasive requests, refusing routine requests and breaking bad news to customers and to employees. This course is one in the series that lead to the college's Certificates in Business Administration, Marketing and Management.

## THEATER

### 100 Introduction to the Theater (3)

UC: CSU

*IGETC Area 3A*

*CSUGE Area C1*

*Recommended: English 21*

*Lecture: 3 hours*

This course focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also survey different periods, styles and genres of theatre through play reading, discussion, films and viewing and critiquing live theatre, including required attendance of theatre productions.

### **110 History of the World Theater (3) UC: CSU**

*IGETC Area 3A*

*CSUGE Area C1*

*Lecture: 3 hours*

The study of the history of theatre from the Origins of Theatre through the 17th Century. The history and development of theatre and drama are studied in relationship to cultural, political and social conditions of the time. Plays are read for analysis of structure, plot, character and historical relevance.

### **114 Script Study for Theatre Performance, Production, and Appreciation (3) CSU**

*Lecture: 3 hours*

This course provides principles, theories, and techniques of play script analysis for theatrical production.

### **130 Playwriting (3) UC: CSU RPT1**

*Recommended: English 28 or 31*

*Lecture: 3 hours*

This course leads students through all the steps necessary to create compelling dramatic material, including the interpretation of published works, the creation of strong characters, and the exploration of theme, plot, action, dialogue and style. Material will be analyzed and critiqued. Through class lectures and discussion, students will attain a deeper knowledge and understanding of the dramatic construction of a play. The course will provide guidance for beginning playwrights in all aspects of writing a play from conception to realization. Course will culminate in the writing of a one-act play.

### **185 Directed Study-Theater (1) CSU**

*Lecture: 1 hour*

Allows students to pursue Directed Study in Theater on a contract basis under the direction of the supervising instructor.

### **231 Play Production (3) UC: CSU**

*Lab: 9 hours*

In this course the student is involved in the actual preparation for staging a full-length play from the canon of classical theater. The course will cover make-up, costumes, box office procedures, and acting. The course will focus on the technical aspects of organizing a full-length production, with special emphasis on the challenges of a classical production, such as language, speaking in verse, incorporating a chorus, or other elements not often seen in contemporary theater.

### **233 Play Production III (3) UC: CSU**

*Lab: 9 hours*

In this course the student is involved in the actual preparation for staging a full-length play. The course will cover make-up, costumes, box office procedure, and acting. The course will focus on the technical aspects of organizing a full length production.

### **240 Voice and Articulation for the Theater (3) UC: CSU**

*Lecture: 3 hours*

This course focuses on the fundamentals of voice production and overall vocal effectiveness for the stage. Through theory, practice, exercises and performance, the following elements are incorporated: relaxation, breath support, physical alignment, resonance, projection, pitch, articulation, variety and expressiveness.

### **270 Beginning Acting (3) UC: CSU**

*Lecture: 3 hours*

This course prepares a student to apply basic acting theory to performance and develops the skills of interpretation of drama through acting. Special attention is paid to skills for performance: memorization, stage movement, character development, vocal production, and interpretation/analysis of text.

### **271 Intermediate Acting (2) UC: CSU**

*Prerequisite: Theater 270*

*Corequisite: Theater 291, 292, 293*

*Lecture: 1 hour; Lab 2 hours*

This course provides the student an opportunity to further develop the acting skills introduced in Beginning Acting. This course explores Acting theories and techniques used in preparation for the interpretation of drama as an actor, with an emphasis on deepening the understanding of the acting process through character analysis, monologues, and scenes.

### **291 Rehearsals and Performance I (1) UC: CSU**

*Prerequisite: None*

*Lab 3 hours*

This course provides instruction and supervised participation in theatre rehearsal and performance. Students will demonstrate and apply performance and production practices and skills identified and evaluated in the formal classroom. The class will culminate in the production of a play presented before a live audience. Students must be available to meet all scheduled technical rehearsal and performance dates.

### **300 Introduction to Stage Craft (3) UC: CSU**

*Prerequisite: None*

*Lecture: 3 hours*

An introduction to technical theatre and the creation of scenic elements. Includes basic concepts of design, painting techniques, set construction, set movement, prop construction, backstage organization, stage management, lighting, sound techniques and career possibilities. Includes lectures, reading, projects, and practical experience.

### **310 Introduction to Theatrical Lighting (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This course involves the study and execution of stage lighting with emphasis on equipment, control, color and their relationship to design.

### **315 Introduction to Theatrical Scenic Design (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

Students will be offered a survey of scenery, lighting, sound, costumes, makeup, properties, theatrical equipment and construction

techniques through demonstration, and laboratory experience. Information is applicable to all formal theatrical applications.

### 342 Technical Stage Production II (2) CSU

*Prerequisite: None*

*Lab: 6 hours*

This course provides work in all aspects of play production in terms of study and laboratory practice, including stage management, lighting, sound, special effects, scenic construction, painting, designing, and the use of stage equipment. This course offers practical experience in stage crew and technical production.

### 405 Costume Design (3) CSU

*Prerequisite: None*

*Lecture: 3 hours*

Students will study costume history, design, and basic construction techniques as an introduction to basic theatrical costuming. Fabrics and their various uses will be investigated.

### 450 Beginning Stage Make-Up (2) CSU

*Prerequisite: None*

*Lecture: 1 hour; Lab 3 hours*

In a lecture and laboratory setting, students will learn techniques and practices for designing and applying makeup for theatrical use, including: glamor, aging, beards, stylized, and fantasy.

## VOCATIONAL EDUCATION (VOC ED) (Noncredit)

### 003CE Workplace Readiness-Computers (0)

*Prerequisite: None*

*Lecture: 3 hours*

This course helps students develop computer skills essential to the workplace as well as educational success. Students will develop word processing skills necessary to create, format and edit common documents and forms. Students will also develop Internet research skills and critical thinking skills to organize and evaluate information. Some previous experience using computers and keyboarding skills will increase success in this course.

### 0053CE Spanish for the Workplace (0)

*Lecture: 3 hours*

This course is designed to provide a working knowledge of Spanish and customer service to individuals within the community who serve, or are in contact with populations whose primary language is Spanish. Topics include: read and recite high frequency words and phrases, constructing simple commands, questions & answers, basic grammar, cultural awareness, customer service and etiquette.

### 060CE Custodial Technician Training (0)

*Lecture: 1 hour; Lab: 2.5 hours*

This course will provide students with the knowledge and hands-on training needed to apply for entry-level building maintenance service positions in the public and private sectors. Students will learn and practice basic safety protocols, the use of common custodial tools, and specific cleaning processes for different types of building areas.

### 073CE CTE Career Exploration (0)

*Lecture: 2 hours*

In this course students will determine career goals based on self-assessment and exploration, and develop effective career planning strategies. This course provides students with skills for career

exploration and development. This course lays the foundation for self-evaluation and discovery for the career pathways available and appropriate for the individual. The focus of this course is on the opportunities provided by CTE (Career and Technical Education).

### 085CE Workplace Safety: Osha 10 Preparation (0)

*Lecture: 1 hour*

This industrial and construction safety course is intended to provide entry-level workers a general awareness in recognizing hazards on the job site. Occupational Safety Health Association (OSHA) recommends Safety Certification Program courses as an orientation to occupational safety and health for workers covered by OSHA. Upon successful completion of this course, participants will receive a 10-hour Construction Safety Certification completion card.

### 096CE Blueprint for Workplace Success (0)

*Lecture: 2 hours*

This accelerated noncredit course is designed to provide students with the necessary tools and skills to assist them in the creation of a workplace blueprint. Some of the topics include self-discovery, time management, job market realities, workplace skills, effective communication, how to contact employers, preparing for the interview, getting hired, and keeping your job.

### 097CE Blueprint for Customer Service (0)

*Lecture: 1 hour*

This short-term vocational education course is designed to provide new and incumbent workers the customer service skills required to increase their employability and get to know their customer or client. Topics covered include knowing what customers want, listening to customers and over-the-phone customer service.

