

lasc.edu 

Facebook.com/lasc.edu 

@LASC 

# 2014- 2015 College Catalog



# DREAMS

CHANGE YOUR LIFE. ACHIEVE YOUR DREAMS.

The Pathway To Your Future

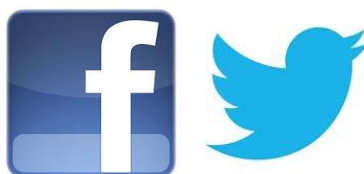


LOS ANGELES  
SOUTHWEST  
COLLEGE

# College Catalog

## 2014-2015

Follow us on:



**Los Angeles Southwest College**

1600 West Imperial Highway

Los Angeles, CA 90047

[www.lasc.edu](http://www.lasc.edu)

### **Accuracy Statement**

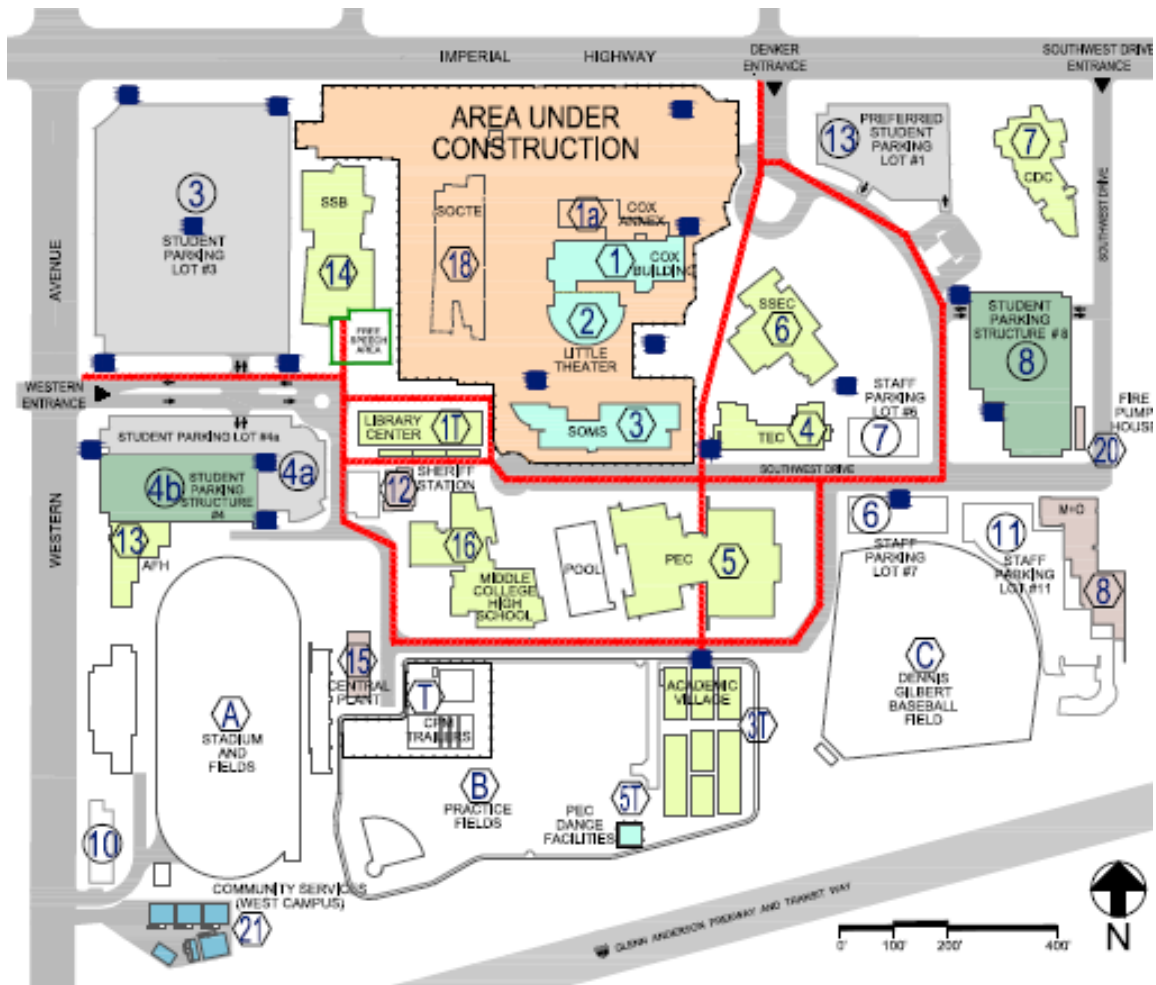
The Los Angeles Community College District and Los Angeles Southwest College have made every effort to ensure the accuracy of the information found in this catalog and may, without notice, change general information, courses, or programs offered. This District and College also reserve the right to add to, change, or cancel any rules, regulations, policies and procedures as provided by law.

Enrollment fees are set by the State Legislature and subject to change for residents and non-residents. The [college catalog](#) can also be found online.

[Los Angeles Southwest College](#) is accredited by the  
[Western Association of Schools and Colleges](#)



## Campus Map and Directions



*Los Angeles Southwest College is located at 1600 West Imperial Highway at Denker Avenue in South Los Angeles*

**From Hawthorne & South Bay:** Take the San Diego (405) Freeway north; then, 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; then, exit at Imperial Highway. Proceed west for about two miles to 1600 West Imperial Highway.

**From Inglewood & 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 & 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.

## Welcome to Los Angeles Southwest College



**Linda Rose, Ed.D.**  
**President**

The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning and enrich the lives of its diverse community.

Faculty, staff, and administrators welcome you and are committed to helping you set and achieve your academic and career goals. We have a variety of instructional pathways and programs that lead to degrees and certificates as well as student support services and programs to ensure your success.

Completing one of our pathway degree or certificate programs will transform your life. As we modernize our campus, with you in mind, we ask for your continued patience. I assure you the final results will be worth the wait! In the meantime, we encourage you to explore our college campus and take advantage of all we have to offer.

---

## !Bienvenidos a Los Angeles Southwest College!

La misión de Los Angeles suroeste College es para facilitar el éxito de los estudiantes, fomentar el aprendizaje de por vida y enriquecer la vida de su comunidad diversa.

Facultad , el personal y los administradores le dan la bienvenida y se han comprometido a ayudar a establecer y alcanzar sus metas académicas y profesionales . Tenemos una gran variedad de rutas y programas que conducen a títulos y certificados , así como servicios de apoyo al estudiante y programas para garantizar el éxito de su instrucción.

Completar uno de nuestros programas de grado o certificado vía va a transformar su vida. A medida que modernizamos nuestro plantel , pensando en usted , le pedimos su paciencia continua . Te aseguro que los resultados finales será la pena la espera ! Mientras tanto , te animamos a explorar nuestro campus de la universidad y tomar ventaja de todo lo que tenemos para ofrecer.

**Linda Rose, Ed.D.**  
**presidente**

## Table of Contents

How to Use This Catalog .....	7
Campus Contact Directory .....	8
About the College .....	9
Attending Southwest .....	14
Student Success and Support Programs, Admission to the College, Residency, Registration, Enrollment Fees and Non-Resident Tuition, Transcripts	
Academic Standards .....	23
Academic Regulations – District Policies, Academic Probation and Dismissal, Adding and Dropping Classes, Attendance, Auditing, Cancellation of Classes, Concurrent Enrollment, Course Repetition, Credit for Courses Completed at Non-Accredited Institutions, Credit by Examination, Course Prerequisites, Pass/No Pass, Final Examinations, Grades and Grade Changes, Grading Definitions, Academic Honors, Units of Work/Study Load	
Financial Aid .....	37
Instructional Programs & Degree and Certificate Requirements .....	51
Graduation and Transfer Certification Requirements .....	99
Associate Degrees; Graduation Plans A and B; University Transfer Information, Transfer Certification for California State University, University of California, University of Southern California	
Other Instructional Programs .....	117
Certificate Programs, Cooperative Education (COOP ED), eLearning and Distance Education, Honors Program, Instructional Television (ITV)	
Course Descriptions .....	123
Student Life .....	177
ASO, Campus Clubs, Athletics, Phi Theta Kappa, Student Publications	
Student Resources .....	182
Associated Students Organization, Athletics, Bridges to Success, CalWORKs, Career Center, Child Development Center, Cooperative Agencies Resource for Education (CARE), Counseling Services, Disability Services, English Writing Center, Extended Opportunity Program and Services (EOPS), Freshman Year Experience (FYE), Greater Avenues for Independence (GAIN), Health Services, International Student Services, Library, Math Lab, Passage Program, Puente, STEM Scholars, Student Success Center, Transfer Center, TRIO Scholars, Veterans Services, Campus Safety & Parking	
Community Resources .....	199
Noncredit Classes, Community Services, Educational Talent Search (ETS), Outreach & Recruitment, Upward Bound, Consumer Information Requirements, College Publications	
District Policies, Student Conduct, and Grievance/Complaint Procedures .....	212
Administration, Faculty, and Classified Staff .....	216
Glossary of Terms .....	228

## How to Use the Catalog

Use this catalog as a roadmap through your academic program and community college experience. Throughout the catalog, you will find information about our academic programs, academic standards, District policies, and helpful information regarding student support services and student life here at Southwest.

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 Programs process.** Read the Attending LASC section to familiarize yourself with the steps required to become a student at Southwest.
- **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](#) pages for insight into how to select and prepare for a career.
- **Become a successful student.** Many resources are available at Southwest to help you succeed as a community college student. Visit the [Student Life](#) and Student Resources sections on our website to learn more about tutoring, assistance programs, and other services that can help you succeed. 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. Use the People of the College section to find contact information for various offices and college personnel.

*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, Southwest 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.*

# Campus Contact Directory

Unless otherwise noted, listings can be accessed from off-campus phones by dialing (323) 241 - followed by the extension listed below.

## ACADEMIC DEPARTMENT CHAIRPERSONS

Vacant .....	5371
<i>Arts &amp; Humanities</i>	
Dr. Tamara Howard.....	5312
<i>Behavioral &amp; Social Sciences</i>	
James Hicks .....	5387
<i>Business, Computer Science &amp; Related Technology</i>	
LaShawn Brinson .....	5023
<i>Child Development/Family &amp; Consumer Studies</i>	
Reginald Morris.....	5200
<i>Counseling</i>	
Darren Cifarelli .....	5250
<i>English &amp; Foreign Languages/Developmental Communications</i>	
Shelley Werts .....	5255
<i>Library</i>	
Dr. Todd Roberts .....	5296
<i>Natural Sciences, Health and Physical Education</i>	
Dr. Lernik Saakian.....	5362
<i>Mathematics</i>	
Dr. Catherine Azubuike .....	5461
<i>Nursing &amp; Allied Health</i>	

## DISTRICT BOARD OF TRUSTEES

.....(213 891-2000)

## ADMINISTRATION

Dr. Linda Rose .....	5273
<i>President</i>	
Ferris Trimble .....	5467
<i>Vice President, Administrative Services</i>	
Dr. Lawrence Bradford .....	5280
<i>Vice President, Academic Affairs</i>	
Pamela Sanford.....	
<i>Associate Vice President, Administrative Services</i>	
Dr. Oscar Cobian .....	5328
<i>Acting Vice President, Student Services</i>	
Dr. Tangelia Alfred .....	5333
<i>Interim Dean, Natural Science, Health, Kinesiology, Mathematics &amp; Curriculum</i>	
Vacant .....	5512
<i>Dean, Library Arts, Humanities, Social Sciences &amp; Distance Education</i>	

Phillip Briggs .....

*Dean, Institutional Effectiveness*

Felicia Dueñas.....

*Dean, LEEF-LA*

Rick Hodge.....

*Dean, Workforce Development/CTE*

Daniel Tabor .....

*Executive Director, Los Angeles Southwest College Foundation*

## CAMPUS RESOURCES & SERVICES

Academic Senate President .....	5386
Art Gallery .....	5355
Athletic Training Center .....	5379
Bookstore .....	5091
Box Office (Little Theatre) .....	
Foster/Kinship Education Programs .....	5260
Fees or Refunds (Students) .....	5301
Foundation .....	
Institutional Planning and Research .....	
Lakin Fitness & Wellness Center (Gym) .....	
Library .....	
Lost & Found .....	5311
Honors Program .....	
Math Lab (tutoring) .....	
Maintenance & Operations .....	5238
Music Department .....	
Ombudsperson (Grievance).....	5328
Parking/Rideshare .....	
Physical Education Department .....	
Speech Department .....	
Staff Development .....	5219
Student Activities Office (ASO) .....	5253
Student I.D. Center.....	5361
Theatre Arts Department .....	
Student Success Center .....	
Veterans Affairs.....	5202
Business Education.....	5244
Technology .....	
Technology Training and Distance Education .....	
Outreach & Recruitment .....	5325
Public Information Office .....	5401

## GENERAL OFFICES

President .....	5273
Academic Affairs.....	5284
Accounts Payable/Receivable.....	5301
Admissions & Records .....	5321
Audio Visual & Multimedia Services.....	5079
Business Services (Information) .....	5301
Community Services.....	5288
CTE/Workforce Development .....	5388
Facilities.....	5328
Fiscal Services.....	5301
Personnel .....	5283



Information Technology & Development.....	5075
Payroll .....	5282
Student Services.....	5268
Administrative Registrar.....	5466

**STUDENT SUPPORT SERVICES**

Academic Probation.....	5361
Articulation .....	5399
Associated Students Organization.....	5253
Assessment/Student Success & Support Programs ( <i>Formerly Matriculation</i> ) .....	5361
Athletics .....	5206
Bridges to Success Computer Lab.....	5281
CalWORKS/GAIN .....	5477
Career Center.....	5406
Child Development Center.....	5000
CARE Program .....	
CAOT Lab.....	5345
Counseling.....	5200

Distance Ed (Etudes).....	
Disabled Students Program & Services (DSP&S).....	5480
Drops & Adds .....	5321
Educational Talent Search .....	(323) 242-5523
English Writing Center.....	5451
Extended Opportunities Programs & Services EOPS .....	5484
Fees & Refunds (students).....	5321
Financial Aid .....	5338
Health Center .....	5252
International Student Services .....	5277
Library .....	5235
Matriculation.....	5361
STEM Scholar Program .....	
Student Success Center .....	
Student Services Office.....	5268
TRIO Scholars.....	5392
Upward Bound .....	5378
Veterans Services .....	5321

**EMERGENCY SERVICES**

Sheriff's Department .....	5311
----------------------------	------

## About Los Angeles Southwest College

### **Our Mission**

The mission of Los Angeles Southwest College is to facilitate student success, encourage life-long learning, and enrich the life of its diverse community.

### **Core Values**

To fulfill the college mission, Los Angeles Southwest College faculty and staff are guided by the core values of Accountability, Equity, Respect, Excellence, and Integrity.

### **Accountability**

The college 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

### **Equity**

The college 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

### **Respect**

The college 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

### **Excellence**

The college supports the pursuit of excellence by:

- 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

### **Integrity**

The college 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

## **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 Colleges' 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.

## **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) level, 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**—these 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**—these 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 those disciplines involved in program review and can also denote non-academic centers that provide a specific service to students (e.g., Financial Aid Office, EOPS, etc.).

**Institutional Level SLOs**—these are 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](#).

## Southwest 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.

## Functions of the Community College

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

**Transfer.** A college transfer program which enables the 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, and “transfer” programs that prepare students for transition to four-year institutions, and programs to enhance skills of incumbent workers and for retraining of incumbent and re-entering workers.

**General Education.** A program of general education comprised of associate degree programs and other planned experiences which develop knowledge, skills and attitudes necessary for the student to be effective as a person, a family member, a worker, and a 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 and English as a Second Language instruction for immigrants, foreign students and other students with limited English proficiency.

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

**Community Services.** Community services offered to meet the needs of the community for vocational and recreational courses, community and cultural events; summer youth programs and civic functions, completely financed by fees charged those in attendance.

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

## **College History**

*Los Angeles Southwest College is the product of decades of hard work, vision and perseverance dating back to 1947 to achieve the dream of Mrs. Odessa B. Cox. The Cox family and a small group of community members fought to bring a comprehensive community college to South Los Angeles.*

*The first steps toward the realization of this dream were taken in 1950 when the Los Angeles Unified School District purchased 54 acres of land from the Union Oil Company at the corner of Western Avenue and Imperial Highway and added another 16 acres in 1964. Although a sign was placed onsite in 1950 announcing the College's expected arrival, many years would pass before construction would begin.*

*In 1967, the Los Angeles City Board of Education voted for the establishment of an interim college to be named Los Angeles Southwest College. The Education Board later allocated \$2 million to build the campus. The first facilities, 13 bungalows, were transported from Los Angeles City College in February 1967, to prepare for the opening of Southwest with classes starting September 11, 1967.*

*Ten years later, in 1977, new facilities were developed that comprised a building complex, including the Cox Building, Founder's Library and Little Theatre. A Student Services Education Center was also developed. The buildings provided a sense of permanence and were symbolic of a new era in higher education in the community.*

*Since its opening in 1967, the College has established itself as a key force in the educational, recreational, and cultural development for the region. Several academic and occupational programs and a number of faculties have distinguished themselves over the past 46 years, including the Nursing and Child Development departments. The student body has increased from an opening enrollment of 600 in 1967, to a current population of more than 8,000. The original faculty, staff and administration grew from 22 to more than 300 currently.*

*Southwest expanded in the 1990's with a Technical Education Center, the Thomas G. Lakin Physical Education Center and the Lecture/Laboratory Building. Currently the campus is undergoing a major transformation with more than \$400 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. Recently completed projects include the opening of the Cox Annex and the renovation of the Thomas G. Lakin Physical Education Center and other completed projects include a new student services building, a comprehensive child development center and education complex, athletic stadium and field house, maintenance and operations facility, central plant and a multi-level parking structure. The next phase of construction is underway with the renovation of the Cox Administration Building and Lecture/Lab Building.*

## Accreditation

Southwest 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 assure the quality of the institution; and
- To assist in the improvement of the institution.

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

- Have appropriate purposes.
- Has the resources needed to accomplish its purposes.
- Can demonstrate that it is accomplishing its purposes.
- Gives reason to believe it will continue to accomplish its purposes.

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

Information about filing a complaint can be found at <http://www.accjc.org/complaint-process>.

10 Commercial Boulevard, Suite 204  
Novato, CA 94949  
Telephone: (415) 506-0234  
Fax: (415) 506-0238  
Website: <http://www.accjc.org/>  
Email: [accjc@accjc.org](mailto:accjc@accjc.org)

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  
P.O. Box 944210  
Sacramento, CA 94244-2100  
Telephone: (916) 322-3350  
Fax: (916) 574-7697  
Website: <http://www.rn.ca.gov/index.shtml>  
Email: [BRN.Licensing@dca.ca.gov](mailto:BRN.Licensing@dca.ca.gov)

## LASC Foundation

The Southwest Community College Foundation is the focus of community and corporate support for Los Angeles Southwest College. The foundation is a nonprofit, tax-exempt 501(c)(3) corporation. Its purpose is to receive and administer private gifts and donations to benefit Los Angeles Southwest College 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 Southwest Community 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 Los Angeles Southwest College may contact:

Daniel Tabor  
Executive Director  
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 Southwest

Admission to Southwest is open to everyone. Adding to the diversity and richness of Southwest, 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. Southwest welcomes applications from California residents, out-of-state and international applicants.

### Admission & Registration

#### How to Apply and Enroll at Southwest

All new students are expected to participate in the Student Success and Support Programs (formerly Matriculation) process prior to registering for classes. Orientation, Assessment, and Advisement are essential parts part of this process. All students enrolling for the first time in any English, English as a Second Language, reading, or Mathematics class must complete the appropriate assessment test and should contact the [Student Success and Support Programs Office](#).

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](#) in Student Services Building (SSB) 102.

#### **Step 2 – Attend Orientation**

This 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 that are available for your success. Please check the posted schedule at the [Student Success and Support Programs website](#) for dates, room locations, and times.

### **Step 3 – Go to the Assessment Center**

Trained staff in Student Services Building (SSB) 204 will help guide you through the registration process. You may be asked to take the assessment test which includes multiple measures such as reading, writing, arithmetic, elementary algebra, and college-level math tests. No children are allowed in the testing area. The schedule for testing and any additional information is available each semester in the [Student Success and Support Programs Office](#) or in the [Admissions and Records Office](#).

### **Step 4 – 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 227
- CalWORKs -SSB 217
- Disabled Students Program & Services (DSPS) - SSB 117
- EOPS - SSB 218
- Freshman Year Experience – Library Village 115
- International Students - SSB 116
- Passage Program – Library Village 114
- Puente Program – SSB 218
- TRIO Scholars – SSB 229
- TRIO STEM – SSB 229

### **Step 5 – Register for Classes**

You may register on-line or in-person. Check the Student Information System for your assigned registration date and time. For your convenience, registration instructions are posted inside the [Schedule of Classes](#). (The college encourages all new students to enroll in a Personal Development class.)

### **Step 6 – Apply for a Fee Waiver**

Go to the [Financial Aid Office](#) in Student Services Building (SSB) 104 to apply for a fee waiver. 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.*

### **Step 7 – Pay Your Health/Parking Fee and Pick Up the Fee Receipt**

Go to the [Business Office](#) in Student Services Building (SSB) 103 to pay your \$11 health fee, purchase a parking permit (if needed), and pick up your fee receipt.

### **Step 8 – Take Your Student ID Picture**

Once you have registered for classes you are eligible to receive a free student ID from the [Student Success and Support Programs Office](#) in Student Services Building (SSB) 204. You must bring a copy of your fee receipt, which lists your classes, and a photo ID. (driver license or California ID).

## **Student Success and Support Programs**

[http://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 Programs and Assessment  
Office  
(SSB) 204 323-241-5361

Student Success and Support Programs (Matriculation) is a process that enhances student access to Los Angeles Southwest College that promotes and sustains the effort of students to be successful in their educational endeavors. The Student Success and Support Programs components are designed to provide admission, assessment, orientation, counseling, and follow-up to all enrolled students. The goals of Student Success and Support Programs 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 Programs is an agreement between the student and the college. State regulations require that Southwest 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, the College provides:**

- A timely admissions process
- Information about the campus, Student Success and Support Programs 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:**

- Declare a specific educational objective
- 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

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

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

Admission to Southwest is open to: high school graduates, individuals with a high school equivalency certificate (GED) or is 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 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 Southwest for the first time
2. A returning (former) student who did not attend Southwest for the prior fall or spring semester
3. A student in grades K-12 enrolled in a public or private school seeking special admission



## **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 academic credit toward high school graduation and a college degree. Application packets are available at the Admissions Office, or on our college 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 further information, call (323) 241-5321. Interviews may be required by the college.

The College 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 the College'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 Colleges 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 charged for all terms (including summer) pursuant to Education Code Section 76300.

## **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:

- A. Have earned a high school diploma or the equivalent education in a foreign country
- B. 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 Internet version is taken. (Also accepted are the IELTS Band 5 or higher and the STEP Eiken for Japanese students at Level 2 or higher.)
- C. 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
- D. International student applications are accepted for each Fall and Spring semester; direct inquiry may be made to the International Student Coordinator at (323) 241-5277. You may also view information regarding the International Student Program at <http://www.lasc.edu/students/international/prospective.html>

Effective April 12, 2002, the Bureau of Citizenship and Immigration Services 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.

## **Residency**

The California residency requirement has two parts: 1) Act and 2) Intent. To claim residency a student must have legal immigration standing, have lived and shown intent to reside in California by a) paying California income taxes, b) possessing a valid California driver's license, c) registering and voting in the state, d) owning and registering a car in California, and/or the absence of these ties with another state. The payment of California state income taxes is the most important act of intent. Concurrent with the act of intent, physical presence in the state for one year and one day prior to the residency determination date is required to establish California residency. Students with questions about the process should contact the Office of Admissions and Records.

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 on the student.

## **Change of Address**

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

## **Residence Appeal**

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

## **Residence Reclassification**

Students who have been classified as non-residents must petition to be reclassified as residents 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.

## **Additional Registration Information**

### **Student ID Number**

The Los Angeles Community College District maintains a Student Information System that uses a computer-generated number to identify students. New students will be issued a student ID number at the time of application. Every student ID number begins with the numbers "88" to make it easy to identify. For additional information, visit the college website at [www.lasc.edu](http://www.lasc.edu), or visit the Admissions Office.

### **Schedule of Classes**

The Schedule of Classes, published prior to each semester and the summer and winter sessions, includes registration procedures, calendar dates, program and general information, and course offerings. Detailed information on programs and courses may be found in the College Catalog. Schedules are available [online](#) and at various locations on campus.

### **Counseling Services**

The Counseling Staff is prepared to assist students to define their objectives and develop an educational plan. Students are encouraged to see a counselor on a walk-in basis or by appointment. Counselors are on duty throughout the calendar year to provide information which will assist continuing students and new applicants.

## 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 Admissions Office determines residency status for all students. The 2012-2013 enrollment fee for California residents is \$46 per unit. Enrollment fees may be waived for students who are eligible for a Board of Governors Fee Waiver (BOGFW) – see below for details.

### 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 Board of Governors Fee Waiver (BOGFW). (Non-resident students are not eligible for the BOGFW.)

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 website](#) for more information about Enrollment Fee waivers and the range of financial aid options available to our 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 Admissions Office 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 District 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 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 Bridges To Success), 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 BOGFW.**

The Board of Trustees adopted a non-resident tuition of \$190 per semester unit for students attending the District colleges who are non-residents of the state. Foreign students must pay non-resident tuition in addition to a capital outlay fee of \$22 per semester unit, for a combined total of \$212 per unit. These fees are subject to change each academic year.

**PLEASE 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 BOGFW.

## Required Student Fees

Enrollment	\$46.00 per unit
Health Services -Spring/Fall Semester -Summer/Winter	\$11.00 per semester \$8.00 per semester
Associated Students Organization Fee*	\$7.00 per semester
ASO Student Representation Fee*	\$1.00 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.*

## Optional and Additional Fees

Out-of-State Tuition (students outside CA)	\$190.00 per unit
International Tuition (foreign students)	\$207.00 per unit
International Medical Insurance Fee	\$522.00
Preferred Parking Permit	\$27.00 (\$20 with ASO)
Restricted Parking Permit	\$20.00
Transcripts	\$3.00 (\$10 for RUSH)
Duplicate Registration Receipts	\$1.00

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

On October 12, 2001, the Education Code was modified to exempt certain non-resident students, including undocumented students, who attended and graduated from California high schools from paying the non-resident tuition fees at any public California Community College. This change (Education Code, Section 68120.5) 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, Board of Governors Fee Waiver, etc.).

The student must meet all of the following eligibility requirements to be eligible for the AB 540 exemption:

1. The student must have attended a high school (public or private) in California for three or more years.
2. The student must have graduated from a California high school or attained the equivalent prior to the start of the term (for example, passing the GED or California High School Proficiency exam).
3. 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 continue to be “non-residents.” AB 540 does not provide student financial aid eligibility for undocumented alien students. These students remain ineligible for state and federal financial aid. The AB540 Exemption Form, available in the Office of Admissions and Records and Bridges to Success,

should be submitted to the Admissions Office at the school where the student is enrolled or intends to enroll. Additional documentation may be required. Contact the Office of Admissions and Records with any questions.

## Health Fees

In addition to enrollment fees, all students will be charged a health fee (\$11.00 for fall; \$11.00 for spring; \$8.00 for summer; \$8.00 for winter). The health fee will not be waived for students who are eligible for a fee waiver. Please contact the Financial Aid Office at (323) 241-5338 if you have any questions.

## Student Representation Fee

During the Associated Student Organization (ASO) Elections on April 17<sup>th</sup> and 18<sup>th</sup> 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 LASC students.

## 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
Regular Length (Fall, Spring)	Through second week of instruction	Full
	After second week of instruction	None
Short Term (Less than regular length)	Through 10% of class length	Full
	After 10% of class length	None. Aid will be returned to the program.

## 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 administration/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. Please note that 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 must drop a class because it is canceled or rescheduled by the administration/college.

## **Transcripts**

### **Ordering Transcripts**

Requests for transcripts or verifications may be obtained in the Office of Admissions and Records. Upon written request of 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 two free copies of the transcript of his or her record or two free verifications of the student records in his/her lifetime. Additional copies shall be made available to the student, or to an addressee designated by the student, at a cost of \$3.00 per copy.

Students may request rush processing (in person only) to expedite their request for an additional fee of \$7.00 per copy. Please note: 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 submit the transcript fee with a valid debit or credit card. The National Student Clearinghouse (NSC) charges a \$2.25 convenience fee 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](#).

### **Transcripts from Other Colleges**

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. The Admissions and Records Office does not accept transcripts from students. All official transcripts must be mailed to Admissions and Records from the institution of origin. All incoming transcripts become the property of Admissions and Records and are not available for copying.

AP/CLEP scores must be received in Admissions and Records directly from the issuing institution.

### **Evaluation of Foreign and International Transcripts**

Students who wish to receive course credit for college and university work completed in a foreign county or outside of the United States must have their transcripts evaluated if the transcript is in foreign language. It is also recommended that course descriptions be submitted along with the evaluated transcript, for courses that the student would like to receive credit. The process for receiving credit for Foreign/International Transcripts is as follows:

1. A petition must be submitted to the Admissions Office in AD-100 to request credit for the courses in question along with the evaluated transcripts. If you don't know where to take your Foreign/International transcripts to be evaluated, the Admissions Office will provide you with a list of LACCD recognized companies that are authorized to evaluate Foreign/International transcripts.
2. It is advisable that you provide the Admissions Office with course descriptions, where possible, of the evaluated course work, or any catalog information that may expedite the evaluation process. Please refer to the university or college the course work was completed, to request course descriptions.

3. After your petition and transcripts have been evaluated, you will be informed of the outcome. If you do not agree with the outcome of your petition, you may petition the appropriate Department Chair. The decision of the Department Chair is final.

### **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.

## **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 18 units per semester. In exceptional cases, a student may initiate a petition with the Admissions Office to exceed the 18-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 course work dating from Fall, 1981; course work completed prior to Fall of 1981 is excluded from dismissal calculations.

#### **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." Effective winter 2010, 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 21, 94
- Learning Skills 1, 1a, 1b, 1c, 2, 2a, 2b, 2c, 3, 3a, 3b, 3c, 3d, 3e, 4, 6, 6a, 6b, 6c, 7, 7a, 7b, 7c, 10, 10a, 10b, 10c, 20, 40, 41, 52, 53, 54, 55, 56, 59
- Learning Foundations 45, 55
- Math 105, 112

## **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. Probation shall

be determined based on student coursework dating from Fall, 1981; coursework completed prior to Fall of 1981 is excluded from probation calculations.

### **Probation**

A student shall be placed on probation if any one of the following conditions prevail:

- a. **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.

- b. **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 who is on progress probation shall be subject to dismissal if the cumulative percentage of units in which the student has been enrolled for which entries of "W" (Withdrawal), "I" (Incomplete), and "NP" (No Pass) are recorded in at least 3 consecutive semesters reaches or exceeds fifty percent (50%).

A student who is on progress probation shall not be dismissed after a semester in which the percentage of units in which the student has been enrolled for which entries of "W", "I", and "NP" are recorded is less than fifty percent (50%).

**For Transfer Students:** The conditions of "a" or "b" at another college within the Los Angeles Community College District applies.

### **Units Attempted**

"Units Attempted," for purposes of determining probation status only, means all units of credit in the current community college of attendance for which the student is enrolled.

### **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 who is subject to dismissal may appeal to the appropriate college Dean. Dismissal may be postponed and the student continued on probation if the student shows significant improvement in academic achievement and has achieved a level that would meet the requirements for removal from 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 subject to fulfillment of conditions prescribed by the College.

### **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 two calendar years must have elapsed from the time the course work 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 18 semester units of course work, and
2. Annotating the student academic record indicating where courses have been removed by academic renewal action.

**Academic renewal actions are irreversible.**

### **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.

### **Conditions of Enrollment in Southwest 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.

### **Limitation on Enrolling and Withdrawing from the Same Course more than three times**

Effective summer 2012, **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 3 times. The deadline to submit a petition to enroll in a course after 3 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.