### 157CE Introduction to Restaurant Service (0)

*Lecture: 1 hour*

Vocational Education 157CE is a noncredit course that will introduce the fundamentals of the culinary arts, including history, terminology and employment opportunities, job descriptions and requirements for particular jobs. This course provides an overview of the food service industry from fast food to fine cuisine, including institutional food service.

### 202CE Drywall Lathing I (0)

*Lecture: 3 hours*

Vocational Education 202CE is a competency-based noncredit course which provides basic project procedure, applications in basic blueprint reading and related mathematical skills necessary for the drywall lathing trade. This is the first course in a four course series.

### 252CE Exploration of Construction and Maintenance Careers (0)

*Prerequisite: None*

*Lecture: 6 hours; Lab: 1 hour*

Vocational Education 252CE provides the background, skills and knowledge for students to gain access to registered apprenticeships in the building trades. Course content and objectives incorporate the Multi-Craft Core Curriculum (MC3), a comprehensive pre-apprenticeship curriculum developed by the Building Trades National Apprenticeship and Training Committee.

### 290CE Computer Literacy for College (0)

*Lecture: 3 hours*

This course combines lecture, demonstrations, and hands-on practice to provide students with the knowledge and skills necessary to correctly operate and use basic computer hardware, software, operating systems and file management necessary to be a successful college student. These computer skills are only necessary in many entry-level jobs. Students will learn how to effectively use the Internet and protect their personal information and identity online. Students will learn the basics for digital and social media tools as well as word processing, spreadsheets, and PowerPoint software.

### **313CE Workplace Fitness and Conditioning (0)**

*Lab: 2 hours*

Vocational Education 313CE prepares students to safely meet the physical requirements for job training and the workplace. Students will learn basic concepts and techniques associated with body conditioning including core strengthening, cardiovascular exercise and muscular strength and endurance exercises. This course can be modified for specific vocational fields.

### **408CE In-Home Supportive Services Provider (HSS) (0)**

*Lecture: 2 hours; Lab: 3 hours*

This course is designed to provide students with the knowledge and necessary information required to apply skills, learned in the classroom and in the laboratory, within actual in-home nursing circumstances. Upon completion of the course students will be a full functioning In-Home Supportive Services Provider (IHSS).

### **416CE Introduction to Business Careers (0)**

*Lecture: 1 hour*

This course will cover the varied business pathways and careers for new, current and returning college students. Students will gain skills to research career information including work description, work environment, employment opportunities, educational requirements, and potential earnings by using online resources.

### **420CE Introduction to Starting a New Business (0)**

*Lecture: 1 hour*

This course will guide students on conceptualizing, creating and forming a new business with the development of a business plan.

### **426CE Photovoltaics I (0)**

*Lecture: 1 hour*

Vocational Education 426CE is the first in a sequence of three designed for alternative and renewable energy technology.

### **427CE Photovoltaics I (0)**

*Lecture: 1 hour*

Vocational Education 427CE is the second in a sequence of three designed for alternative and renewable energy technology.

### **428CE Photovoltaics I (0)**

*Lecture: 1 hour*

Vocational Education 428CE is the third in a sequence of three designed for alternative and renewable energy technology.



# Faculty and Administration

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*M.A., San Jose State University*

Flowers, Elizabeth (2019)  
Instructor, History  
*B.A. University of California, Los Angeles*  
*M.A. University of California, Los Angeles*

Ford, Lisa D. (2004)  
Department Chair, Counselor, Instructor, Professor  
*B.A., California State University, Long Beach*  
*M.S., California State University, Los Angeles*  
*Ed.D., University of La Verne*

Gallegos, Jose A. (2016)  
Dean, Institutional Advancement  
*B.A., California State University Los Angeles*  
*M.A., California State University Los Angeles*

Gamble, Brian (2015)  
Instructor, Physics  
*B.S., The Citadel: The Military College of South Carolina*  
*MS., North Carolina State University*  
*PhD., Clemson University*

Garcia, Monica Monge (2014)  
Director, Child Development  
Title IX Coordinator  
*B.A., Pacific Oaks College,*  
*M.A., Pacific Oaks College*

Garcia-Oliva, Claudia E. (2015)  
Assistant Professor, Child Development  
*A.A. Child Development Los Angeles City College*  
*B.A., California State University, Los Angeles*  
*M.A., California State University, Los Angeles*

Greene, Voiza (2012)  
Associate Professor, Speech  
Communication  
*B.A., California State University, Los Angeles*  
*M.A., California State University, Los Angeles*

Gonzalez, Christina I. (2016)  
Counselor  
*B.A., California State University, Los Angeles*  
*M.S., California State University, Los Angeles*

Gromova, Irina (2012)  
Instructor, Mathematics  
*M.S. The Novosibirsk Institute of Electrical*

#### Engineering

Haghoo, Majid (1999)  
Professor, Computer Science and  
Information Technology  
*M.S., University of Southern California*  
*Ph.D., University of Southern California*

Hall, Daniel B. (2016)  
Vice President, Administrative Services  
*B.S., Willamette University, Salem, Oregon*  
*M.B.A., University of Oregon, Eugene*

Haynes, Ronald (1976)  
Counselor, Professor  
*B.S., University of Missouri*  
*M.Ed., University of Missouri*

Hector, Edward (1997)  
Associate Professor, Mathematics  
*A.A., Los Angeles Southwest College*  
*B.A., University of California, Los Angeles*  
*M.S., Howard University*  
*Ph.D., Capella University, Minneapolis*

Hodge, Rick (2014),  
Dean, Career & Technical Education  
(Workforce)  
*B.S., University of Oregon*  
*B.A., Walla Walla College*  
*M.Div., Andrews University*

Howard, Tamura (2008)  
Instructor, Political Science  
*B.A., California State University, Long Beach*  
*M.A., University of California, Los Angeles*  
*Ph.D., University of California, Los Angeles*

Irvin, Howard (2016)  
Vice President, Student Services  
*A.A. - San Diego Mesa College*  
*B.S. - San Diego State University*  
*M.S. - San Diego State University,*  
*M.A. - Fielding Graduate University*  
*Ph.D. - Fielding Graduate University*

Jones, Maisha (2015)  
Department Chair, Assistant Professor,  
Sociology  
*A.A. Los Angeles Southwest College*  
*B.A. California State University, Dominguez Hills*  
*M.A., California State University, Dominguez Hills*  
*Ed.D., California State University, Long Beach*

Juarez, Monica M. (2013)  
Assistant Professor, Child Development  
*B.A., University of Redlands*  
*M.A., Pacific Oaks College*

Kim, Kang (1996)  
Department Chair, Professor Natural  
Sciences  
*B.S., University of California, Los Angeles*  
*M.S., California State University, Los Angeles*

Lara, Olga E. (2017)  
Counselor  
*B.A., California State University, Los Angeles*  
*M.S., California State University, Los Angeles*

Lee, Janice E. (1978)  
Professor, Counselor  
*B.A., California State University, Los Angeles*  
*M.S., California State University, Los Angeles*

Lee, Sandra (1999)  
AFT Chapter President  
Professor, Psychology  
*B.A., University of California, Los Angeles*

*M.Ed., University of Louisville*  
*M.A., University of Louisville*  
*Ph.D., University of Louisville*

Magee, Carolyn (1989)  
Professor, Computer Applications &  
Office Technology  
*B.S., University of Southern Mississippi*  
*M.A., California State University, Los Angeles*

Mantena, Niladri R. (1996)  
Professor, Electronics & Computer  
Technology  
*B.S., Andhra University, Waltair, AP, India*  
*B.S.E.E., Madras Institute of Technology, Chromepet, India*  
*M.S., Indian Institute of Technology, Kharagpur, WB, India*  
*Ph.D., University of California, Berkeley*

Martirosian, Martin (2016)  
Instructor, Mathematics  
*M.S. 1978 Yerevan State University*

McBride, Kimberly R. (2008)  
Associate Professor, Counselor  
*B.S., Howard University*  
*M.A., Pepperdine University*  
*M.S., University of LaVerne*