## **Cancellation of Classes**

The college reserves the right to discontinue any class with insufficient enrollment.

## **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 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 placing a notice in the “Student to Faculty Box,” located at the Campus Mail room. 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 telephone.

**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. Effective summer 2012, 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. Please 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) (click on the “Register for Classes” link).

Any drops or exclusions that occur between the end of the 2<sup>nd</sup> week (or 20% of the time the class is scheduled, whichever is less) and the end of the 14<sup>th</sup> 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 reinstate 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.

## **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 ten 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.

## **Cancellation of Classes**

The College reserves the right to cancel any class for which there is insufficient enrollment or to shift to a tutorial basis any class which drops below a minimum size.

## **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 which 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**

Certain courses in the College Catalog may be repeated for additional unit credit. These courses, marked “RPT” in the Course Descriptions section of the Catalog, allow the student an expanded educational experience each time the student enrolls in the course. Enrollment in these courses is limited in any similar activity to a maximum of three repeats, for a total of four (4) enrollments. This also applies to courses which are not repeatable in themselves but for which similar activities exist. For example, there are several similar course titles in Art, Music, Theater, and Physical Education which are considered to be the same activity. A student may enroll four times in courses which are considered to be the same activity, such as twice in Theater 279, Musical Theater (RPT 3), and twice in Theater 280, Musical Theater Workshop (RPT 3). Any combination may be used as long as 4 enrollments in one activity is not exceeded.

Excess enrollment will result in an administrative drop. Consult a counselor for the latest restricted activity enrollment list.

### **Course Repetition to Improve Substandard Grades**

Effective summer 2012, the Board of Governors 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 3 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 3 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 PE 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 the District. 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 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 that 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 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, you 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 College 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 the College. 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 the Los Angeles Community Colleges:

- 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, 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 Residenc:** 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.

## 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

Southwest 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 (#100S) can be obtained from the Admissions Office (or other designate office). All requests must be made no later than five days after the first class session.

#### 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.

**Please Note:** To meet content competency, complete all pre-requisites with a grade of “C” or better.

## Pass/No Pass Option

(formerly Credit/No Credit 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 Admissions Office during the 6th week of a semester (the 2nd week of a five-week summer and winter session or the 4th 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
- Developmental Communications - 22, 23, 26
- Economics - All courses
- Electronics - All courses
- Engineering, General - 101
- English - 102
- Foreign Languages - French 1, 2, 3, 4; Spanish 1, 2, 3, 4
- Geology 1
- History - All courses
- Family & Consumer Studies - All courses
- Humanities - All courses
- Journalism 101
- Learning Skills - All courses
- Library Science - 101
- Mathematics - 105, 115, 125, 230, 235, 236, 240, 265, 266, 267, 270
- Nursing 517
- Personal Development - 6, 17
- Philosophy - 7, 8
- Political Science - All courses
- Psychology - 3, 30, 43
- 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.

No grade may 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 District Office.

## 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 Passing, less than satisfactory	1
F Failing	0

P Pass (formerly Credit). At least satisfactory. Units awarded are not counted in GPA

NP No Pass (formerly No Credit). Less than satisfactory. Units are 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 Admissions Office. 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.”

## **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 6 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 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**

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 completed college courses. 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 the 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.

## **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
- Eight (8) units is the maximum number of units a student may enroll in for the winter session
- Twelve (12) is the maximum for all summer sessions district-wide

The normal class load for students in the fall or spring semester is 12 to 18 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.

Students may petition to take 20 or more units if they meet the following criteria:

1. Have established a grade point average of 2.7 or higher in the Los Angeles Community College District, or
2. Provide evidence of a 2.7 or higher grade point average through a transcript from an accredited institution.

## Financial Aid

[http://www.lasc.edu/students/financial\\_aid/applying\\_for\\_financial\\_aid.html](http://www.lasc.edu/students/financial_aid/applying_for_financial_aid.html)

Financial Aid Office  
Student Services Building (SSB) 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 financial 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.

### Who is Eligible for Financial Aid?

- To be considered for financial aid, students must meet the following minimum requirements:
- 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.
- Demonstrate financial need.
- Be enrolled as a regular student in an eligible program.
- Be making satisfactory progress in a course of study leading to a Certificate, AA, or AS degree, or Transfer to a Baccalaureate Degree Program.
- Not be in default on any loans such as Federal Perkins Loans, Federal Stafford Loans (subsidized or unsubsidized), or Federal Direct Loans (subsidized or unsubsidized) at any college attended.
- Not owe a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (FSEOG).
- Be registered with the Selective Service if required to do so.
- Have a valid Social Security Number (SSN).
- Must have resolved any drug conviction issues.

- File an income tax return if required to do so.
- Have a high school diploma, complete the GED, or pass the High School Proficiency Exam (beginning July 1, 2012).

### 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 [www.lasc.edu/students/financial\\_aid/applying\\_for\\_financial\\_aid.html](http://www.lasc.edu/students/financial_aid/applying_for_financial_aid.html). 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 using the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Prior to applying online, visit [www.pin.ed.gov](http://www.pin.ed.gov) to obtain a Personal Identification Number (PIN) so that you may electronically sign your FAFSA. If you are a dependent student, your parent(s) may also apply for a PIN. As instructed on the website, if you do not have a PIN for electronic signature, be sure to print and mail the signature page when you transmit your application. Paper FAFSAs are also available at College Financial Aid Offices and libraries.

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?

#### The Priority Application Date for Each Academic Year is May 1<sup>st</sup>

May 1st of each year is the priority date for the following fall and spring semesters. Students should submit all required documents needed to process their application to the Financial Aid office by the priority date of May 1<sup>st</sup>. 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.

For each financial aid award year, the Free Application for Federal Student (FAFSA) application may be completed on or after January 1<sup>st</sup>. FAFSA applications will be accepted until June 30<sup>th</sup> of each year.

Contact the Financial Aid office at 323-241-5338 or in SSB 104.

### Important Deadlines

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

<b>FAFSA</b>	Free Application for Federal Student Aid (FAFSA) – paper and electronic applications will be accepted by the federal processor until <b>June 30th of each year</b> . <i>Do not wait until the last minute to apply for financial aid</i>
<b>Pell Grant</b>	For Pell Grants, a valid Institutional Student Information Record (ISIR) or Student Aid Report (SAR) must be submitted before the last date of the semester for which you are enrolled
<b>Cal Grant</b>	<ul style="list-style-type: none"> <li>▪ <b>March 2<sup>nd</sup> of each year</b> - Cal Grant A, Cal Grant B Entitlement and Competitive awards, and Cal Grant C award</li> <li>▪ <b>September 2<sup>nd</sup> of each year</b> - Extended Deadline (second chance for community college students) to apply for a Cal Grant A or B. Since the number of awards available in September is limited, it is best to file by the March 2<sup>nd</sup> deadline</li> </ul>

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

After you submit your FAFSA, you will receive a Student Aid Report (SAR), and the college will receive your record electronically if you listed LASC's federal school code (007047) on your FAFSA. Review the SAR 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 receive a Document Tracking Letter requesting documents or forms to complete your financial aid file. You will automatically be considered for the Board of Governors Fee Waiver. A separate 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:* Payments for courses outside of LACCD will be paid after the grades are submitted to the Financial Aid Office.

## **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 in ITV courses receive their transcripts for those courses from Los Angeles Mission College. 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?**

Southwest issues financial aid disbursements through myLACCDcard by Higher One. The myLACCDcard will be mailed to financial aid applicants with a matching Student ID to the mailing address on record on campus. Students should not throw away the card.

With the myLACCDcard, students will be able to make choices on how to receive their financial aid disbursements (refunds). There are two options:

1. Easy Refund: Electronic deposit to the myLACCDcard, a checking account linked to the myLACCDcard where you receive your funds the same day LACCD releases the funds. This is a debit card, not a credit card.
2. Electronic Deposit (ACH) to a third-party bank: This allows you to enter your banking institution's checking or savings account information. Receipt of funds into your bank account will typically take two to three business days after LACCD releases the funds.

Remember, activation of your disbursement preference will ensure the timely receipt of your financial aid funds. To learn more about this process, visit [www.myLACCDcard.com](http://www.myLACCDcard.com)

## Board of Governors Fee Waiver (BOGFW)

The BOGFW is offered by the California Community Colleges. 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 BOGFW, and no repayment of funds is required. 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 BOGFW.**

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

If you need additional help beyond the BOGFW to cover some of your educational expenses, you must complete the Free Application for Federal Aid (FAFSA). *We encourage all students to apply using the FAFSA so that they will be considered for all of the federal and state financial aid programs.*

There are three ways to qualify for a BOGFW:

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</u>	<u>2011 Income</u>
1	\$16,335
2	\$22,065
3	\$27,795
4	\$33,525
5	\$39,255
6	\$44,985
7	\$50,715
8	\$56,445

Each additional member add \$5,730

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.

**Important Change to Calculation of BOGFW Eligibility:** New administrative methods will limit BOGFW eligibility to students whose financial need is at least equal to the enrollment fees for a full-time student (12 units per term). For 2012-13, minimum need is \$1,104. Students will remain eligible for a BOGFW 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 BOGFW 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 Dependant'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 unit enrollment of six (6) approved units at Los Angeles Southwest College. If you have defaulted on a student loan, you are ineligible for financial aid with the exception of a Board of Governors 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 attend Loan Entrance and Exit Counseling Sessions. These sessions inform the borrower about his/her rights and responsibilities as a student borrower. Students must have received an Award Letter prior to signing up to attend an Entrance Counseling session.

- **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 current (2011-2012) interest rate charged on a Direct Subsidized Loan is fixed at 3.4%, the interest rate for a Direct Unsubsidized Loan is 6.8%. These rates are applicable to loans disbursed on or after July 1<sup>st</sup>, 2011. Visit <http://www.direct.ed.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 above which prevent repayment at the minimum level, please 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:

1. 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.
2. 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.
3. 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.

- **Hope Credit** – provides 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 Board of Governors 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/newsroom/article/0,,id=205674,00.html>

## State Financial Aid Programs

### Board of Governors Fee Waiver (BOGFW) Program

The Board of Governors Fee Waiver Program is offered by the California Community Colleges. 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 or permanent resident
- Have a valid Social Security Number (SSN)
- 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** to apply for the Cal Grant Programs.

**Deadline date:** First deadline is March 2<sup>nd</sup> of each year. A second deadline for community college applicants is September 2<sup>nd</sup> of each year, but we highly recommend that applicants meet the March 2<sup>nd</sup> 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 2<sup>nd</sup> 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 will 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 \$1551 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 31<sup>st</sup> 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, go to [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://www.chafee.csac.ca.gov/default.aspx>

### **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:

- The student must have attended a high school (public or private) in California for three or more years and
- The student must have graduated from a California high school or attained the equivalent prior to the start of the term (for example: passed the GED or California High School Proficiency exam) and
- A student who is without lawful immigration status must file an *AB540 Affidavit* (California Non-Resident Tuition Exemption Request form) with the college 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.

For additional information to determine if you meet the AB540 requirements, contact the Admissions & Records Office. 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

[http://www.lasc.edu/students/financial\\_aid/scholarship\\_resources\\_and\\_links.html](http://www.lasc.edu/students/financial_aid/scholarship_resources_and_links.html)

### 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

### Change of Enrollment/Recalculation/Overpayment

If your enrollment status changes during the semester, please 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. **Repayment of financial aid funds is necessary** if the adjustment of enrollment 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 funds

received but not earned. **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, please 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.
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 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 the 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 towards 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 the 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 Incomplete (INC), No Credit (NCR), 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 degree, AS 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 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 the 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), 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:
- 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.

<b>Units Required for the Certificate Program</b>	<b>Normal Length</b>	<b>Maximum Length</b>
10 to 24	2 semesters	3 semester
25 to 36	3 semesters	5 semesters
37 to 48	4 semesters	6 semesters

### **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 file the appropriate petition form to the LASC Financial Aid Office (FAO). A student may obtain the appropriate Petition for Reinstatement form or Petition for Extension from the LASC FAO. Petition forms must be submitted to the LASC FAO with any supporting documentation the student wishes to have considered.
- Students submitting Petition for Extension forms must also submit a current Student Educational Plan (SEP) prepared by an academic counselor. The SEP should outline the minimum required courses necessary to complete the student's educational program.
- Petition forms must be submitted before the end 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 30 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.
- 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 will 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

Cal Grant	<a href="http://www.calgrants.org">www.calgrants.org</a>
California Student Aid Commission	<a href="http://www.csac.ca.gov">www.csac.ca.gov</a>
Direct Loan Servicing Center	<a href="http://www.dl.ed.gov">www.dl.ed.gov</a>
FAFSA on the Web	<a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> Sign up for the Personal Identification Number (PIN) to electronically sign your FAFSA <a href="http://www.pin.ed.gov">www.pin.ed.gov</a>
National Student Loan Database System	<a href="http://www.nslds.ed.gov">www.nslds.ed.gov</a>

### Telephone Numbers

Los Angeles Southwest College Financial Aid	(323) 241-5338
California Student Aid Commission	(888) 224-7268
Central Loan Administration Unit (Perkins Loan)	(800) 822-5222
Department of Veterans Affairs	(800) 827-1000
Direct Loan Servicing Center	(800) 848-0979
Federal Student Aid Information Center	(800) 433-3243

## 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

**CA-** Certificate of Achievement

**AS-** Associate of Sciences

**SC-** Skill Certificate

**AA-T** Associate of Arts for Transfer

**AS-T** Associate of Science for Transfer

Major Code	Major	Degree	Certificate	Skill Certificate
2105.00	<b>Administration of Justice</b>	AA, AS-T	CA	
2105.01	<b>Fingerprinting</b>			SC
2202.00	<b>Anthropology</b>	AA		
1002.00	<b>Art</b>	AA		
1002.01	Art History	AA		
0401.00	<b>Biology</b>	AA		
	<b>Business Administration</b>			
0501.00	Accounting/ General Business	AA		
0504.00	Banking and Finance	AA	CA	
0502.01	Bookkeeping			SC
0514.04	Business and Technology Skills			SC
0505.00	Economics	AA		
0504.01	Finance			SC
0501.00	General Business		CA	
0502.02	Income Tax Form			SC
0506.30	Management			SC
0506.30	Management/ Supervision	AA	CA	
0506.31	Small Business Entrepreneurship I			SC
0506.32	Small Business Entrepreneurship II			SC
0506.33	Supervision			SC
1305.00	<b>Child Development</b>	AA, AS-T		
1305.11	Associate Teacher			SC
1305.13	Children with Special Needs			SC
1305.14	Infant and Toddler Studies			SC
1305.15	School-Age-Programs			SC
1506.00	<b>Communication Studies</b>	AA		
0514.00	<b>Computer Applications &amp; Office Technology</b>	AS		
0514.02	General Office Assistant			SC
0514.10	Legal Office Assistant			SC
0514.05	Microsoft Excel			SC
0514.09	Microsoft Word			SC
0514.06	Receptionist			SC
0709.02	Web Site Designer			SC
0514.03	Word Processor			SC
0707.10	<b>Computer Science Information Technology</b>	AS		
0709.01	Certified Internet Webmaster Associate (CIWA)			SC
0801.01	Education-- Teacher Assistant			SC
0934.00	<b>Electronics</b>	AS		
0934.00	Computer Technician			SC
0934.00	Electronics Technician			SC
0934.02	Network Cabling Technician			SC
0934.00	Telecom and Network Technician			SC
	<b>Engineering Skill Certificates</b>			
2206.00	<b>Geography</b>	AA		

Major Code	Major	Degree	Certificate	Skill Certificate
1914.00	<b>Geology</b>	AA		
2205.00	<b>History</b>	AA		
	<b>Interdisciplinary Studies</b>			
4903.11	Arts and Humanities (Non-Transfer)	AA		
4903.12	Arts and Humanities (Transfer)	AA		
4901.03	Social and Behavioral Sciences (Non-Transfer)	AA		
4901.07	Social and Behavioral Sciences (Transfer)	AA		
0602.00	<b>Journalism</b>	AA		
1402.00	<b>Law- Paralegal</b>	AA		
1401.02	Law Office Specialist I			SC
	<b>Liberal Arts</b>			
0706.00	Computer Science (Non-Transfer)	AA		
0934.01	Electronics (Non-Transfer)	AA		
1501.00	English (Non-Transfer)	AA		
4901.04	Natural Sciences (Non-Transfer)	AA		
2001.01	Psychology of Substance Abuse (Non-Transfer)	AA		
0511.00	Real Estate (Non-Transfer)	AA		
2105.03	Administration of Justice (Non-Transfer)	AA		
4901.02	Child Development (Non-Transfer)	AA		
0702.10	Computer Applications & Office Technology (Non-Transfer)	AA		
4901.20	<b>Liberal Studies, Option 1 (Non-Transfer)</b>	AA		
4901.20	Liberal Studies, Option 2 (Transfer)	AA		
1701.00	<b>Mathematics</b>	AA		
1701.00	Mathematics: Computer Science	AA		
1004.00	<b>Music</b>	AA		
1203.00	<b>Nursing</b>	AS		
2210.00	<b>Pan American Studies</b>	AA		
1902.00	<b>Physics</b>	AS		
2207.00	<b>Political Science</b>	AA		
2001.00	<b>Psychology</b>	AA		
2104.40	Chemical Dependency Counselor		CA	
2104.42	Chemical Dependency Counselor Specialist in Criminal Justice			SC
2104.41	Recovery Specialist			SC
0511.00	Real Estate			SC
0511.02	Real Estate- Appraisal			SC
0511.01	Real Estate-Broker		CA	
0511.03	Real Estate-Escrow			SC
0511.04	Real Estate-Salesperson			SC
2208.00	<b>Sociology</b>	AA		
1105.00	<b>Spanish</b>	AA		
1105.05	Professional Spanish			SC
1007.00	<b>Theater</b>	AA		

Students may complete work toward more than one program at the same time, for example, a Career and Technical Education Certificate and an Associate Degree or a transfer program and an Associate Degree. The requirements for combined programs may include more course work than for a single program. Careful planning is essential to ensure that the program requirements of the chosen program(s) are fulfilled correctly in the shortest possible time. To help in such planning, students are urged to see a counselor and consult with a faculty advisor in their proposed major as soon as possible during their first semester and regularly thereafter.