McClellan, Indiana (2008)  
Instructor, Nursing  
*A.D.N., Los Angeles Harbor College*  
*B.S.N., California State University, Dominguez Hills*  
*M.S.N., California State University, Dominguez Hills*

Miller, Erika L. (2005)  
Director/Counselor, TRIO Scholars  
Program  
*B.S., Howard University*  
*M.A., Pepperdine University*  
*Ed.D., Pepperdine University*

Moore, Allison P. (2001)  
Department Chair, Professor, Accounting  
*B.S., University of Southern California*  
*M.Acc., University of Southern California*  
*D.P.A., University of LaVerne*

Moss, Yvette (2019)  
Associate Professor, Counseling  
*B.A. California State University, Long Beach*  
*M.S. California State University, Long Beach*  
*Ed.D. California State University, Fullerton*

Mrava, Joanne (1974)  
Professor, Business Administration  
*Business Education, Administration of Justice*

*B.S., University of Southern California*  
*M.S., University of Southern California*  
*A.A., Long Beach City College*

**Omuson, Victoria (2012)**

Instructor, Nursing

*B.S.N., University of Phoenix*  
*M.S.N., California State University, Dominguez Hills*  
*PMHNP, California State University, Long Beach,*  
*DNP, Walden University*

**Ortega, Daniel (2008)**

Associate Professor,  
Counseling – EOPS/Puente

Co-Coordinator, Puente Program

*B.A., University of California, Los Angeles*  
*M.S., California State University, Long Beach*  
*Ph.D., Claremont Graduate University*

**erez, Laura I (2017)**

Dean of Adult, Noncredit, Continuing and  
Community Education

*B. A. California State University, Northridge*  
*M.S. National University*

**Persaud, Arabella C. (1990)**

Professor, Spanish

*B.A., University of the West Indies, Jamaica*  
*M.A., State University of New York, Buffalo*  
*Ph.D., State University of New York, Buffalo*

**Pitre, Rhea (2019)**

Counselor

*B.A. Clark-Atlanta University*  
*M.S. California State University, Northridge*

**Pope-Evans, Jonathon (2016)**

Assistant Professor, Theater Arts

*B.F.A., William Carey College*  
*M.F.A., California Institute of the Arts*

**Powell, Wonda (1979)**

Professor, History, Business

*B.S., University of Michigan*  
*M.A., University of California, Los Angeles*

**Ramos, Guadalupe (2008)**

Instructor, Mathematics

*A.A., East Los Angeles College*  
*B.A., California State University, Los Angeles*  
*M.S., California State University, Los Angeles*

**Robert, Lance A. (2015)**

Instructor, Political Science

*B.A., University of California, Santa Barbara*  
*MPA, California State University, Long Beach*  
*DPA, Capella University*

**Roberts, Todd J. (2000)**

Professor, Biology & Physiology

*B.S., University of California, Davis*  
*M.S., University of Georgia*  
*Ph.D., University of Georgia*

**Robinson, Dawn (2015)**

Assistant Professor, Child Development

*B.A., Sonoma State University*  
*M.A., Mills College*

**Rodriguez, Blanca (2010)**

Counselor

*B.A., California State University, Northridge*  
*M.A., California State University, Dominguez Hills*

**Saakian, Lernik (1999)**

Department Chair, Mathematics

Instructor, Mathematics, Physics

*M.S., Academy of Science of USSR*  
*Ph.D., Academy of Science of USSR*

**Saafir, Rasheed (2014)**

Behavioral & Social Sciences, Instructor,  
Administration of Justice

*B.A., California State University of Fresno*  
*M.P.A., California State University of Dominguez Hills*

**Salas, Angelita Figueroa (2011)**

Director/Counselor TRIO STEM

Scholars

*B.A., University of California, Berkeley*  
*M.S., San Francisco State University*  
*Ed.D., California State University, Long Beach*

**Samaie, Parisa (2016)**

Department Chair, Library, Assistant  
Professor

*B. A. California State University, Long Beach*  
*M.L.I.S., University of California, Los Angeles*

**Sanchez, Roxanna (2012)**

Counselor, DSPS program

*B.A., California State University, Los Angeles*  
*M.A., California State University, Los Angeles*  
*M.S., California State University, Los Angeles*

**Song, Rosa (2010)**

Instructor, Nursing

*A.D.N., College of the Canyons*  
*B.A., University of Texas, Austin*  
*M.S.N., Mount Saint Mary's College*

**Stewart Jr, Robert L (2008)**

Academic Senate President

Instructor, Anatomy, Biology

*B.S., California State University, Dominguez Hills*  
*M.S., California State University, Los Angeles*

**Syed, Erum (2012)**

Associate Professor, Microbiology

*B.S., Baqai Medical University*  
*M.S., Clemson University, SC*  
*Ph.D., Walden University, IL*

**Tadele, Gizaw, T. (2001)**

Instructor, Mathematics

*B.S., Addis Ababa University*  
*M.S., Addis Ababa University*

**Tatum, Heidi (2015)**

Assistant Professor Health Science

*AA, Los Angeles Southwest College,*  
*B.S., Cal State Dominguez Hills*  
*M.S., Cal State Dominguez Hills*

**Taylor, Katrina (2016)**

Department Chair, Assistant Professor,

Communication Studies

*B.S., Bradley University*  
*M.F.A., University of Washington*

**Thompson, Lorna (2010)**

Instructor, Medical/Surgical Nursing

*A.A., Los Angeles Southwest College*  
*B.S.N., Holy Names University*  
*M.S.N, Walden University*

**Toure, Nouha (2000)**

Associate Professor, Business &  
Economics

*A.A., Los Angeles Southwest College*  
*B.S., Woodbury University*  
*M.B.A., National University*

**Toure, Pogban (2009)**

Associate Professor, Chemistry

*B.S., University of Abidjan, Ivory Coast*  
*M.A., University of Abidjan, Ivory Coast*  
*M.S., Florida Institute of Technology*  
*Ph.D., University of California, Santa Barbara*

**Tucker, Alexis J. (2005)**

Counselor, Instructor, Counseling

*A.A., Los Angeles Southwest College*  
*B.A., California State University, Dominguez Hills*  
*M.A., California State University, Dominguez Hills*

**Yvette Tucker (2019)**

Counselor, Umoja

*A.A. Los Angeles Southwest College*  
*B.A. California State University, Dominguez Hills*  
*M.S.W. California State University, Dominguez Hills*

**Turner-Odom, Sabrena (2005)**

Associate Professor, English

*A.A., Los Angeles Southwest College*  
*B.A., University of Southern California*  
*M.A., University of California, Irvine*  
*Ed.D. California State University, Fullerton*

**Wilson, Katrin R. (2015)**

Counselor, Articulation Officer

*B.A., California State University, Long Beach*  
*M.S., Springfield College*  
*M.A., California State University, Long Beach*  
*Ed.D., University of Southern California*

**Wright, Kristine M. (2008)**

Assistant Professor, Sociology

*B.A., University of California, Los Angeles*  
*Ph.D., University of California, Irvine*