### **College Advisory Committees**

Advisory Committees, comprised of members of the community who are experts in their field, work closely with the college staff to plan Educational and Special Services programs. Such expertise helps to make college programs responsive to labor market demands and community needs.

Educational Advisory Committees are concerned with the future of persons striving to prepare for entry into the labor market or to upgrade their skills. Members bring a unique combination of successful employment experience, enthusiasm, and dedication to the task-at-hand, assisting Los Angeles Southwest College in offering the best possible curriculum for all students. Members take time from their own careers to meet with Los Angeles Southwest College personnel, to ask questions, make suggestions, offer advice, and share in the decisions that are made regarding instructional equipment, facilities, and objectives. Current and former students are also encouraged to participate on Advisory Committees.

Members of Advisory Committees neither ask nor receive payment for their services but frequently relate their personal satisfaction gained from contributions to education. Advisory Committee members are as necessary to a sound educational program as the instructors in the classroom and the equipment in the laboratories.

### **WHAT IS YOUR MAIN EDUCATIONAL GOAL?**

- Prepare for a new career (acquire new job skills)
- Advance in current job/career (update job skills)
- Discover/develop career interests, plans, and goals
- Obtain a two-year Associate degree without transfer
- Obtain a vocational certificate without transfer
- Transfer to a four year college or university after completing an Associate degree
- Transfer to a four year college or university without completing an Associate degree
- Maintain certificate or license (e.g., Nursing, Real Estate)
- Improve basic skills in English, reading, or math
- Complete credits for high school diploma or GED
- Personal development (intellectual, cultural)
- Undecided on goal

## **Degree & Certificate Requirements**

Southwest 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. It is also desirable that General Education programs involve students in critical thinking to address major social problems.

There are two options available for students to earn an Associate Degree.

1. Plan A requires completion of 30 units of General Education and a minimum of 18 units in any Plan A major.
2. Plan B requires completion of 18 units of General Education and a minimum of 36 units in any Plan B major.

Upon completion of 60 degree-applicable units and a grade point average of 2.0 or higher, students are eligible to petition for a degree that reads, “Associate in Arts in Liberal Arts.” The Liberal Arts degree was founded on the premise that a broad academic preparation creates options for the learned individual in civilized society. Such broadly based education “...promotes the discovery and application of knowledge,” and in so doing, relates to and supports the college mission.

In order for the student’s degree to include the name of any other Plan A or B major, all Required Courses of that major must be completed, unless otherwise noted. For example, if a student completes all Required Courses in Child Development, the degree will read, “Associate in Arts, Child Development.” If a student completes all Required Courses in Nursing, the degree will read, “Associate in Science, Registered Nursing.”

### **Associate Degrees for Transfer**

California Community Colleges are now offering associate degrees for transfer to the CSU. 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.

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.

The following section uses the abbreviations below.

Discipline	Abbreviation
Academic Preparation	ACAD PR
Accounting	ACCTG
Administration of Justice	ADM JUS
Allied Health	ALD HTH
American Sign Language	ASL
Anthropology	ANTHRO
Business	BUS
Chemistry	CHEM
Child Development	CH DEV
Communication Studies	COMM
Computer Application Office Technologies	CAOT
Computer Science & Information Technology	CO SCI
Cooperative Education	COOP ED
Developmental Communication	DEV COM
Economics	ECON
Education	EDUC
Education: Special	SPEC ED
Electronics	ELECTRN
Engineering, General	ENG GEN
English as a Second Language	ESL
Environmental Science	ENV SCI
Environmental Studies	ENVSTDS
Family and Consumer Studies	FAM & CS
Geography	GEOG
Humanities	HUMAN
Journalism	JOURNAL
Library Science	LIB SCI

Discipline	Abbreviation
Environmental Science	ENV SCI
Environmental Studies	ENVSTDS
Family and Consumer Studies	FAM & CS
Geography	GEOG
Humanities	HUMAN
Japanese	JAPAN
Journalism	JOURNAL
Library Science	LIB SCI
Learning Skills	LRNSKIL
Management	MGMT
Marketing	MARKET
Mathematics	MATH
Media Arts	MEDIART
Microbiology	MICRO
Personal Development	PERSDEV
Philosophy	PHILOS
Physical Education	PHYS ED
Physical Science	PHYS SC
Physics	PHYSICS
Physiology	PHYSIOL
Political Science	POL SCI
Psychology	PSYCH
Public Relations	PUB REL
Reading	READ
Sociology	SOC
Supervision	SUPV

## Administration of Justice

The Administration of Justice program is designed for those students who are employed or desire employment in the field of law enforcement or security services, either in public or private agencies, and for those who plan to enter the field of corrections.

The Associate in Arts degree with a major in Administration of Justice will be awarded to students who complete the program listed below and meet the College's other graduation requirements. Students are advised to consult their counselors regarding specific requirements and courses needed for the degree.

### ASSOCIATE in ARTS in ADMINISTRATION of JUSTICE

Student Learning Outcomes: Upon completion of this program, students should be able to:

- 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.

In order to earn the degree of Associate in Arts in ADMINISTRATION OF JUSTICE, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
PHILOS 7 Inductive Logic	3
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 (AS-T)

Student Learning Outcomes: Upon completion of this program, students should be able to:

- 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)	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)	Units
SOC 1 Introduction to Sociology	3
MATH 227 Statistics	4
PSYCH 1 General Psychology I	3

### Certificate of Achievement ADMINISTRATION of JUSTICE:

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

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
TOTAL UNITS .....	27

### Skill Certificate FINGERPRINTING:

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

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
TOTAL UNITS .....	9

## Anthropology

### ASSOCIATE in ARTS in ANTHROPOLOGY

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

- 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.

In order to earn the degree of Associate in Arts in ANTHROPOLOGY, the student must:

1. Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A

2. Complete all REQUIRED COURSES listed below, earning a "C" or better in each course
3. Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

*Note:* Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
TOTAL UNITS.....	21

#### 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

## Art

The Art Department offers a broad range of courses in the visual arts designed for the student who is working towards the Associate in Arts degree or who is planning to transfer to a four-year institution. The individual should choose courses based on undergraduate requirements at the transfer institution. For specific information, a student should consult the university catalog for the school of his or her choice, and see either a counselor or a faculty member of the Art Department.

### ASSOCIATE in ARTS in ART

Student 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) 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.



In order to earn the degree of Associate in Arts in ART, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a "C" or better in each course
- 3) Complete 3 additional units chosen from RECOMMENDED ELECTIVES
- 4) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES and RECOMMENDED ELECTIVES.

Required Courses:	Units
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 204 Life Drawing I .....	3
ART 205 Life Drawing II .....	3
ART 206 Life Drawing III .....	3
ART 300 Introduction to Painting .....	3
ART 307 Oil Painting I .....	3
ART 308 Oil Painting II .....	3
ART 309 Oil Painting III .....	3
<b>TOTAL UNITS</b> .....	<b>18</b>

## Art – Option in Art

### ASSOCIATE in ARTS in ART: OPTION in ART HISTORY

Student 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.

In order to earn the degree of Associate in Arts in ART HISTORY, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete 15 units of REQUIRED COURSES listed below, earning a "C" or better in each course
- 3) Complete 3 additional units chosen from RECOMMENDED ELECTIVES

- 4) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

Required Courses:	Units
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
<b>PLUS 3 units from Recommended Electives:</b>	
ART 103 Art Appreciation I .....	3
ART 104 Art Appreciation II .....	3
<b>TOTAL UNITS</b> .....	<b>18</b>

## Biology

### ASSOCIATE in ARTS in BIOLOGY

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

- 1) Apply the scientific method to solve a problem.
- 2) Solve problems utilizing the major concepts in cell biology and the experimental approaches taken to address them.

In order to earn the degree of Associate in Arts in BIOLOGY, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

Required Courses:	Units
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>

<b>Recommended Electives</b>		<b>Units</b>
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

The General Business program is designed so that students may satisfy the requirements for an Associate in Arts Degree in General Business from the college or satisfy the requirements for transfer to other colleges or universities.

### **ASSOCIATE in ARTS in BUSINESS ADMINISTRATION: ACCOUNTING/GENERAL BUSINESS**

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

- 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.

In order to earn the degree of Associate in Arts in BUSINESS ADMINISTRATION: ACCOUNTING/GENERAL BUSINESS, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

<b>Required Courses:</b>	<b>Units</b>
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 or 23

<b>Recommended Electives</b>	<b>Units</b>	
ACCTG 15	Tax Accounting I.....	3
BUS 6	Business Law II.....	3
BUS 38	Business Computations .....	3
CAOT 82	Microcomputer Software Survey in the Office.....	3
CAOT 83	Microcomputer Office Applications: Operating System .....	1
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 BUSINESS ADMINISTRATION: GENERAL BUSINESS**

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

<b>Required Courses:</b>	<b>Units</b>	
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

The Banking and Finance program was designed with the help of the American Institute of Banking representatives.

### **ASSOCIATE in ARTS in BUSINESS ADMINISTRATION: BANKING and FINANCE**

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

- 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) Demonstrate skills needed to supervise 3 to 4 people in a bank or financial institution.
- 5) Examine the legal implication of various financial transactions.

- 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.

Students are required to complete each listed course with a grade of "C" or better.

In order to earn the degree of Associate in Arts in BUSINESS ADMINISTRATION: BANKING and FINANCE, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
ECON 1 Principles of Economics I.....	3
ECON 2 Principles of Economics II.....	3
FIN 15 Principles of Bank Operations .....	3
TOTAL UNITS .....	31

Recommended Electives	Units
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 BUSINESS ADMINISTRATION: BANKING and FINANCE

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

- 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.

#### 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
ECON 1 Principles of Economics I.....	3
ECON 2 Principles of Economics II.....	3
FIN 15 Principles of Bank Operations.....	3
TOTAL UNITS.....	31

### Skill Certificate BUSINESS ADMINISTRATION: BOOKKEEPING

This certificate provides students with basic accounting coursework. Completion of the certificate will provide students with skills necessary for employment as public, private or governmental bookkeepers.

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

#### 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 Cooperative Work Experience Education ....	2
TOTAL UNITS.....	16 or 17

**Skill Certificate  
BUSINESS ADMINISTRATION:  
BUSINESS and TECHNOLOGY SKILLS**

The Business and Office Technology Skill Certificate prepares students for employment as office support personnel, administrative assistants, and office managers; develops computer competencies for the workplace, educational advancement, and personal use; and provides a foundation for developing workplace and lifelong learning skills and knowledge.

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

- 1) Solve problems and accomplish tasks through MS Excel and Access.
- 2) Employ MS Office software to create business documents.

Students are required to complete each listed course with a grade of "C" or better.

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 Cooperative Work Experience Education ....	2
<b>TOTAL UNITS .....</b>	<b>17</b>

**Skill Certificate  
BUSINESS ADMINISTRATION:  
FINANCE**

Completing the certificate program will provide students with skills necessary for entry-level employment in banking and finance institution.

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

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
<b>TOTAL UNITS.....</b>	<b>16 or 17</b>

**Skill Certificate  
BUSINESS ADMINISTRATION:  
INCOME TAX FORM**

This certificate program prepares students wishing to obtain an entry-level position as a tax preparer.

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

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
<b>TOTAL UNITS.....</b>	<b>17</b>

**Business Administration:  
Economics**

**ASSOCIATE in ARTS in  
BUSINESS ADMINISTRATION:  
ECONOMICS**

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

- 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.

In order to earn the degree of Associate in Arts in BUSINESS ADMINISTRATION: ECONOMICS, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

<b>Required Courses:</b>		<b>Units</b>
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>

<b>Recommended Electives</b>		<b>Units</b>
BUS 5	Business Law I.....	3
BUS 6	Business Law II.....	3
CAOT 75	Word Processing: Equipment Operation .....	2
CAOT 82	Microcomputer Software Survey in the Office .....	3
CAOT 83	Microcomputer Office Applications: Operating Systems .....	1
MATH 235	Finite Mathematics.....	5

## Business Administration: Management/Supervision

The Management/Supervision Program is designed to prepare students for undertaking responsibilities in the Management area and increase the abilities of those already in the field. In addition, with Psychology and other business-related course work, students may continue for advanced study at the university level in select management careers.

The program includes the basic concepts of planning, organizing, and controlling as they evolved from the contributions of early leaders in the Management movement.

Also reviewed are current-day practices and research data relating to leadership styles, motivation, team building, and other aspects of organizational behavior, personnel, and office management.

### **ASSOCIATE in ARTS in BUSINESS ADMINISTRATION: MANAGEMENT/SUPERVISION**

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

- 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.

In order to earn the degree of Associate in Arts in BUSINESS ADMINISTRATION: MANAGEMENT/SUPERVISION, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

<b>Required Courses:</b>		<b>Units</b>
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>

<b>Recommended Electives</b>		<b>Units</b>
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
FINANCE 15	Principles of Banking .....	3
MATH 235	Finite Mathematics.....	5
PHILOS 1	Introduction to Philosophy.....	3

### **Certificate of Achievement BUSINESS ADMINISTRATION: MANAGEMENT/SUPERVISION**

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

<b>Required Courses:</b>		<b>Units</b>
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
	TOTAL UNITS .....	24

**Skill Certificate  
BUSINESS ADMINISTRATION:  
MANAGEMENT**

This certificate prepares the student for a managerial position in business.

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

- 1) Apply the process, practice, and theory of management concepts.
- 2) Interpret, analyze, and communicate management issues with measureable data.

Students are required to complete each listed course with a grade of "C" or better.

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
TOTAL UNITS .....	15

**Skill Certificate  
BUSINESS ADMINISTRATION: SMALL  
BUSINESS ENTREPRENEURSHIP –  
LEVEL I**

The Entrepreneurship Certificate-Level I, will provide students with the basic skills necessary for starting up a small business.

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

- 1) Evaluate, and utilize the principles of entrepreneurship.
- 2) Apply and communicate one's own entrepreneurial qualities and characteristics.

Students are required to complete each listed course with a grade of "C" or better.

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 Cooperative Work Experience Education ....	2
MGMT 13 Small Business Entrepreneurship.....	3
TOTAL UNITS .....	17

**Skill Certificate  
BUSINESS ADMINISTRATION: SMALL  
BUSINESS ENTREPRENEURSHIP –  
LEVEL II**

This certificate continues to prepare students for the competitive business world as entrepreneurs with emphasis on quality and service.

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

- 1) Evaluate and utilize the principles of entrepreneurship.
- 2) Apply and communicate one's own entrepreneurial qualities and characteristics.

Students are required to complete each listed course with a grade of "C" or better.

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
PUB REL 1 Principles of Public Relations.....	3
TOTAL UNITS.....	17

**Skill Certificate  
BUSINESS ADMINISTRATION:  
SUPERVISION**

This certificate prepares the student for a supervisory position in business.

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

- 1) Apply management planning, organizing, scheduling, and controlling skills supervisory functions.
- 2) Demonstrate effective management skills to prepare for a variety of entry-level supervisory positions.

Students are required to complete each listed course with a grade of "C" or better.

Required Courses:	Units
CAOT 82 Microcomputer Software Survey in the Office.....	3
COOP ED Cooperative Work Experience Education ....	2
SUPV 1 Elements of Supervision .....	3
MGMT 2 Organization and Management Theory.....	3
MGMT 33 Personnel Management.....	3
TOTAL UNITS.....	14

## Child Development

This program in Child Development is planned to meet the needs of those who are preparing for employment or who are presently employed in private (Title 22) or public (Title 5) preschools. Completion of the program leads to an Associate in Arts degree.

The order for completion of courses is suggested and can be modified to meet the needs of individual students. Students are required to complete each course listed with a grade of "C" or better for the completion of the degree and permits.

The program includes the following:

### ASSOCIATE in ARTS in CHILD DEVELOPMENT

Student 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 high quality care and education of young children.
- 2) Create developmentally appropriate teaching strategies, techniques, and curriculum incorporating domains of learning, health, safety, nutrition, as well as anti-bias and adaptation principles for working with children with special needs.
- 3) Demonstrate developmentally appropriate strategies and positive guidance techniques in a professional early childhood setting.
- 4) Evaluate and utilize various observation and assessment methods for recording child development and family studies.
- 5) Implement various environmental rating scales and assessment tools.
- 6) Discuss/summarize the basic theories in child development, family studies as well as historical perspectives of ECE programs.
- 7) Uphold professional standards (based on NAEYC Code of Ethics) for job seeking and respecting, interacting and communicating with others (parents, staff, children, community members, colleagues and peers).
- 8) Demonstrate strategies and techniques for building sensitive and respectful family and community relationships as well as maintaining effective team partnerships.

In order to earn the degree of Associate in Arts in CHILD DEVELOPMENT, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete 6 additional units chosen from RECOMMENDED ELECTIVES, earning a grade of "C" or better in each course
- 4) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total

60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES and RECOMMENDED ELECTIVES.

Student Learning Outcome: Upon completion of the required courses, the student will have met the general education requirements for the California Department of Education Child Development Permit. This option offers the 24 early childhood education units needed to meet the educational requirements for California Department of Education Child Development Permit (Teacher) plus field experience course(s) Child Development 22, and 23.

To receive an Associate of Arts degree in Child Development from LA Southwest College, students must take a minimum of 16 units of coursework at this institution. Among those units, students are required to complete Child Development 3 – Creative Experiences for Children I (3 units) and Child Development 4 – Creative Experiences for Children II (3 units) **or** Child Development 7 - Introduction to Curriculum in Early Childhood Education (3 units) and Child Development 8 - Curriculum in Early Childhood Education (3 units), **and** Child Development 22 – Practicum in Child Development II (4 units), plus an additional 6 units of coursework. Students have the right to appeal and may have coursework taken at other institutions evaluated by the Child Development Department.

<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 3 Creative Experiences for Children I .....	3
AND	
CH DEV 4 Creative Experiences for Children II .....	3
OR	
CH DEV 7 Introduction to Early Childhood Curriculum..	3
AND	
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 42 Teaching in a Diverse Society.....	3

#### PLUS 6 units from Recommended Electives:

CH DEV 12 Parent – Teacher – Child Interaction .....	3
CH DEV 23 Practicum in Child Development II .....	4
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
CH DEV 35 Fostering Literacy Development In Young Children .....	3
CH DEV 36 Literature for Early Childhood .....	1
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 44	Early Intervention for Children with Special Needs I .....	3
CH DEV 45	Programs for Children with Special Needs I.....	3
CH DEV 46	School Age Programs I.....	3
CH DEV 47	School Age Programs II.....	3
CH DEV 48	Positive Guidance in Early Childhood Settings.....	3
CH DEV 172	Introduction to Careers in Child Development .....	1
FAM & CS 21	Nutrition.....	3
	<b>TOTAL UNITS</b> .....	<b>31</b>

	Behavior.....	3
CH DEV 42	Teaching in a Diverse Society.....	3
	<b>TOTAL UNITS</b> .....	<b>25</b>

## ASSOCIATE in SCIENCE in EARLY CHILDHOOD EDUCATION for TRANSFER (AS-T)

Student Learning Outcomes: 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 high quality care and education of young children.
- 2) Create developmentally appropriate teaching strategies, techniques, and curriculum incorporating domains of learning, health, safety, nutrition, as well as anti-bias and adaptation principles for working with children with special needs.
- 3) Demonstrate developmentally appropriate strategies and positive guidance techniques in a professional early childhood setting.
- 4) Evaluate and utilize various observation and assessment methods for recording child development and family studies.
- 5) Implement various environmental rating scales and assessment tools.
- 6) Discuss/summarize the basic theories in child development, family studies as well as historical perspectives of ECE programs.
- 7) Uphold professional standards (based on NAEYC Code of Ethics) for job seeking and respecting, interacting and communicating with others (parents, staff, children, community members, colleagues and peers).
- 8) Demonstrate strategies and techniques for building sensitive and respectful family and community relationships as well as maintaining effective team partnerships.

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	

## Child Development Skill Certificates

### Skill Certificate ASSOCIATE TEACHER

Student 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 high quality care and education of young children.
- 2) Create developmentally appropriate teaching strategies, techniques, and curriculum incorporating domains of learning, health, safety, nutrition, as well as anti-bias and adaptation principles for working with children with special needs.
- 3) Implement various environmental rating scales and assessment tools.
- 4) Discuss/summarize the basic theories in child development, family studies as well as historical perspectives of ECE programs.
- 5) Uphold professional standards (based on NAEYC Code of Ethics) for job seeking and respecting, interacting and communicating with others (parents, staff, children, community members, colleagues and peers).
- 6) Demonstrate strategies and techniques for building sensitive and respectful family and community relationships as well as maintaining effective team partnerships.

Students are required to complete each listed course with a grade of "C" or better.

Required Courses:	Units	
CH DEV 1	Child Growth and Development .....	3
CH DEV 2	Early Childhood: Principles and Practices ..	3
CH DEV 3	Creative Experiences for Children I .....	3
	OR	
CH DEV 4	Creative Experiences for Children II .....	3
	OR	
CH DEV 7	Introduction to Early Childhood Curriculum..	3
	OR	
CH DEV 8	Curriculum in Early Childhood Education.....	3
CH DEV 11	Child, Family and Community .....	3
	<b>TOTAL UNITS</b> .....	<b>12</b>

### Skill Certificate INFANT AND TODDLER STUDIES

Student 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 high quality care and education of young children.
- 2) Create developmentally appropriate teaching strategies, techniques, and curriculum incorporating domains of learning, health, safety, nutrition, as well as anti-bias and adaptation principles for working with infants and toddlers.
  - 3) Evaluate and utilize various observation and assessment methods for recording child development and family studies.
  - 4) Implement various environmental rating scales and assessment tools for infant and toddler programs.
  - 5) Demonstrate strategies and techniques for building sensitive and respectful family and community relationships as well as maintaining effective team partnerships.

- 7) Demonstrate strategies and techniques for building sensitive and respectful family and community relationships as well as maintaining effective team partnerships.

Students are required to complete each listed course with a grade of "C" or better.

<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 46 School Age Programs I .....	3
CH DEV 47 School Age Programs II .....	3
CH DEV 48 Positive Guidance in Early Childhood Settings.....	3
<b>TOTAL UNITS.....</b>	<b>15</b>

Students are required to complete each listed course with a grade of "C" or better.

<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>

### **Skill Certificate SCHOOL- AGE PROGRAMS**

Student 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 high quality care and education of young children.
- 2) Create developmentally appropriate teaching strategies, techniques, and curriculum incorporating domains of learning, health, safety, nutrition, as well as anti-bias and adaptation principles for working with school-age children with special needs.
- 3) Analyze and discuss developmentally appropriate strategies and positive guidance techniques.
- 4) Evaluate and utilize various observation and assessment methods for recording child development and family studies.
- 5) Implement various environmental rating scales and assessment tools for school-age programs.
- 6) Uphold professional standards (based on NAEYC Code of Ethics) for job seeking and respecting, interacting and communicating with others (parents, staff, children, community members, colleagues and peers).

### **Skill Certificate CHILDREN WITH SPECIAL NEEDS**

Student 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 high quality care and education of young children.
- 2) Create developmentally appropriate teaching strategies, techniques, and curriculum incorporating domains of learning, health, safety, nutrition, as well as anti-bias and adaptation principles for working with children with special needs.
- 3) Analyze and discuss developmentally appropriate strategies and positive guidance techniques.
- 4) Evaluate and utilize various observation and assessment methods for recording child development and family studies.
- 5) Discuss/summarize the basic theories in child development, family studies as well as historical perspectives of ECE programs as it relates to early intervention and diverse adaptive programs.
- 6) Uphold professional standards (based on NAEYC Code of Ethics) for job seeking and respecting, interacting and communicating with others (parents, staff, children, community members, colleagues and peers).
- 7) Demonstrate strategies and techniques for building sensitive and respectful family and community relationships as well as maintaining effective team partnerships.

Students are required to complete each listed course with a grade of "C" or better.

<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 42 Teaching in a Diverse Society.....	3
CH DEV 44 Early Intervention for Children with	3

Special Needs .....	3
CH DEV 45 Programs for Children with Special Needs ..	3
<b>TOTAL UNITS .....</b>	<b>15</b>

## Communication Studies

### ASSOCIATE in ARTS in 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.

In order to earn the degree of Associate in Arts in COMMUNICATION STUDIES, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

Required Courses:	Units
HUMAN 1 Cultural Patterns of Western Civilization.....	3
COMM 101 Oral Communication I .....	3
COMM 102 Oral Communications II .....	3
ENGLISH 102 College Reading and Composition II .....	3
THEATER 100 Introduction to the Theater .....	3
<b>TOTAL UNITS .....</b>	<b>18</b>

Recommended Electives	Units
ENGLISH 101 College Reading and Composition I .....	3
COMM 130 Introduction to Oral Interpretation of Literature .....	3

## Computer Applications and Office Technology (CAOT) (Formerly Office Administration)

The curriculum prepares students for supervisory and managerial positions in business offices.

### ASSOCIATE in SCIENCE in COMPUTER APPLICATIONS and OFFICE TECHNOLOGY

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

- 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.

In order to earn the degree of Associate in Arts in COMPUTER APPLICATIONS and OFFICE TECHNOLOGY (CAOT), the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

Required Courses (32 units) for Administrative Assistant/Office Systems Specialist Degree.

Required Courses:	Units
CAOT 3 Computer Keyboarding III .....	3
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 64 Office Administration Laboratory .....	1
CAOT 82 Microcomputer Software Survey in the Office.....	3
CAOT 84 Microcomputer Office Applications: Word Processing.....	3
CAOT 85 Microcomputer Office Applications: Spreadsheet .....	3
CAOT 97 Introduction to the Internet for CAOT .....	3
MGMT 31 Human Relations for Employees.....	3
<b>TOTAL UNITS.....</b>	<b>32</b>

Recommended Electives	Units
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
CAOT 83 Microcomputer Office Applications: Operating Systems .....	1
CAOT 86 Microcomputer Office Applications: Data Base .....	3
CAOT 107 Advanced Web Design for the Office .....	3
CAOT 109 Web Multimedia for Office.....	3
CAOT 112 Microcomputer Office Applications: Web Page Design .....	3
CAOT 113 Introduction to Adobe Photoshop for the Office .....	3

CAOT 133	How to Succeed in an Online Course.....	1
CAOT 134	How to Teach an Online Course.....	1.5
COOP ED	Cooperative Education .....	1-4
MGMT 33	Personnel Management.....	3

### Skill Certificate GENERAL OFFICE ASSISTANT

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

Required Courses:	Units	
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
	<b>TOTAL UNITS .....</b>	<b>16</b>

### Skill Certificate LEGAL OFFICE ASSISTANT

This program prepares students for entry-level employment in legal offices. Emphasis is placed on the development of language skills, legal terminology, and law office management.

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

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
	<b>TOTAL UNITS .....</b>	<b>17</b>

### Skill Certificate MICROSOFT EXCEL

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

- 1) Write a business letter using standard business format including 7 elements.
- 2) Plan, produce, manipulate, format, and modify charts to depict data graphically.

Students are required to complete each listed course with a grade of "C" or better.

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	Cooperative Work Experience Education ...	2
	<b>TOTAL UNITS.....</b>	<b>13</b>

### Skill Certificate MICROSOFT WORD

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

- 1) Type a minimum of 40 words per minute.
- 2) Design a newsletter.

Students are required to complete each listed course with a grade of "C" or better.

Required Courses:	Units	
CAOT 2	Computer Keyboarding II .....	3
CAOT 31	Business English.....	3
CAOT 32	Business Communications .....	3
CAOT 83	Microcomputer Office Applications: Disk Operating Systems.....	1
CAOT 84	Microcomputer Office Applications: Word Processing.....	3
	<b>TOTAL UNITS.....</b>	<b>13</b>

### Skill Certificate RECEPTIONIST

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

Required Courses:	Units	
CAOT 1	Computer Keyboarding 1 .....	3
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
	TOTAL UNITS .....	17

## Skill Certificate

### WEB SITE DESIGNER

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

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 PROCESSOR

This certificate program is designed to prepare students in a relatively short time with skills needed for employment as entry-level word processors.

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

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 — Information Technology

Computer Science is a rapidly growing field offering many new opportunities for employment in technical and scientific analysis.

The student who majors in Computer Science will follow the program outlined below:

### ASSOCIATE in SCIENCE in COMPUTER SCIENCE – INFORMATION TECHNOLOGY

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

- 1) Perform computational tasks using operating system environments and develop problem solving algorithms for given tasks.
- 2) Demonstrate application of computer science concepts, including the study of the properties of algorithms, which includes linguistics, virtual hardware development, and application development.

In order to earn the degree of Associate in Science in COMPUTER SCIENCE: INFORMATION TECHNOLOGY, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
TOTAL UNITS.....	27

Recommended Elective	Units
CO SCI 681 Computer Networking I .....	4
CO SCI 682 Computer Networking II .....	4
CO SCI 688 Computer Project.....	2

## Skill Certificate CERTIFIED INTERNET WEBMASTER ASSOCIATE (CIWA)

The Certified Internet Webmaster (CIW) Foundations Certificate provides students with real-world workforce skills to bridge the gap between education and industry.

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

- 1) Produce real-world internet applications
- 2) Use common internet-ready applications.
- 3) Create properly formed HTML/XHTML documents.
- 4) Analyze CGI and database essentials, and troubleshoot networks.

Students are required to complete each listed course with a grade of "C" or better.

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
TOTAL UNITS .....	9

## Certificate of Achievement HOMELAND SECURITY & COMPUTER NETWORKS

Required Courses	Units
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
TOTAL UNITS.....	14

CO SCI 641 can be taken concurrently with any of above courses.

## Education

### Certificate of Achievement TEACHER ASSISTANT

Competencies acquired in the courses leading to this Certificate Program meet the demands created by Welfare to Work, School-to-Career and Tech Prep Programs. These accomplishments empower students for entry-level employment.

\*Student Learning Outcomes pending at the time of publication. See Addendum.

Students are required to complete each listed course with a grade of "C" or better.