# Faculty Emeriti

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|  |  |  |
|--|--|--|
| Adler, A. Jay; 1994-2013<br>Professor, English   | Doyle, William; 1969-1991;<br>Professor of History   | Hicks, James E. 1998-2018<br>Professor, Computer Science and<br>Information Technology |
| Arnold, Margaret L.; 1976-1995;<br>Professor of English                                      | Dright, Lloyce; 1968-1983;<br>Professor of Nursing, Counselor                                  | Hinkle, Sandra; 1999<br>Nursing  |
| Arvig, Gabrielle; 1995<br>Librarian  | Eckersley, Darrell; 1971-2004;<br>Professor of English   | Harding, Barbara Hodges; 1978<br>Child Development Center                              |
| Asfaw, Terfu<br>Mathematics Department Chair   | Engberg, Charles J.; 1971-1989;<br>Professor of Mathematics                                    | Huber, Charlotte; 1969-1975;<br>Professor of English and Journalism                    |
| Avins, Alfred; 1968-1983;<br>Professor of Business   | Fischer, Donald; 1969-1978;<br>Professor of English  | Ingram, Charles; 1977<br>Music   |
| Blechman, Marcella; 1971-1980;<br>Professor of Office Administration                         | Fobi, Charlene; 1976-;<br>Professor of Nursing   | Itow, Pauline; 1980-2010);<br>Professor of Child Development                           |
| Bost, Joyce C.; 1980-2007;<br>Professor of Nursing   | Forge, Liz; 1976-1995;<br>Director of Child Care Center  | Jackson, Roland; 1976-1995;<br>Professor of Music                                      |
| Brady, Linda; 2005<br>Librarian  | Frank, Lee; 1968-1989;<br>Professor of English   | Jacobson, Marvin; 1968-2000;<br>Professor, Geology                                     |
| Butler, Ella; 1976-1995;<br>Professor of Office Administration                               | Friedland, Lila; 1971-2000;<br>Professor of Registered Nursing                                 | Jarecki, Dr. Penelope; 1999<br>Counseling  |
| Carlan, Audrey M.; 1968-1989;<br>Professor of Mathematics                                    | Frisby, James R.; 1977-1995;<br>Professor of English   | Johnson, Avery; 1998-2003;<br>Counselor  |
| Carter, Norma; 1992<br>Nursing   | Gabriel, Doris H.; 1968-1976;<br>Associate Professor of Business                               | Jones, Phillip Thomas; 1979<br>American Sign Language                                  |
| Chilk, Tillie; 1971-1980;<br>Associate Professor of Nursing                                  | Garnett, Frank; 1976<br>Basketball Coach/Physical Education                                    | Jordan, Walter; 1980-2003;<br>Professor of Physics                                     |
| Chukumerije, Dr. Amobi; 1985<br>Learning Skills  | Geoghagen, Augustine; 1973-1992;<br>Professor of Counseling                                    | Kelbisow, Dr. Eromo; 1985<br>Sociology   |
| Cliff, Kathi 1978-2014<br>Director, Child Development Center<br>Professor, Child Development | Green, Gaston; 1998-2003;<br>Director of Upward Bound  | Keeney, Phyllis I.; 1967-1995;<br>Professor of Physical Education                      |
| Cobbs, Herbert; 1989-2003;<br>Instructor, Library Science                                    | Griffith, Hortensia; 1991-2004;<br>Director of CARE Program,<br>Associate Professor, Counselor | Kier, Ralph; 1969-2000<br>Professor of Accounting and Business                         |
| Colbert, Toni; 1971 -2004;<br>Professor of Sociology   | Gustafson, Adelle; 1968-1983;<br>Professor of Office Administration                            | King, Jr, James L.; 1968<br>Mathematics  |
| Cook, Robert; 1967-1982;<br>Coordinator of Institutional Research                            | Gutierrez, Anna; 1992<br>ESL   | Landesman, Herbert; 1969-1995;<br>Professor of Chemistry                               |
| Cooper, Granville  | Harris, Lola Hanson; 1980-1995;<br>Professor of Developmental<br>Communications                | Landsdowne, Noblesse A.; 1969-1978;<br>Associate Professor of Zoology                  |
| Cowart, Al; 1977<br>Theatre  | Hendershot, John A.; 1987<br>ESL/Bilingual Center  | Larson Singer, Linda; 1989<br>Articulation Officer/Counseling                          |
| Davis, Donovan; 1970-2003;<br>Professor of Psychology and<br>Anthropology                    | Herwig, Margaret; 1968-1983;<br>Professor of Physical Education                                | Lewis, Patricia; 1977-2012<br>Arts Department Chair<br>Professor Communication Studies |
| Dawson, Dr. Beverly; 1977<br>Nursing   |  |  |

|   |  |  |
|---|--|--|
| Levine, Ettabelle N; 1968-1983;<br>Professor of Business  | Palmer, Earnestine;<br>Counselor   | Scott, Roselyn; 1968-1989;<br>Professor of Family and Consumer<br>Studies            |
| Lopez, Ronald W.; 1990-2007;<br>Professor of History  | Pang, Henry I.; 1976-1995;<br>Associate Professor of Mathematics   | Seeman, Helene; 1996-2005;<br>Associate Professor of Nursing                         |
| Lott, Vivian; 1998-2006;<br>Nursing   | Panjabi, Hari P.; 1976-1995;<br>Professor of Engineering   | Slabo, Alexander; 1971<br>Developmental communications                               |
| Love, Clara; 1989-1999;<br>Professor of Registered Nursing  | Pape, Geraldine; 1969-1976;<br>Associate Professor of English  | Strain, Sibyl M.; 1967-1984;<br>Professor of Psychology                              |
| Maselli, Sharon<br>Professor, English   | Perez, Rose; 1969-1982;<br>Professor of Library Media  | (Studer) Stafford, Merrilee; 1967-1983;<br>Professor of Speech                       |
| McAfee, Margaret B.; 1969-1989;<br>Professor of Art   | Perkins, Helen E.; 1968-1984;<br>Professor of Nursing  | Sweeney, Cecily P.; 1991-2005;<br>Professor of Humanities and Music<br>PACE Director |
| McClelland, Evelyn; 1981-1991;<br>Professor of Nursing  | Phifer, Elaine E.; 1976-;<br>Professor of Nursing  | Tarr, Betty R.; 1968-1983;<br>Professor of Chemistry                                 |
| McCollum, Patricia; 1977-2004;<br>Professor of Library Sciences   | Pugh, Theresa; 1976<br>Professor of Nursing  | Thomas, Phillip J.; 1979-2016<br>Professor of English and ESL                        |
| McField, LaVerne; 1976<br>Developmental Communications  | Reed, Al<br>Assistant Professor of Administration of<br>Justice  | Thompson, James C.; 1971-1980;<br>Instructor Physical Education                      |
| Mackey, Ralph T., Sr.; 1983-1989;<br>Instructor of Engineering  | Rhodes, Anthonetta (Toni); 1978-2011;<br>Professor of Child Development  | Tillman, Celestine; 1996<br>Chemistry  |
| Maddox, Marion; 1969-1983;<br>Professor of English  | Riggs, Jan; 1976-2007;<br>Associate Professor, Physical Education  | Twine, Everett; 1972-1983;<br>Professor of History                                   |
| Marsh, L. Benson; 1969-1985;<br>Professor of Prosthetics and Orthotics,<br>Instructor in Health Education | Robinson, Alyce; 1969-1989;<br>Professor of Library Science  | Vance, Robert; 11996<br>Art  |
| Matthews, Jacquelyn Y.; 1978-2004;<br>Professor of Computer Applications and<br>Office Technology         | Robinson, Barbara; 1981<br>Professor of Counseling   | Verity, Suebelle S.; 1968-1995;<br>Professor of Biology                              |
| Miller, Norris J.; 1976<br>Child Development Center   | Robertson, Dr. Earnestine Thomas;<br>1978<br>Dean of Academic Affairs/Professor of<br>Political Science/LASC Foundation<br>Board | Walker, Anita; 1993<br>Biology   |
| Moore, Bessie; 1969-1983;<br>Professor of Nursing   | Robledo, Jose; 1998<br>Dean/Vice President   | Wallace, Don;<br>Humanities  |
| Morris, Reginald; 1998<br>Counseling/Basketball Coach   | Ruane, Marian 1990-2017;<br>Coordinator of Noncredit Adult and<br>Continuing Education Services                                  | Wallace, Ruby; 1977-2004;<br>Professor, Developmental<br>Communications & English    |
| Morton, Katherine; 1969-1979;<br>Associate Professor of Speech  | Rubenstein, Arthur; 1970-1985;<br>Professor of History   | Ward, Ulysses V.; 1968-1989;<br>Professor of Mathematics                             |
| Moy, Marilyn; 1994<br>Dean  | Ryner, Margaret; 1969-1985;<br>Professor of Nursing  | Ware, Mary; 1969-2000<br>Professor of English  |
| Mulholland, William; 1967-1977;<br>Mathematics Instructor   | Sapin, Dan P.; 1969-1995;<br>Professor of Psychology   | Washington, Henry; 1982-2017<br>Athletic Director/Head Football Coach                |
| Norwood, Phyllis K.; 1987<br>Dean/Professor of English  | Schauer, David; 1971-1998;<br>Professor of Mathematics   |  |
| Nolcox, Noble; 1990-2007;<br>Professor of English   |  |  |



Way, Lee; 1989-2007;  
Professor of Mathematics

Werts, Shelley; 2001  
Librarian

Williams, Michelle 2013-2019  
Counselor

Williams, Elizabeth; 1970-1983;  
Professor of Music

Williams, Joyce; 1997  
Nursing

Williams, Jo Ann; 1998-2006;  
Professor of Nursing

Williams, Russell B.; 1968-1999;  
Professor of Biology

Williams, Virginia  
Professor of Nursing

Winters, Manque; 1975-1999;  
Counseling

Yoshida, Glenn; 1977-2011  
Professor of Biology

Zager, Evelyn L.; 1968-1978;  
Professor of Family and Consumer

# Adjunct Associate Professors

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|   |  |   |
|---|--|---|
| Adkins-Jackson, P, <i>Anthropology</i>            | DeFrance, R., <i>English</i>                         | Loera, M., <i>Spanish</i>                             |
| Agassi, N, <i>Mathematics</i>                     | Dewhurst, R., <i>English</i>                         | Lord, W.A., <i>Biological Sciences</i>                |
| Aguet, D, <i>Child Development</i>                | Diaz, D., <i>English</i>                             | Mak, P, <i>Biological Sciences</i>                    |
| Ajao, Lydia, RN, M.S.N., CNS-<br><i>Nursing</i>   | Diaz, J, <i>History</i>                              | Malone, M, <i>Education</i>                           |
| Akpofo-Ojose, M., RN, MSN, FNP-<br><i>Nursing</i> | Dixon, G, <i>Child Development</i>                   | Mattson, G, <i>Anthropology</i>                       |
| Alcocer, B, <i>Kinesiology</i>                    | Eckersley Jr., D.S, <i>English</i>                   | McCaskill, T, <i>Business</i>                         |
| Alexander, A., <i>Music</i>                       | Egipciano, M, <i>Psychology</i>                      | McClain, S, <i>English</i>                            |
| Amos, B, <i>Physics</i>                           | Elfarissi, H, <i>Biological Sciences</i>             | McDuffie, A.L., <i>English</i>                        |
| Andrassy, K, <i>Economics</i>                     | Embry, G, <i>Psychology</i>                          | McLeod, H, <i>Communications</i>                      |
| Arutyunyan, A, <i>Mathematics</i>                 | Felix, J., <i>English</i>                            | McNamee, D, <i>Psychology</i>                         |
| Atkins, S, <i>Psychology</i>                      | Fetter, E.J, <i>English</i>                          | Miller, K., <i>English</i>                            |
| Austin, N, <i>History</i>                         | Fielding, L, <i>Geology, Geography</i>               | Minasian, A, <i>Mathematics</i>                       |
| Ayers, M, <i>Administration of Justice</i>        | Fields, S, <i>Child Development</i>                  | Mitchell, T, <i>Kinesiology</i>                       |
| Baker, P., <i>English</i>                         | Firpo, N, <i>English</i>                             | Monroe, R, <i>Child Development</i>                   |
| Barlow, C, <i>Administration of Justice</i>       | Ford, B, <i>Psychology</i>                           | Moreno, E, <i>Sociology</i>                           |
| Barsegian, G, <i>Mathematics</i>                  | Foreman Asberry, S, <i>CSIT</i>                      | Nagaya, M, <i>Biological Sciences</i>                 |
| Bartels, D, <i>Art</i>                            | Freedman, J., <i>English</i>                         | Naqvi, H, <i>Biological Sciences</i>                  |
| Berger, R., <i>Counseling</i>                     | Gharamanians, J, <i>Mathematics</i>                  | Nash, B, <i>Mathematics</i>                           |
| Billingslea, N., <i>English</i>                   | Gizaw, A, <i>Mathematics</i>                         | Ndoley, M.N., <i>French</i>                           |
| Biteng, Chona, RN, BSN, <i>Nursing</i>            | Gjenaii, G, <i>Finance, Real Estate</i>              | Nguyen, G, <i>Mathematics</i>                         |
| Blagdon, O, <i>American Sign<br/>Language</i>     | Glaze, E, <i>CAOT</i>                                | Nguyen, H, <i>Mathematics</i>                         |
| Blocker, B, <i>Administration of Justice</i>      | Gomez, E, <i>Child Development</i>                   | Nichols, G., <i>Theater</i>                           |
| Bowman, J, <i>Law, Business, CSIT</i>             | Grigoryan, L, <i>Accounting</i>                      | Obrenovic, K, <i>Mathematics</i>                      |
| Brown, R.D., <i>Cinema</i>                        | Guzman, Y., <i>Spanish</i>                           | Oganyan, K, <i>Mathematics</i>                        |
| Brumfield, M, <i>Supervision</i>                  | Hall, L, <i>Mathematics</i>                          | Olsen, B, <i>Biological Sciences</i>                  |
| Bullock, C, <i>Theater</i>                        | Haney, B, <i>English</i>                             | Oswald, S, <i>Biological Sciences</i>                 |
| Burchard, E., <i>Astronomy</i>                    | Harrington, K, <i>Theater</i>                        | Patvakanyan, Y, <i>Mathematics</i>                    |
| Campbell, A, <i>Administration of<br/>Justice</i> | Harris, M, <i>Sociology</i>                          | Pedalino, J, <i>Electronics</i>                       |
| Carbonell, J, <i>Mathematics</i>                  | Hass, J., <i>Biological Sciences</i>                 | Pierce, C. <i>Non-Credit</i>                          |
| Chang, Y, <i>Mathematics</i>                      | Hawkins, R, <i>Business</i>                          | Porter, P, <i>Sociology</i>                           |
| Chen, G, <i>Mathematics</i>                       | Haye, Norma, RN, MSN, <i>Nursing</i>                 | Possemato, F, <i>English</i>                          |
| Chen, W, <i>Mathematics</i>                       | Haynes, S, <i>Psychology</i>                         | Resendiz, R, <i>Biological Sciences</i>               |
| Chevchyan, G, <i>Supervision</i>                  | Henderson, J, <i>Health, Kinesology</i>              | Rhymes, R, <i>Sociology</i>                           |
| Chiappelli, G.D, <i>Spanish</i>                   | Hicks, S., <i>English</i>                            | Rios, R., <i>Spanish</i>                              |
| Chibueze, Charity, RN, MSN-<br><i>Nursing</i>     | Holland, H, <i>CSIT</i>                              | Rodriguez, K, <i>Chemistry</i>                        |
| Childress, C, <i>CSIT</i>                         | Holt-Carter, Bridgette, R.N., MSN-<br><i>Nursing</i> | Romero, R, <i>Biological Sciences</i>                 |
| Clark, V, <i>Mathematics</i>                      | Horne, D, <i>Political Science</i>                   | Rose, M, <i>Business, Real Estate,<br/>Law</i>        |
| Claybourne, DI, <i>History</i>                    | Hovhannisyanyan, V, <i>Mathematics</i>               | Rosero, F., <i>Counseling</i>                         |
| Clayton, M., <i>English</i>                       | Huber-Lytal, S, <i>Biological Sciences</i>           | Ruane, M., <i>Noncredit &amp; Adult<br/>Education</i> |
| Cliff, K, <i>Child Development</i>                | Huynh, D, <i>Mathematics</i>                         | Rubio, G.H, <i>English</i>                            |
| Coney, A, <i>Communications</i>                   | Jackson, J., <i>Theater</i>                          | Ruvalcaba, V., <i>English</i>                         |
| Corneal, A, <i>American Sign Language</i>         | Jackson, T, <i>Psychology</i>                        | Sarkisian, E, <i>Mathematics</i>                      |
| Cosby, S., <i>Education</i>                       | Jiang, J, <i>Mathematics</i>                         | Scott-Stafford, J, <i>Political Science</i>           |
| Cranon-Charles, A, <i>Political Science</i>       | Johnson, J., <i>English</i>                          | Selby, C., <i>English</i>                             |
| Crenshaw, G, <i>Psychology</i>                    | Johnson, L., <i>English</i>                          | Selezinka, R, <i>Mathematics</i>                      |
| Cummings, R, <i>Music</i>                         | Joshway, Sheila, RN, MSN- <i>Nursing</i>             | Seymour, C, <i>Economics</i>                          |
| Cunin Borer, M, <i>Anthropology</i>               | Katz, S, <i>Administration of Justice</i>            | Shaffer, C, <i>Administration of Justice</i>          |
| De La Cruz, Nancy, R.N., BSN-<br><i>Nursing</i>   | Lavender, L, <i>Administration of<br/>Justice</i>    | Shaw, T, <i>Child Development</i>                     |
| De, R, <i>Physical Science</i>                    | Lee, C, <i>Political Science</i>                     | Slama, J., <i>English</i>                             |
|   | Lee, J, <i>Sociology</i>                             | Soto, J, <i>History</i>                               |
|   | Leonard, D, <i>Theater</i>                           | Souki, S, <i>Biological Sciences</i>                  |
|   | Lewis, M, <i>Administration of Justice</i>           | Strauss, E, <i>Anthropology</i>                       |
|   | Lewis, P, <i>Communications</i>                      | Sun, G, <i>Spanish</i>                                |