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
	TOTAL UNITS.....	20

## Urban Teacher Fellowship

The Urban Teacher Fellowship (UTF) is a career pathway for aspiring teachers that supports students in attaining their AA degree at a LASC and their BA degree and teaching credential at CSULA. The students work part-time in afterschool programs while on this pathway. The purpose of this program is to provide a road map for students to follow so they can successfully complete their lower-division general education requirements and graduate with an Associate in Arts in Liberal Studies, Option 2 (Elementary Teaching Preparation), within two years at Los Angeles Southwest College. The UTF curriculum will fulfill transfer requirements, AA degree requirements, and Teacher Assistant Certificate of Achievement requirements. Please see , "Associate in Arts in Liberal Studies, Option 2 (transfer)" for curriculum details.

The goal of this program will be to maximize use of the campus' scheduling flexibility. Several courses will be offered in shortened 8- week sessions. In addition, the program will also make use of Friday and Saturday scheduling periods to optimize the time students are on campus and have access to campus resources. Excellent opportunities are offered through the UTF Program. These opportunities include work experience in schools, early registration, supportive services, teambuilding activities and teacher preparation workshops.

Make a difference, give back to your community, and become a teacher! California schools need new teachers each year. One of them can be you!

### HOW DO I REGISTER?

Applications for the program are accepted each semester. Visit the website at [lasc.edu](http://lasc.edu) for more information, or call (323) 242-5551.

## Electronics Technology

The following programs are designed to meet the growing need for Electronics and Manufacturing technicians in the field of Hi-Tech services. The successful completion of these programs will enable the students to work out practical solutions to programs of design, conduct various test procedures, and analyze and interpret data in these disciplines.

## ASSOCIATE in SCIENCE in ELECTRONICS

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

- 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.

In order to earn the degree of Associate in Science in ELECTRONICS, the student must:

- 1) Complete a minimum of 18 units of GENERAL EDUCATION REQUIREMENTS listed in Plan B
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete 12 additional units chosen from RECOMMENDED ELECTIVES, earning a grade of "C" or better in each course
- 4) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan B) and completion of the REQUIRED COURSES.

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 II.....	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
<b>PLUS 12 units from the following:</b>	<b>Units</b>
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
TOTAL UNITS .....	36

## Engineering

### Engineering Skill Certificate

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
TOTAL UNITS.....	8

### Engineering Graphics Skill Certificate

The 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 with Geometric Dimensioning and Tolerancing .....	3
EGD TEK 111 2D Computer Aided Drafting with AutoCAD.....	3
EGD TEK 121 3D Computer Aided Design with SolidWorks .....	3
TOTAL UNITS.....	9

### Skill Certificate ELECTRONICS TECHNICIAN

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

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
TOTAL UNITS.....	16

## Skill Certificate COMPUTER TECHNICIAN

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

- 1) Identify the main parts of a computer.
- 2) Show all steps to create a small network.

Students are required to complete each listed course with a grade of "C" or better.

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
TOTAL UNITS .....	16

## Skill Certificate NETWORK CABLING TECHNICIAN

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

- 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

Students are required to complete each listed course with a grade of "C" or better.

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
OR	
ELECTRN 43 Measurement and Testing Laboratory II.....	3
ELECTRN 112 Computer Operating Systems .....	4
ELECTRN 113 Computer Networking.....	4
ELECTRN 118 Computer Network (Copper) Cabling .....	2
ELECTRN 119 Computer Network (Fiberoptic) Cabling ...	2
TOTAL UNITS .....	16

## Skill Certificate TELECOM AND NETWORK TECHNICIAN

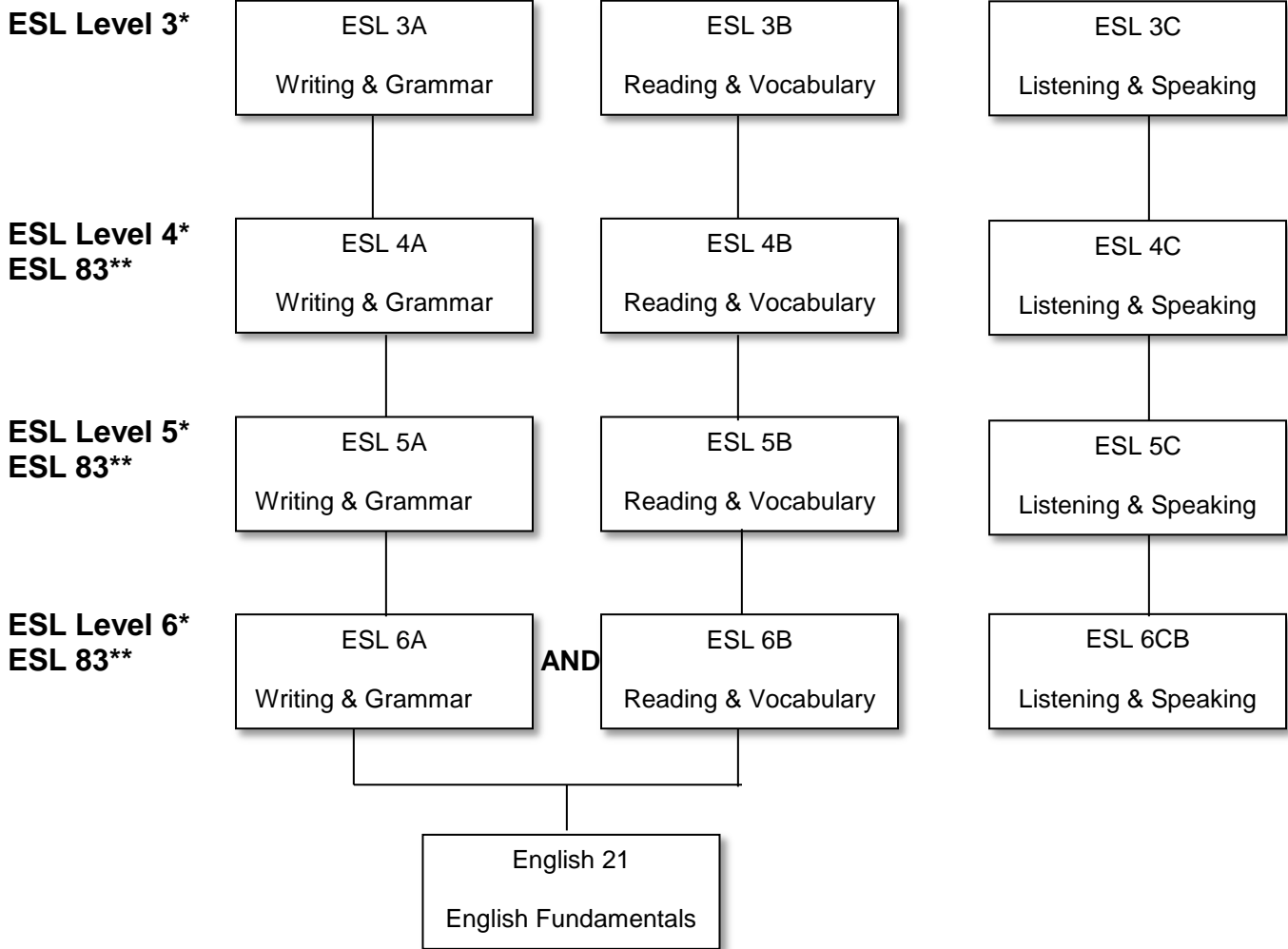
Student Learning Outcome: Upon completion of this program, students should be able to:

- 1) Identify the eight logic gates.
- 2) Identify a network card and install inside the computer.

Students are required to complete each listed course with a grade of "C" or better.

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
TOTAL UNITS.....	17

# English as a Second Language



\*At levels 3 and higher, students are encouraged to enroll in all courses marked A, B, C. If taken out of sequence, students are encouraged to enroll in B and/or C and then A.

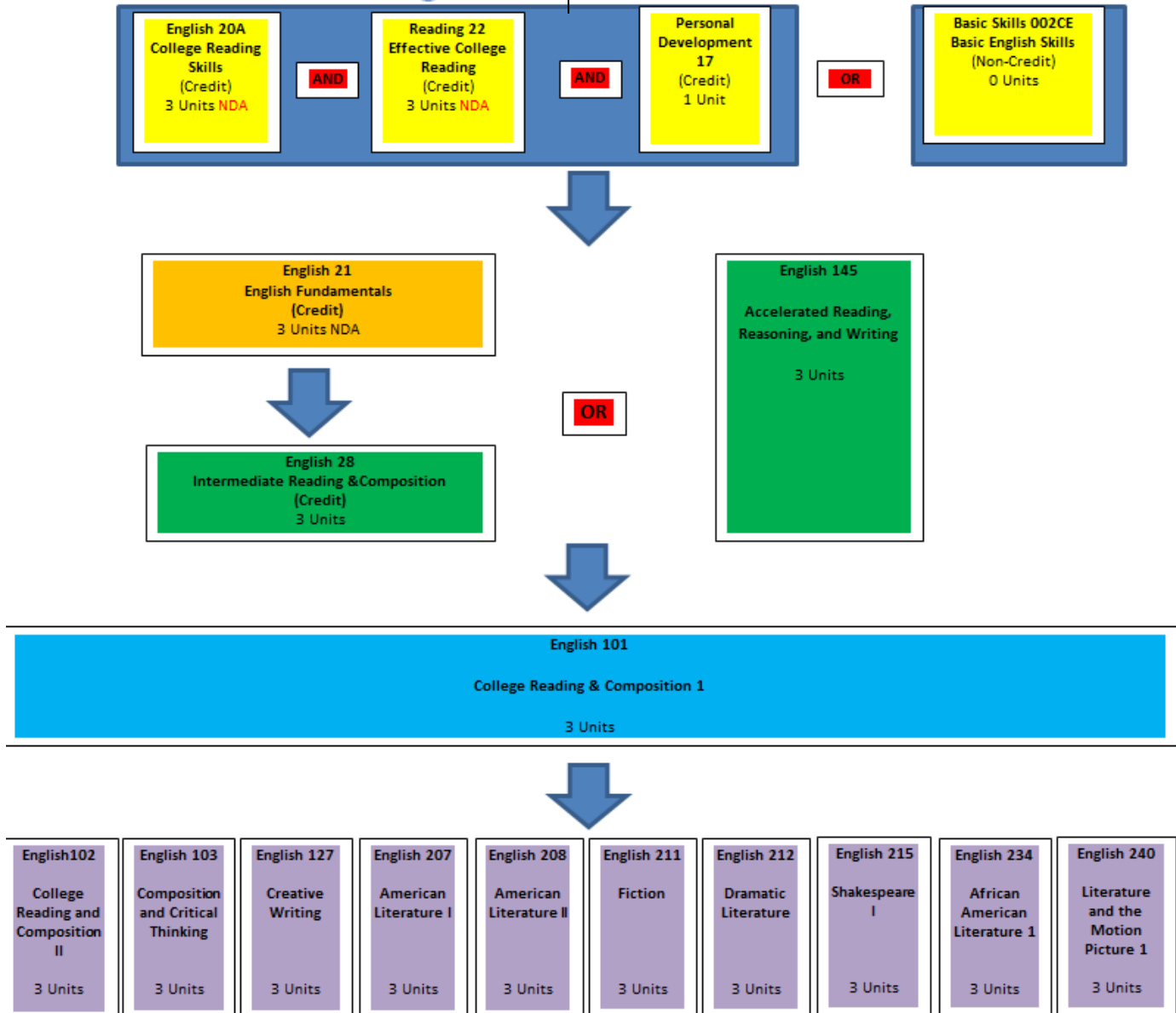
\*\*ESL 83 may be taken once at Level 4 or higher levels. ESL students may test into English 21 or English 28.

Development Communications classes are generally not appropriate for ESL students.



# English and Developmental Communications

## English Course Flow Chart



NDA = Non Degree applicable

## English

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 to an introduction to significant literature in Western culture.

The English Program offers three directions in which one can pursue his or her studies. One direction provides the basic courses that are required as partial fulfillment of the requirement for the Associate in Arts degree. A second direction provides the general education courses necessary for transferring to a four-year university. The third direction provides the basic freshman and sophomore courses required for the English major transferring to a four-year institution.

### ASSOCIATE in ARTS ENGLISH

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.

In order to earn the degree of Associate in Arts in ENGLISH, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

**Required Courses:** **Units**  
AA DEGREE OR CERTIFICATE REQUIREMENTS:

Course Name/Number	Course Title	Units
--------------------	--------------	-------

#### Required Courses

All of the following:

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

#### Recommended Electives (for Degrees only):

Course Title	Units
ENGLISH 94 Intensive Grammar Review.....	3
<b>TOTAL UNITS</b>	<b>18</b>

### A Degree is Ahead! Catch up with Acceleration

#### English 145

What Are the Benefits?

- Fly through prerequisites: Get to English 101 in a semester instead of a year
- Build a community of critical thinkers and writers
- Write with confidence
- Pair it with Reading 25 for more comprehension

## English as a Second Language

English as a Second Language, a series of courses for students whose native language is not English, is aimed at improving students' abilities in listening, speaking, reading, and writing.

Students may want to learn English to improve their lives in the United States or to prepare themselves to take other college courses in academic or vocational programs.

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

- 1) Produce a cohesive paragraph, which has a topic sentence, body with support and a conclusion.
- 2) Read a short story or article in English and answer questions based on the reading.
- 3) Listen to a news report or other oral presentation in English and relate what was discussed.

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

Core Courses:	Units
ESL 3A College English as a Second Language III: Writing/Grammar .....	6
ESL 3B College English as a Second Language III: Reading/Vocabulary .....	3
ESL 3C College English as a Second Language III: Listening/Speaking .....	3
ESL 4A College English as a Second Language IV: Writing/Grammar.....	6

ESL 4B	College English as a Second Language IV: Reading/Vocabulary .....	3
ESL 4C	College English as a Second Language IV: Listening/Speaking .....	3
ESL 5A	College English as a Second Language V: Writing/Grammar .....	6
ESL 5B	College English as a Second Language V: Reading/Vocabulary .....	3
ESL 5C	College English as a Second Language V: Listening/Speaking .....	3
ESL 6A	College English as a Second Language VI: Writing/Grammar .....	6
ESL 6B	College English as a Second Language VI: Reading/Vocabulary .....	3
ESL 6C	College English as a Second Language VI: Listening and Speaking .....	3

### English as a Second Language (Non-Credit)

ESL 11CE	Vocational English as a Second Language I 0
ESL 12CE	Vocational English as a Second Language II 0
ESL 40CE	English as a Second Language-Writing/Grammar/Reading/Listening and Speaking I.....0
ESL 41CE	English as a Second Language-Writing/Grammar/Reading/Listening and Speaking II.....0
ESL 42CE	English as a Second Language-Writing/Grammar/Reading/Listening and Speaking III.....0

## Geography

### ASSOCIATE in ARTS in GEOGRAPHY

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

- 1) Recognize and articulate how geography affects their lives.
- 2) Explain the basic concepts of geography.

In order to earn the degree of Associate in Arts in GEOGRAPHY, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
TOTAL UNITS .....	19

## Geology

### ASSOCIATE in ARTS in GEOLOGY

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

- 1) Demonstrate an understanding of basic concepts of a physical science.
- 2) Demonstrate an understanding of the scientific method.
- 3) Demonstrate critical thinking.

In order to earn the degree of Associate in Arts in GEOLOGY, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
TOTAL UNITS .....	19

Recommended Electives	Units
CHEM 102 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 in HISTORY

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

- 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.

In order to earn the degree of Associate in Arts in HISTORY, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete 18 units of chosen from CORE COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
TOTAL UNITS.....	18

Recommended Electives	Units
ANTHRO 101 Human Biological Evolution.....	3
ANTHRO 102 Human Ways of Life: Cultural Anthropology.....	3
ECON 1 Principles of Economics I.....	3
ECON 2 Principles of Economics II.....	3
GEOG 2 Cultural Elements of Geography.....	3
HISTORY 37 History of African Civilization.....	3
HUMAN 1 Cultural Patterns of Western Civilization.....	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

## Interdisciplinary Studies

This curriculum is intended for students whose interest encompasses the broad scope of the liberal arts rather than a specific major.

### **ASSOCIATE in ARTS in INTERDISCIPLINARY STUDIES: ARTS and HUMANITIES, Option 1 (non-transfer)**

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.