Sweeney, C.P., *Humanities*  
Tcheumani, G., *Nursing*

Teclé, H, *Biological Sciences*  
Toussant-Jackson, A, *Political Science*  
Ugas Abreus, B, *Spanish*  
Renee, K, *Accounting, Finance*  
Vanderpool, J, *Business, Accounting*  
Vara, J, *Kinesiology*  
Vasquez, S, *Art*  
Viliesid, C, *English*  
Wagner, G., *Cinema*  
Wahba, R, *Biological Sciences*  
Walker, D., *Communications*  
Walker, M, *Anthropology*  
Ward, H, *American Sign Language*  
Washington, H., *Kinesiology*  
Watkins, P, *Health*  
Wheeler, N, *Music*  
White, Marion, *R.N., B.S.N.*  
White, S, *Sociology*  
Williams, Dr. Eric, *RN, M.S.N, DNP, CNE, Nursing*  
Williams, R, *Child Development*  
Wilson, D, *Business*  
Wyatt, G, *Music*  
Yanza, Norma, *Nursing*  
Ybarra D, *History*  
Young, E.L., *Humanities*  
Zamora, V., *English*  
Zanders, C, *Psychology*

# Classified Staff

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|  |   |  |
|--|---|--|
| Aguilera, Layla<br>Admissions & Records Assistant            | Cabrera, Eileen<br>Special Services Assistant           | Go, Catherine<br>Accounting Technician                       |
| Arnold, Christopher<br>Admissions and Records<br>Assistant   | Campuzano, Ismael V.<br>Carpenter                       | Goldsmith, Robinee<br>Custodian                              |
| Arnold, Dyan<br>Evaluation Technician                        | Cardona, Elmer<br>SFP Technician                        |  |
| Arrieta, Hector<br>Life Sciences Lab. Tech.                  | Carpenter, Kimberly<br>Registrar                        | Gomez, Domingo<br>Library Technician                         |
| Arroyo, Robert<br>Physical Education Facilities<br>Assistant | Carrillo, Julio<br>Financial Aid Technician             | Gordon, Janet<br>SFP Technician                              |
| Barajas, Blanca<br>SFP Director                              | Carter, Shauna<br>Student Services Assistant            | Grayr, Karchikyan,<br>Maintenance Assistant                  |
| Barron, Johnel<br>Student Recruiter                          | Casey, Kevin P.<br>Library Technician                   | Guerrero, Aaron<br>Sr. Computer & Network Supp.<br>Spec.     |
| Becerra, Rocio<br>Admissions and Records<br>Evaluator        | Chilin, Melvin<br>SFP Specialist                        | Gutierrez, Rosa<br>Student Services Aide                     |
| Bell, Felicia<br>Library Technician                          | Cortez, Maria<br>Administrative Aide                    | Guzman-Cholan, Roxana<br>DREAM Center Director,<br>Counselor |
| Bell, Lorraine<br>Senior Personnel Assistant                 | Cosby, Sidney<br>Program Specialist                     | Hamilton, Keon<br>Custodian                                  |
| Berger, Rodnette<br>Senior Secretary, (SFP)                  | Craig, Lisa<br>Financial Aid Technician                 | Harvey, Howard<br>Custodian                                  |
| Bingham, Wilda A.<br>Athletic Trainer                        | Domio, Kenneth<br>Custodian                             | Hawes, Richards<br>Custodian                                 |
| Bowe, Jocelyn<br>Physical Education Facilities<br>Assistant  | Drake, LaTanya<br>Senior Secretary                      | Hawes, Vonzell<br>Custodian                                  |
| Bradley, James<br>Custodian                                  | Drake, Rochelle<br>Custodian                            | Hatley, John<br>Maintenance Assistant                        |
| Brown, Dean<br>Admissions and Records<br>Assistant           | Elfarissi, Kamal<br>Life Science Lab Tech               | Hernandez, Kelly<br>Financial Aid Technician                 |
| Brown, Richard<br>Custodian                                  | Ferrer, James<br>Computer Network Support<br>Specialist | Hollier, Blanchie<br>Facilities Assistant                    |
| Bruton, Muniece<br>Financial Aid Manager                     | Flagg, James<br>Reprographics Equipment<br>Operator     | Hunter, Mona<br>Custodian                                    |
| Buggage, C. Rhune'<br>Student Services Aide                  | Fox, Linda<br>Senior Office Assistant                   | Jones, Philip<br>Gardner                                     |
| Byley, Rahmani<br>Administrative Secretary                   | Francis, Edward<br>Payroll Assistant                    | Kuzmink, Lubov<br>Financial Aid Supervisor                   |
|  | Garcia, Charles<br>Library Technician                   | Lucas, Trayvon<br>Custodian                                  |

|  |  |   |
|--|--|---|
| Madriz, Martha C.<br>SFP Program Technician          | Roberts, Ronald<br>Custodian                         | Watts, Paris<br>Financial Aid Technician                    |
| Marroquin, Yolanda<br>Accounting Technician          | Roberts, Trayveon<br>Custodian                       | Werner, Cordova Jr.<br>Pool Technician                      |
| Mata, Jorge<br>Information Technology Manager        | Robertson, Jerome<br>SFP Technician                  | Wesson, Ralph<br>Physical Education Facilities<br>Assistant |
| Martinez, Aracely<br>Senior Office Assistant         | Robinson, Brian<br>Stock Control Assistant           | Williams, David<br>Performing Arts Technician               |
| Martinez, Robert (Sonny)<br>Financial Aid Technician | Romero, Mario<br>SFP Technician                      | Williams, Mark<br>Custodian                                 |
| Mayo, Gary<br>Plumber                                | Rodriguez, Ernesto<br>Financial Aid Technician       | Williams, Sheryl<br>Financial Aid Technician                |
| McCay, Timieka S.<br>Custodian                       | Rosario, Bessie<br>Cashier                           | Zamora, Genaro<br>Maintenance Assistant                     |
| Mix, Robert<br>Custodian Supervisor, B-Shift         | Sanchez, Kimberly<br>Senior Secretary                | Zamora, Robert<br>General Foreman                           |
| Morgado, Osmin<br>Instructional Asst. Info. Tech.    | Silva, Ricardo<br>Electrician                        | Zhang, Jessica<br>Accountant                                |
| Mortley, Preston<br>Director of College Facilities   | Stewart, Chauncey<br>Executive Assistant             | Zhu, Jason<br>Senior Accountant                             |
| Moss, Yvette<br>International Students               | Tatum, Ronald<br>Assistant Manager, College Store    |   |
| Neal, Jamaal<br>Custodian                            | Taubr, Alex<br>Instructional Media Assistant         |   |
| Nelson, Sinchell<br>Administrative Secretary         | Tello, Jose L.<br>Painter                            |   |
| Owens, Yvonne<br>Instructional Assistant             | Tippens, Traci<br>Senior Secretary                   |   |
| Ozan, Christzann<br>Custodian                        | Torres, Angela<br>A & R Supervisor                   |   |
| Paniagua, Oscar<br>Admissions & Records Assistant    | Tucker, Yvette<br>Veterans Representative            |   |
| Peterson, Susan<br>Custodian                         | Turner, Rickey<br>Custodian                          |   |
| Phan, Khoi V.<br>Chemistry Lab. Tech.                | Venable, Aynjellia<br>Secretary                      |   |
| Pierce, Courtney<br>Operations Manager               | Villanueva, Ruben<br>Secretary                       |   |
| Quach, John<br>Instructional Assistant Info. Tech    | Walker, Cassaundra<br>Academic Scheduling Specialist |   |
| Ra'oof, Khadeejah<br>Admission & Records Assistant   | Ward, Nicholas<br>Accounting Technician              |   |
| Larios-Ramirez, Safir<br>Secretary- Mathematics      | Warren, Shakeeba<br>SFP Technician                   |   |