In order to earn the degree of Associate in Arts in INTERDISCIPLINARY STUDIES: ARTS and HUMANITIES, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete 9 units selected from CORE COURSES listed below, earning grade of "C" or better in each course
- 3) Complete 9 additional units selected from ADDITIONAL REQUIREMENTS listed below, earning a grade of "C" or better in each course
- 4) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of 9 units of CORE COURSES and 9 units of ADDITIONAL REQUIREMENTS.

#### **Core Courses: (Complete 9 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
FRENCH 3 Intermediate French I.....	5
FRENCH 4 Intermediate 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
HUMAN 54	Studies in American Culture	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

**Note:** Students planning to transfer to a four-year university are advised that this curriculum may not adequately prepare them for transfer.

### ASSOCIATE in ARTS in INTERDISCIPLINARY STUDIES: ARTS and HUMANITIES, Option 2 (transfer)

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.

In order to earn the degree of Associate in Arts in INTERDISCIPLINARY STUDIES: ARTS and HUMANITIES, the student must:

- 1) Complete one of the following GENERAL EDUCATION patterns:
  - a. The CSU General Education pattern
  - b. The IGETC pattern
- 2) Complete a minimum of 18 units of REQUIREMENTS including 9 units of coursework chosen from CORE COURSES and a minimum of 9 units chosen from ADDITIONAL REQUIREMENTS, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average
- 4) Consult with a counselor to select the appropriate general education transfer pattern and for detailed information for the intended transfer institution.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

#### Core Courses: (Chose and complete 9 units)

ART 101	Survey of Art I	3
	OR	
ART 103	Art Appreciation I	3
MUSIC 101	Fundamentals of Music	3
	OR	

MUSIC 111	Music Appreciation	3
HUMAN 1	Cultural Patterns of Western Civilization	3
THEATER 110	History of the World Theater	3
	OR	
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 III	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
FRENCH 3	Intermediate French I	5
FRENCH 4	Intermediate 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
HUMAN 54	Studies in American Culture	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 the Theater	3
THEATER 270	Beginning Acting	3
THEATER 271	Intermediate Acting	2
THEATER 300	Introduction to Stage Craft	3

### ASSOCIATE in ARTS in INTERDISCIPLINARY STUDIES: SOCIAL and BEHAVIORAL SCIENCES, Option 1 (non-transfer)

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

- 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.

In order to earn the degree of Associate in Arts in INTERDISCIPLINARY STUDIES: ARTS and HUMANITIES, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete a minimum of 18 units including 9 units of coursework chosen from CORE COURSES and an additional 9 units chosen from ADDITIONAL REQUIREMENTS, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from ADDITIONAL REQUIREMENTS listed below, to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES and ADDITIONAL REQUIREMENTS.

**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 JUS 1	Introduction to Administration of Justice ....	3
ANTHRO 102	Human Ways of Life: Cultural Anthropology3	
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	Ethnic & Racial Minorities in the United States.....	3
SOC 12	Marriage and Family Life.....	3

**Note: Students planning to transfer to a four-year university are advised that this curriculum may not adequately prepare them for transfer.**

**ASSOCIATE in ARTS in INTERDISCIPLINARY STUDIES: SOCIAL and BEHAVIORAL SCIENCES, Option 2 (transfer)**

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

- 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.

In order to earn the degree of Associate in Arts in INTERDISCIPLINARY STUDIES: SOCIAL and BEHAVIORAL SCIENCES, the student must:

- 1) Complete one of the following GENERAL EDUCATION patterns:
  - a. The CSU General Education pattern
  - b. The IGETC pattern
- 2) Complete a minimum of 18 units including 9 units of coursework chosen from CORE COURSES and 9 additional units chosen from ADDITIONAL REQUIREMENTS, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from ADDITIONAL REQUIREMENTS listed below, to total 60 units with a minimum of a 2.0 grade point average
- 4) Consult with a counselor to select the appropriate general education transfer pattern and for detailed information for the intended transfer institution.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES and ADDITIONAL REQUIREMENTS.

**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 I	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	Ethnic & Racial Minorities in the United States	3
SOC 12	Marriage and Family Life	3

**Journalism**

**ASSOCIATE in ARTS in 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.

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.

In order to earn the degree of Associate in Arts in JOURNALISM, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete a balance of degree-applicable electives to total 60 units with a minimum of a 2.0 GPA.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

**Required Courses: Units**

**AA DEGREE OR CERTIFICATE REQUIREMENTS:**

Course Name/Number Course Title..... Units

**The Following Four Courses (12.0 Units):**

English 103-Composition and Critical Thinking	3
Journalism 101-Collecting and Writing News	3
Journalism 105-Mass Communications	3
Journalism 123-Convergent Journalism	3

**One of the Following Courses (3.0 Units):**

English 111-Writing for New Media	3
English 223-Creative Nonfiction	3

**The Following Internship (3.0 Units):**

English 931-Cooperative Education (Internship)	3
--	---

TOTAL UNITS..... 18.0 Units

**Recommended Electives (for Degrees only):**

Course Name/Number Course Title..... Units

Media Arts 101-Intro to Digital Film and Video Production	3
---	---

Speech 111-Voice and Articulation ..... 3  
 Humanities 1-Cultural Patterns of Western Civilization ..... 3

ENGLISH 101 College Reading and Composition I ..... 3  
 SPANISH 14 Spanish for Public Service Personnel ..... 3

## Law-Paralegal

The Paralegal Program is designed to prepare students to qualify for positions in private law firms, public and governmental agencies or law-related occupations. The curriculum will meet the needs of students preparing to assist lawyers in both civil and criminal matters. This program is not intended as preparation for Law School admission.

### ASSOCIATE in ARTS in LAW-PARALEGAL

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

- 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.

In order to earn the degree of Associate in Arts in LAW-PARALEGAL, the student must:

- 1) Complete a minimum of 18 units of GENERAL EDUCATION REQUIREMENTS listed in Plan B
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

*Note:* Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan B) and completion of the REQUIRED COURSES.

Required Courses:	Units
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
CAOT 82 Microcomputer Software Survey in the Office .....	3
TOTAL UNITS .....	36

Recommended Electives	Units
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 32 Business Communications .....	3
CAOT 34 Business Terminology .....	2

## Skill Certificate

### LAW OFFICE SPECIALIST I

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

Required Courses:	Units
BUS 5 Business Law I .....	3
BUS 6 Business Law II .....	3
CAOT 1 Computer Keyboarding I .....	3
LAW 10 Introduction to Legal Assistant .....	3
LAW 17 Legal Writing .....	3
TOTAL UNITS .....	15

## Liberal Arts

### ASSOCIATE in ARTS in LIBERAL ARTS: ADMINISTRATION of JUSTICE (non-transfer)

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

- 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.

In order to earn the degree of Associate in Arts in LIBERAL ARTS: ADMINISTRATION of JUSTICE, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete 18 units of coursework in the area of Administration of Justice, taken from CORE COURSES and ADDITIONAL REQUIREMENTS listed below, and earning a grade of "C" or higher in each course
- 3) Complete a balance of degree-applicable coursework, which may include additional courses chosen from ADDITIONAL REQUIREMENTS listed below, to total 60 units with a minimum of a 2.0 grade point average.



Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES and ADDITIONAL REQUIREMENTS.

**Core Courses (Complete 12 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

**Note:** Students planning to transfer to a four-year university are advised that this curriculum may not adequately prepare them for transfer.

**ASSOCIATE in ARTS in LIBERAL ARTS: CHILD DEVELOPMENT (non-transfer)**

Student 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 high quality care and education of young children.
- 2) Create developmentally appropriate teaching strategies, techniques, and curriculum incorporating domains of learning, health, safety, nutrition, as well as anti-bias and adaptation principles for working with children with special needs.
- 3) Evaluate, and utilize various observation and assessment methods for recording child development and family studies.
- 4) Discuss/summarize 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 respectful family and community relationships as well as maintaining effective team partnerships.

In order to earn the degree of Associate in Arts in LIBERAL ARTS: CHILD DEVELOPMENT, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete 18 units of coursework in the area of Child Development, taken from CORE COURSES and ADDITIONAL REQUIREMENTS listed below, and earning a grade of "C" or higher in each course

- 3) Complete a balance of degree-applicable coursework, which may include additional courses chosen from ADDITIONAL REQUIREMENTS listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES and ADDITIONAL REQUIREMENTS.

**Core Courses: (Choose and complete 18 units)**

CH DEV 1	Child Growth and Development .....	3
CH DEV 2	Early Childhood: Principles and Practices .....	3
CH DEV 3	Creative Experiences for Children I.....	3
	OR	
CH DEV 4	Creative Experiences for Children II.....	3
	OR	
CH DEV 7	Introduction to Early Childhood Curriculum .	3
CH DEV 10	Child Health .....	3
CH DEV 11	Home, School, and Community Relations .....	3
CH DEV 42	The Child in a Diverse Society .....	3

**Note:** Students planning to transfer to a four-year university are advised that this curriculum may not adequately prepare them for transfer.

**ASSOCIATE in ARTS in LIBERAL ARTS: COMPUTER APPLICATIONS and OFFICE TECHNOLOGY (non-transfer)**

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

- 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.

In order to earn the degree of Associate in Arts in LIBERAL ARTS: COMPUTER APPLICATIONS and OFFICE TECHNOLOGY (CAOT), the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION coursework listed in Plan A
- 2) Complete 18 units of coursework in the area of Computer Applications and Office Technology (CAOT), taken from CORE COURSES listed below, and earning a grade of "C" or higher in each course
- 3) Complete a balance of degree-applicable coursework, which may include additional courses chosen from CORE COURSES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES.

**Core Courses (Choose and complete 18 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

**Note: This degree does not prepare students for transfer. Students who are interested in transfer should consult with a counselor to select another degree.**

### **ASSOCIATE in ARTS in LIBERAL ARTS: COMPUTER SCIENCE (non-transfer)**

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

- 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.

In order to earn the degree of Associate in Arts in LIBERAL ARTS: COMPUTER SCIENCE, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION coursework listed in Plan A
- 2) Complete 9 units of coursework in the area of Computer Science, taken from CORE COURSES listed below, and 9 units chosen from ADDITIONAL REQUIREMENTS, also listed below, and earning a grade of "C" or higher in each course
- 3) Complete a balance of degree-applicable coursework, which may include additional courses chosen from ADDITIONAL REQUIREMENTS listed below, to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES and ADDITIONAL REQUIREMENTS.

#### **Core Courses (Complete 9 units):**

CO SCI 601	Introduction to Computers and Their Uses .....	3
CO SCI 602	Introduction to Computer Science .....	3
CO SCI 630	Microcomputer Application Software .....	3

#### **Additional Requirements (Choose and complete 9 additional units):**

CO SCI 608	Beginning BASIC Programming .....	3
CO SCI 617	Beginning Micro Assembly Language.....	3
CO SCI 632	Introduction to Databases .....	3

CO SCI 636	Introduction to Data Structures .....	3
CO SCI 639	Programming in C .....	3

**Note: This degree does not prepare students for transfer. Students who are interested in transfer should consult with a counselor to select another degree.**

### **ASSOCIATE in ARTS in LIBERAL ARTS: ELECTRONICS (non-transfer)**

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

- 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.

In order to earn the degree of Associate in Arts in LIBERAL ARTS: ELECTRONICS, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION coursework as listed in Plan A
- 2) Complete 18 units of coursework in the area of Electronics, taken from CORE COURSES listed below, and earning a grade of "C" or higher in each course
- 3) Complete a balance of degree-applicable coursework to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES.

#### **Core Courses (Choose and complete 18 units):**

ELECTRN 2	Introduction to Electronics .....	3
ELECTRN 8	Electron Devices .....	4
ELECTRN 41	Measurements and Testing 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+ Certificate Exam Prep .....	2

**Note: This degree does not prepare students for transfer. Students who are interested in transfer should consult with a counselor to select another degree.**

### **ASSOCIATE in ARTS in 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.

In order to earn the degree of Associate in Arts in LIBERAL ARTS with Emphasis in English, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION coursework listed in Plan A
- 2) Complete 18 units of coursework in the area of English, taken from CORE COURSES listed below, and earning a grade of "C" or higher in each course
- 3) Complete a balance of degree-applicable coursework, which may include additional courses chosen from the CORE COURSES listed below, to total 60 units with a minimum of a 2.0 grade point average.

*Note:* Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES.

**Core Courses (Choose and complete 18 units):**

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 218 Children's Literature	3
ENGLISH 234 African-American Literature	3
ENGLISH 239 Women in Literature	3

*Note: This degree does not prepare students for transfer. Students who are interested in transfer should consult with a counselor to select another degree.*

**ASSOCIATE in ARTS in LIBERAL ARTS: NATURAL SCIENCES (non-transfer)**

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

- 1) Apply the scientific method to solve a problem.
- 2) Comprehend and evaluate content relating to human body structure, function, and disease.

In order to earn the degree of Associate in Arts in LIBERAL ARTS with Emphasis in Natural Sciences, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION coursework listed in Plan A
- 2) Complete 18 units of coursework in the area of Natural Sciences, taken from CORE COURSES listed below, and earning a grade of "C" or higher in each course
- 3) Complete a balance of degree-applicable coursework, which may include additional courses chosen from

CORE COURSES listed below, to total 60 units with a minimum of a 2.0 grade point average.

*Note:* Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES.

**Core Courses (Choose and complete 18 units):**

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

*Note: This degree does not prepare students for transfer. Students who are interested in transfer should consult with a counselor to select another degree.*

**ASSOCIATE in ARTS in LIBERAL ARTS: PSYCHOLOGY of SUBSTANCE ABUSE (non-transfer)**

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

- 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.

In order to earn the degree of Associate in Arts in LIBERAL ARTS with Emphasis in The Psychology of Substance Abuse, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION coursework listed in Plan A
- 2) Complete 18 units of coursework in the area of Psychology of Substance Abuse, CORE COURSES, taken from the list below, and earning a "C" or better in each course

- 3) Complete a balance of degree-applicable coursework, which may include an additional course chosen from CORE COURSES listed below, to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES.

**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

**Note:** This degree does not prepare students for transfer. Students who are interested in transfer should consult with a counselor to select another degree.

**ASSOCIATE in ARTS in LIBERAL ARTS: REAL ESTATE (non-transfer)**

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

- 1) Pass DRE salespersons exam
- 2) Demonstrate skills necessary to work in a real estate office, including the selling and listing of properties

In order to earn the degree of Associate in Arts in LIBERAL ARTS: REAL ESTATE, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION coursework listed in Plan A
- 2) Complete 18 units of coursework in the area of Real Estate, taken from CORE COURSES listed below, and earning a grade of "C" or higher in each course
- 3) Complete a balance of degree-applicable coursework, which may include additional courses chosen from CORE COURSES listed below, to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES.

**Core Courses (Choose and complete 18 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
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

**Note:** This degree does not prepare students for transfer. Students who are interested in transfer should consult with a counselor to select another degree.

**Liberal Studies**

**ASSOCIATE in ARTS in LIBERAL STUDIES, Option 1 (non-transfer)**

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

- 1) Use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
- 2) Use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
- 3) Utilize research skills necessary to achieve educational, professional, and personal objectives.
- 4) Demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
- 5) Demonstrate practices that promote physical, mental, and emotional well-being.

In order to earn the degree of Associate in Arts in LIBERAL STUDIES, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete 18 units chosen from CORE COURSES listed below, earning a "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from CORE COURSES listed below, to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the CORE COURSES.

**Core Courses: (Choose and complete 18 units)**

ART 103	Art Appreciation .....	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 .....	3
ENGLISH 102	College Reading and Composition.....	3
ENGLISH 103	Composition and Critical Thinking.....	3
ENGLISH 218	Children's Literature .....	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 .....	3

PHYS SC 14 Physical Science Laboratory .....	1
POL SCI 1 The Government of the United States .....	3

**Note:** Students planning to transfer to a four-year university are advised that this curriculum may not adequately prepare them for transfer.

## ASSOCIATE in ARTS in LIBERAL STUDIES, Option 2 (transfer)

The Liberal Studies (Elementary Teaching Preparation) degree is designed to provide the fundamental requirements of a Liberal Studies university major, for students intending to pursue a Multiple Subject elementary teaching credential.