## Glossary

**ACADEMIC PROBATION** - After attempting 12 units, a student whose cumulative grade-point-average (beginning Fall 1981) falls below 2.00 is placed on academic probation. A student whose cumulative grade point average falls below 2.00 for two consecutive semesters is subject to dismissal from the college.

**ACADEMIC RENEWAL** - Removal from a student's academic record, for the purpose of computing the grade point average, previously recorded substandard academic performance which is not reflective of the student's demonstrated ability.

**ADD PERMIT** - A card issued by an instructor upon presentation of a valid ID Card which permits the student to add the class if the instructor determines that there is room. Enrollment in the class is official only if the Add Permit is processed by Admissions & Records before the published deadline.

**ADMISSIONS AND RECORDS** - The office which admits a student and certifies his/her legal record of college work; also provides legal statistical data for the college.

**ADMINISTRATION** - Officials of the College who direct and supervise the activities of the institution.

**APPEAL** - A student request for reconsideration of a decision made affecting disciplinary action, grade change, prerequisite challenge, etc.

**APPLICATION FOR ADMISSION** - A form provided by the college in person or online on which the student enters identifying data and requests admittance to a specific semester or session. A student may not register and enroll in classes until the application has been accepted and a Permit to Register issued.

**ASO.** - Organization to which all enrolled students are eligible to join is called the Associated Students Organization.

**ASSESSMENT OF LEARNING** - Learning assessment refers to a process where methods are used to generate and collect data for evaluation of courses and programs to improve educational quality and student learning. This term refers to any method used to gather evidence and evaluate quality and may include both quantitative and qualitative data in instruction or student services.

**ASSOCIATE DEGREE (AA, AS OR AAT/AST)** - A degree (Associate in Arts, Associate in Science or Associate Degree for Transfer) granted by a community college which recognizes a student's satisfactory completion of an organized program of study consisting of 60 to 64 semester units.

**ATTENDANCE** - "Attendance" means attendance in at least one semester each calendar year. Los Angeles Southwest College defines continuous attendance for the California community colleges as attendance in one semester during the calendar year before the current semester of enrollment. (Two semesters need not be consecutive, as long as they are in the same calendar year.) Attendance means enrollment and completion of graded academic course work. (CR, NCR, I, and W are acceptable.) Summer is not included in continuous attendance.

**AUDIT** - A student's attendance in a class with permission of the instructor and payment of a fee. Neither college credit nor a grade is given.

**AUTHENTIC ASSESSMENT** - Traditional assessment includes methods such as multiple choice questions focusing on content or facts. In contrast, authentic assessment simulates a real world experience by evaluating the student's ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting.

**BACHELOR'S DEGREE (B.A., A.B., B.S.)** - A degree granted by a four-year college or university which recognizes a student's satisfactory completion of an organized program of study consisting of 120 to 130 semester units.

**CalWORKs** - California Work Opportunities and Responsibilities to Kids.

**CAREER EDUCATION CERTIFICATE** - A certificate granted by a community college which recognizes a student's satisfactory completion of an organized program of vocational study of approximately 16 to 45 units.

**CAREER PROGRAM** - A group of courses planned to lead to competency in a particular field of study leading to either a Career/Skill Certificate or an Associate Degree.

**CLASS SECTION** - A group of registered students meeting to study a particular course at a definite time. Each section has a ticket number listed in the Schedule of Classes before the scheduled time of class meeting.

**CLASS SECTION NUMBER** - A number used to identify a specific section of a class; also called a Ticket Number.

**COMMUNITY COLLEGE** - A two-year college offering a wide range of programs of study, many determined by local community need.

**CONCURRENT ENROLLMENT** - Enrollment in two or more classes at two or more colleges during the same semester.

**CONCURRENT ENROLLMENT (K-12)** - Enrollment in both high school and college classes.

**CONTINUING STUDENT** - A student registering for classes who attended the College during the fall or spring semester of the previous academic year. A student registering for the fall semester is a continuing student if he or she attended the College during the previous spring or fall semesters; attendance during the summer session is not included in this determination.

**COREQUISITE** - A requirement that must be satisfied at the same time a particular course is taken; usually a corequisite is concurrent enrollment in another course.

**COUNSELING** - Guidance provided by professional counselors in collegiate, vocational, social, and personal matters.

**COURSE** - A particular portion of a subject selected for study. A course is identified by a subject Title and Course Number; for example: Accounting 001.

**COURSE TITLE** - A phrase descriptive of the course content; for example, the course title of Accounting 1 is Introductory Accounting I.

**CREDIT BY EXAMINATION** - Course or unit credit granted for demonstrated proficiency through testing.

**DIRECTORY INFORMATION** - Directory information may include the student's name, address, telephone number, email address, city of residence, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by the student.

**DISMISSAL** - A student on academic or progress probation may be dismissed from the college. Once dismissed the student may not attend any college within the Los Angeles Community College District for a period of one year and must petition for readmittance at the end of that period of time.

**EDUCATION PROGRAM** - A planned sequence of credit courses leading to an Associate Degree or a Skills Certificate.

**ELECTIVES** - Courses which a student may choose without the restriction of a particular major program-curriculum.

**ENL** - English as a native language

**ENROLLMENT** - That part of the registration process during which a student selects classes by ticket number to reserve a seat in a selected class and is placed on the class roster. A student may also enroll in a class by processing an Add Permit obtained from the instructor of the class.

**ESL** - English as a second language

**FULL-TIME STUDENT** - A student may be verified as a full-time student if he/she is enrolled and active in 12 or more units during the Fall or Spring semester.

**GENERAL EDUCATION REQUIREMENTS** - (also called Breadth Requirements). A group of courses selected from several disciplines which are required for graduation.

**GRADE POINTS** - The numerical value of a college letter grade: A-4, B-3, C-2, D-1, F-0.

**GRADE-POINT-AVERAGE** - A measure of academic achievement used in decisions on probation, graduation, and transfer. The GPA is determined by dividing the total grade points earned by the number of units attempted.

**GRADE POINTS EARNED** - Grade points times the number of units for a class.

**HYBRID COURSE** – If one or more class sessions (up to 50%) is replaced with online content and/or activities, it is considered a Hybrid course. A Hybrid course can utilize features of the Learning Management System, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, etc. The course can be offered during regularly scheduled class times or with Online components that replace some of the regularly scheduled class meetings.

**I - INCOMPLETE.** The administrative symbol “I” is recorded on the student’s permanent record in situations in which the student has not been able to complete a course due to circumstances beyond the student’s control. The student must complete the course within one year after the end of the semester or the “I” reverts to a letter grade determined by the instructor. Courses in which the student has received an Incomplete (I) may not be repeated unless the “I” is removed and has been replaced by a grade of “D” or “F.” This does not apply to courses which are repeatable for additional credit.

**INSTITUTIONAL LEARNING OUTCOMES** - Institutional learning outcomes, or institutional SLOs, are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience. These outcomes may also be equated with GE (General Education) outcomes.

**INTERSESSION** - Refers both to classes offered during the break between fall and spring semesters (winter session) or in the summer (summer session).

**IP - In Progress.** An “IP” is recorded on the student’s permanent record at the end of the first semester of a course which continues over parts or all of two semesters. The grade is recorded at the end of the semester in which the course ends.

**LOWER DIVISION** - Courses at the freshman and sophomore level of college.

**MAJOR** - A planned series of courses and activities selected by a student for special emphasis which are designed to teach certain skills and knowledge.

**STUDENT SUCCESS AND SUPPORT PROGRAM** (*formerly Matriculation*) - A combination of assessment of reading, writing, and mathematics skills; orientation to college programs and services; academic advising and counseling; and the programs and services that enable a student to reach his or her educational goals.

**MINOR** - The subject field of study which a student chooses for secondary emphasis.

**MODULE** - A portion of a parent course offered for the benefit of students who do not wish to attempt the work of the entire course in one semester. Students should, when possible, attempt to complete all modules of a parent course in one year. A module is identified by a letter in the course number field.

**NCR** - No credit

**NDA** - Non degree applicable

**NP** - No Pass

**NON-PENALTY DROP PERIOD** - The first two weeks of a regular semester during which a student’s enrollment in a class is not recorded on the student’s permanent record if the student drops by the deadline. This deadline will be different for short-term and summer session courses.

**ONLINE CLASS** - An Online course is offered 100% online. Students cannot be required to attend a physical classroom when participating in an online course. An online course shall utilize features of the Learning Management System, such as Course Documents, Discussion Boards, Virtual Classrooms, Groups, Assignments, External Links, Digital Drop Boxes and Grade Books, etc. All course instruction, materials, assignments, and discussions are posted and done online. Online courses require of the student and instructor the same amount of course work and hours outside of the classroom as traditional courses;

**ONSITE CLASS** - A class taught in the traditional way in a physical classroom.

**PARENT COURSE** - A course which may be offered in modules. Credit for all modules of a parent course is equivalent to credit for the parent course. Parent courses are all courses without letters in the course number field.

**PASS/NO PASS** - A form of grading whereby a student receives a grade of P or NP instead of an A, B, C, D, or F. A P for class work is equivalent to a grade of C or above.

**PERMIT TO REGISTER** - A form listing an appointment day and time at which the student may register. The permit is issued to all new students upon acceptance to the College and to all continuing students.

**PLACEMENT TEST** - Tests given prior to admission which are used to determine the student's appropriate class level in Math and English.

**PREREQUISITE** - A requirement that must be satisfied before enrolling in a particular course - usually a previous course or a test score.

**PREREQUISITE – CHALLENGE** - A process by which a student may be excused from taking a prerequisite course based on previous knowledge or education.

**PROGRAM** - In Title 5, a "Program" is defined as a cohesive set of courses that result in a certificate or degree. However, in Program Review, colleges often define programs to include specific disciplines. A program may refer to student service programs and administrative units, as well.

**PROGRESS PROBATION** - After enrolling in 12 units a student whose total units for which a W, NCR, or I has been assigned equals 50 percent or more of the units enrolled is placed on progress probation. A student whose cumulative number of units (beginning Fall 1981) for which a W, NCR, or I has been assigned equals 50 percent or more for two consecutive semesters is subject to dismissal from the College.

**QUALITATIVE DATA** - Qualitative data are descriptive information, such as narratives or portfolios. These data are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize.

**QUANTITATIVE DATA** - Quantitative data are numerical or statistical values. These data use actual numbers (scores, rates, etc.) to express quantities of a variable.

**RECOMMENDED** - A condition of enrollment that a student is advised, but not required to meet, before enrollment in a course or program.

**RD** - Report Delayed. This temporary administrative symbol is recorded on the student's permanent record when a course grade has not been received from the instructor. It is changed to a letter grade when the grade report is received.

**RPT** - Course can be repeated for credit.

**REGISTRATION** - The process whereby a continuing student or a new or reentering student whose application has been accepted formally enters the College for a specific semester, enrolls in classes, and receives an ID Card.

**RETURNING STUDENT** - A student registering for classes who attended any of the Los Angeles Community Colleges in a prior semester but is not currently attending or eligible to be considered a continuing student.

**RUBRIC** - A rubric is a set of criteria used to determine scoring for an assignment, performance, or product. Rubrics may be holistic, not based upon strict numerical values which provide general guidance. Other rubrics are analytical, assigning specific scoring point values for each criterion often as a matrix of primary traits on one axis and rating scales of performance on the other axis. A rubric can improve the consistency and accuracy of assessments conducted across multiple settings.

**SATISFACTORY COMPLETION** - Completion of a course with a grade of "C" or better.

**SCHEDULE OF CLASSES** - An online or printed booklet used during registration giving the Subject Title, Course Number, Course Title, Units, Time, Instructor, and Location of all classes offered in a semester.

**SECTION NUMBER (CLASS NUMBER)** - A five-digit class identification number which appears in the first column in the class schedule before the time of day or evening the class meets.

**SEMESTER** - One-half of the academic year, usually 15 weeks.

**STUDENT LEARNING OUTCOME (SLO)** - Student learning outcomes (SLOs) are specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library).

**SUBJECT** - An academic discipline in which knowledge customarily is assembled for study, such as Art, Mathematics, or Biology.

**SUBJECT DEFICIENCY** - Lack of credit for a course or courses required for a particular objective, such as graduation or acceptance by another institution.

**SUBSTANDARD GRADE** - An earned grade of D or F.

**TRANSFER** - Changing from one collegiate institution to another after having met the requirements for admission to the second institution.

**TRANSFERABLE UNITS** - College units earned through satisfactory completion of courses which have been articulated with four-year institutions.

**TRANSCRIPT** - An official list of all courses taken at a college or university showing the final grade received for each course.

**TRANSFER COURSES** - Courses designed to match lower division courses of a four-year institution and for which credit may be transferred to that institution.

**UNITS** - The amount of college credit earned by satisfactory completion of a specific course taken for one semester. Each unit represents one hour per week of lecture or recitation, or a longer time in laboratory or other exercises not requiring outside preparation.

**UNITS ATTEMPTED** - Total number of units in which a student is enrolled beyond the fourth week of the semester.

**UNITS COMPLETED** - Total number of units in the courses for which a student received a grade A, B, C, D, F, or CR.

**UNITS ENROLLED** - Total number of units in which the student is enrolled at the end of the non-penalty drop period and the total number of units for all courses appearing on the student's transcript.

**W** - An administrative symbol assigned to a student's permanent record for all classes which a student has dropped or has been excluded from by the instructor after the end of the non-penalty drop date but before the last day to drop.

**WEB-ENHANCED COURSE** - A regular class that utilizes online content for course content and/or activities.

**WITHDRAWAL** - The action a student takes in dropping all classes during any one semester and discontinuing coursework at the College.



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# Campus Map and Directions



Los Angeles Southwest College is at 1600 West Imperial Highway in South Los Angeles

From Hawthorne and South Bay

Take the San Diego (405) Freeway north, exit at Imperial Highway, turn right onto Imperial Highway and proceed east about three miles. The campus is one block east of Western Avenue.

From Downtown Los Angeles

Take the Harbor (110) Freeway south, exit at Imperial Highway, proceed west for about two miles to 1600 West Imperial Highway.

From Inglewood and Lennox

Take Prairie Avenue South to Imperial Highway. Make a left and proceed east to Imperial Highway for about two miles. The campus is one block east of Western Avenue and Imperial Highway at Denker Avenue.

From Compton and Watts

Take the 105 Freeway west to Vermont Avenue. Turn right and proceed north on Vermont Avenue for about ¼ mile. Turn left at the intersection of Vermont Avenue and Imperial Highway and proceed west on Imperial Highway for about one mile.