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

- 1) Use language (oral and written) and non-verbal modes of communication appropriate to the audience and purpose.
- 2) Use critical thinking and computational skills to analyze, synthesize, and evaluate ideas and information.
- 3) Utilize research skills necessary to achieve educational, professional, and personal objectives.
- 4) Demonstrate sensitivity to and respect for others and participate actively in group and civic decision making.
- 5) Demonstrate practices that promote physical, mental, and emotional well-being.

In order to earn the degree of Associate in Arts in LIBERAL STUDIES, the student must:

- 1) Complete one of the following GENERAL EDUCATION patterns:
  - a. The CSU General Education pattern (It is accepted by all CSU campuses, some private/independent or out-of-state universities; it is not accepted by the UC system.)
  - b. The IGETC pattern (It is accepted by all CSU campuses and most UC campuses and majors; it is also accepted by some private/independent or out-of-state universities.)
- 2) Complete a minimum of 18 units chosen from CORE COURSES, and earning a grade of "C" or better in each course
- 3) Complete a balance of transferable lower division major requirements and/or electives to total 60 units with a minimum of a 2.0 grade point average
- 4) Complete local graduation requirements, including those of Health and Physical Education
- 5) Consult with a counselor to select the appropriate general education transfer pattern and for detailed information for the intended transfer institution.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION PATTERN (CSU-GE OR IGETC) and completion of the CORE COURSES.

### 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
ENGLISH 218 Children's Literature .....	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

## Mathematics

### ASSOCIATE in ARTS in MATHEMATICS

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

- 1) Solve word problems by following the problem solving strategy method. Declare variable(s), set up equations(s), solve equations(s), and express answer as a sentence/phrase in English (with at least 70% 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).
- 5) Determine whether a pair of functions are linearly independent or dependent on the real numbers (with at least 65% success rate).

In order to earn the degree of Associate in Arts in MATHEMATICS, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION

REQUIREMENTS (Plan A) and completion of the  
REQUIRED COURSES.

Required Courses:	Units
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
TOTAL UNITS .....	18

Recommended Electives	Units
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

## Mathematics: 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).

- 5) Determine whether a pair of functions are linearly independent or dependent on the real numbers (with at least 65% success rate).

In order to earn the degree of Associate in Arts in  
MATHEMATICS: COMPUTER SCIENCE the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

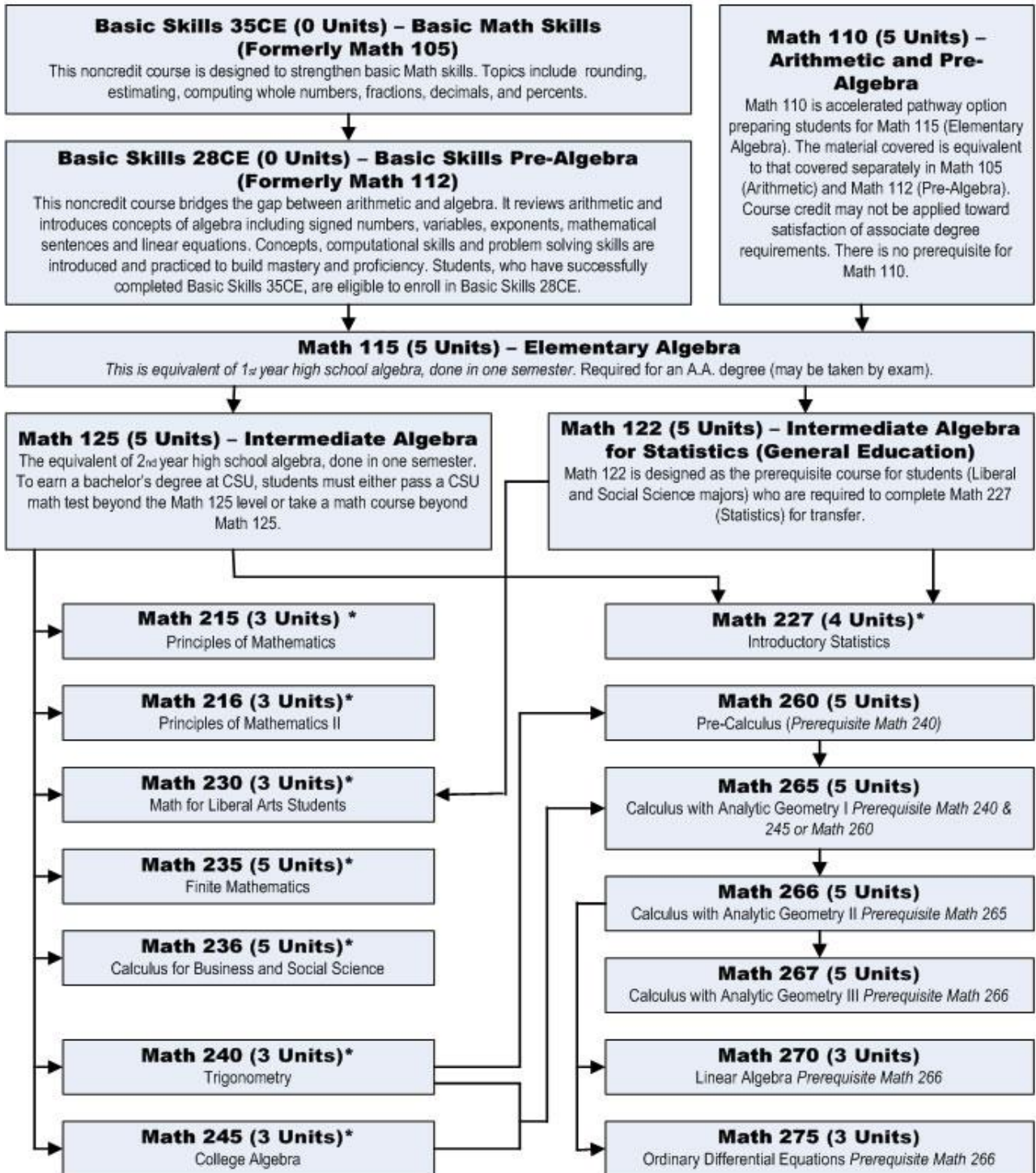
Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
TOTAL UNITS .....	21

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

# MATH SEQUENCE

## OVERVIEW OF MATH COURSES OFFERED



**\*NOTE: MATH 125 IS THE PREREQUISITE FOR MATH 215, 216, 227, 230, 235, 236, 240, & 245**

## Music

The music curriculum is designed as a two-year introduction to the fundamental disciplines of music. A study of musicianship, harmony, music appreciation, and music history, as well as instrumental and vocal instruction, is offered.

The Music Department aims to provide an atmosphere in which students can begin to equip themselves to participate in music as an art or as an avocation and to acquire the self-assurance necessary to pursue musical endeavors. The curriculum provides preparation for advanced studies in colleges and universities.

### ASSOCIATE in ARTS in 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.

In order to earn the degree of Associate in Arts in MUSIC, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete 16 units of REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete 8 additional units chosen from RECOMMENDED ELECTIVES listed below, earning a grade of "C" or better in each course
- 4) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

*Note:* Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES and RECOMMENDED ELECTIVES.

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 413 Elementary Voice III.....	2
MUSIC 411 Elementary Voice.....	2
MUSIC 412 Elementary Voice II.....	2
<b>PLUS 8 units from Recommended Electives:</b>	
MUSIC 201 Harmony I .....	3
MUSIC 202 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 .....</b>	<b>24</b>

## Nursing

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 NCLEX-RN (National Council Licensure Examination for Registered Nurses). Once passed, 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, which is located in Academic Village #104. Financial aid is available to help most students with their expenses. Aid includes tuition waivers, grants and college work-study. Additional information and assistance regarding finances is available in the Financial Aid Office in SSB 104. After successful completion of the first semester of the Nursing Program, students are eligible to take the Certified Nursing Assistant Examination and seek employment in a health care agency.

Students seeking admission to the Nursing program are required to see 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. It is a clinical facility requirement made to comply with Joint Commission on Accreditation of Healthcare Organizations.** It is to be completed once the student receives the 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 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. 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. Once admitted, a student may enroll in a class in the Nursing Program only two times. For this purpose, enrollment is defined as attending at least one class meeting. Note that a "W" is considered a fail in all Nursing courses. In line with District Nursing Discipline Committee policy, no more than one class may be repeated. 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

A student who seeks to transfer from another Nursing Education Program must meet all of the entrance and graduation requirements for the Nursing curriculum at Los Angeles Southwest College. When applying, the individual must submit the following: (1) a catalog from the previous institution. (2) An official course description and /or syllabus is required for each Nursing class that the student wishes to transfer along with (3) and an official transcript. The student is also required to provide a letter from the director of the former program. Please contact the Nursing Office (Academic Village #104) for a Transfer Recommendation Form to be submitted by the former program director. Advanced Placement credits may also be transferred. Space is limited for this type of program. Students seeking advanced placement will be asked to complete the transition course Nursing 518 with a grade of C or better.

## 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 done individually 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.

## Schedule

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.

## ASSOCIATE in SCIENCE in NURSING

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

- 1) Pass the National Council Licensure Examination for licensed registered nursing (NCLEX-RN).
- 2) Be prepared for employment as an entry level licensed registered nurse.
- 3) Use critical thinking and nursing standards to plan and deliver effective nursing care to clients with stable health conditions within structured health care settings.
- 4) Use effective written and oral communications with clients, family members and the health care team.
- 5) Provide culturally centered care that respects the clients' health beliefs, values and practices.
- 6) Demonstrate the ability to function in a collaborative manner as a member of a multidisciplinary health care team.
- 7) Demonstrate professional behaviors and practices within the legal and ethical framework of a licensed registered nurse.
- 8) Assume responsibility for ongoing learning and professional growth.

<b>Prerequisite Courses and Requirements:</b>	<b>Units</b>
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:	
*MICRO 1 Introductory Microbiology .....	5
ENGLISH 101 College Reading & Composition I .....	3
COMM 101 Oral Communication 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
MATH 115 Elementary Algebra .....	5
(or higher) or Successful completion of Math Competency Test. Completion of appropriate Chemistry prerequisite is required for R.N. Candidates (Chemistry 51 or higher)	

<b>Additional Degree Requirements:</b>	<b>Units</b>
Humanities (See Graduation Plan B) .....	3-5
Social and Behavioral Sciences (See Graduation Plan B) .....	3

**First Year Courses:**

<b><u>First 8 weeks</u></b>	<b>Units</b>
NURS 501A Fundamentals of Nursing A .....	4.5
NURS 527 Nursing Process .....	1
NURS 501B Fundamentals of Nursing B .....	4.5

**Second 8 weeks**

NURS 526 Communication in Nursing .....	1
NURS 502A Medical-Surgical Nursing A .....	4.5
NURS 503B Psychiatric Nursing .....	4.5

**Second Year Courses:**

<b><u>First 8-weeks</u></b>	<b>Units</b>
NURS 506B Maternal and Child Health Nursing (Obstetrics) .....	4.5
NURS 506A Maternal and Child Health Nursing (Pediatrics) .....	4.5
NURS 502B Medical-Surgical Nursing B .....	4.5

**Second 8 weeks**

NURS 503A Advance Medical-Surgical .....	4.5
NURS 507 Senior Seminar .....	1
<b>TOTAL UNITS .....</b>	<b>39</b>

*\*Note: Consult the Nursing Department for the sequence of nursing courses.*

*Graduates of this Nursing Program are exempt from the college general education requirement in Health.*

**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 \$3,800.00 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.

## Application and Selection Process

Students should obtain an application from the Nursing Department (Academic Village, #104), complete and return it to the 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 at [www.lasc.edu/Nursing](http://www.lasc.edu/Nursing) for application deadlines.

Approximately four to six weeks after each application deadline, new candidates will be notified of their application status.

### **ASSESSMENT TESTING FOR ADMISSION:**

All candidates are required to take the ATI (Assessment Technology Institute) TEAS (Test of Essential Academic Skills) testing, and **MUST** meet the College Benchmark score (62%). Candidates, who fail to meet the College Benchmark (62%) on the first TEAS attempt, **MUST** score 62% in all the sub areas (English, Reading, Math and Sciences) in the subsequent attempts, to be considered eligible for admission. Candidates who have taken the TEAS previously **MUST** request an official transcript to be sent to the nursing department directly from ATI.

### **SELECTION PROCESS:**

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.

### **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 and 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 ATI content mastery examinations after the completion of each course in the Nursing Program.

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.

## 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 526 Communication in Nursing .....	1
NURS 527 Nursing Process .....	1
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.

- CPR certification for health care providers, which includes adult, child, and infant airway management information and competencies.

## Pan American Studies

### ASSOCIATE in ARTS in PAN AMERICAN STUDIES

Pan American Studies majors are students transferring to a university program of the same caliber. Students will receive basic introduction into specialized areas such as Ethnic Studies, Latin American Studies, African American Studies and others.

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

- Analyze the important contributions of different cultures to the development of America as a unique entity that has global and international implications.
- Analyze the globalization process in social, political, historical, economic and cultural areas.

In order to earn the degree of Associate in Arts in PAN AMERICAN STUDIES, the student must:

- Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- Complete a balance of degree-applicable electives to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS(Plan A) and completion of the

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 Ethnic and Racial Minorities in the United States .....	3
<b>TOTAL UNITS</b> .....	<b>21</b>

Recommended Electives	Units
ADM JUS 67 Community Relations.....	3
ADM JUS 73 Law and Minority Groups.....	3
ANTHRO 102 Human Ways of Life: Cultural Anthropology .....	3
ANTHRO 185 Directed Study .....	3
ASL 1 American Sign Language I .....	4

ENGLISH 103 Composition and Critical Thinking .....	3
HISTORY 1 Introduction to Western Civilization I .....	3
HISTORY 2 Introduction to Western Civilization II .....	3
HISTORY 37 History of African Civilization .....	3
POL SCI 9 Governments and Politics in Africa .....	3
SOC 23 Issues of Manhood in US Society .....	3

## Physics

### ASSOCIATE in SCIENCE in PHYSICS

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

- Solve kine-matic problems (mechanical and electrical) (90%) using equations of dynamics, work-energy-relation, electromagnetism, and Newton's laws.
- Explain apparently obvious real-life (physical) phenomena (90%) using basic laws of Physics.
- Apply the technologies (80%) based on Physics and employed in specified fields like medicine, dentistry, architecture, etc.
- Develop logical thinking together with scientific approaches to problem solving.

In order to earn the degree of Associate in Science in PHYSICS, the student must:

- Complete a minimum of 18 units of GENERAL EDUCATION REQUIREMENTS listed in Plan B
- Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- Complete a balance of degree-applicable electives to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan B) and completion of the REQUIRED COURSES.

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>

## Political Science

### ASSOCIATE in ARTS in POLITICAL SCIENCE

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

- 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.

In order to earn the degree of Associate in Arts in POLITICAL SCIENCE, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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>

Recommended Electives	Units
COMM 101 Oral Communication 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
HUMAN 1 Cultural Patterns of Western Civilization .....	3
POL SCI 20 Race and Ethnicity in Politics.....	3
SOC 1 Introduction to Sociology .....	3
SOC 2 American Social Problems.....	3

## Psychology

### ASSOCIATE in SCIENCE in PSYCHOLOGY

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

- 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.

In order to earn the degree of Associate in Science in PSYCHOLOGY, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
<b>TOTAL UNITS</b> .....	<b>19</b>

Recommended Electives	Units
ANTHRO 101 Human Biological Evolution .....	3
OR	
CHEM 51 Fundamentals of Chemistry .....	5
MATH 227 Statistics.....	4
PHILOS 8 Deductive Logic .....	3
POL SCI 1 The Government of the United States .....	3
PSYCH 41 Life-Span Psychology: From Infancy to Old Age.....	3

### Certificate of Achievement CHEMICAL DEPENDENCY COUNSELOR

This program is designed to provide academic preparation and field experience for individuals employed or preparing for employment in public and private agencies that serve clients with alcohol and drug problems.

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

<b>Required Courses:</b>	<b>Units</b>
<b>Semester 1</b>	
PSYCH 1 General Psychology 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
<b>Semester 2</b>	
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
PSYCH 67 Counseling Techniques for the Chemically Addicted .....	3
<b>Semester 3</b>	
PSYCH 43 Principles of Group Dynamics I .....	3
<b>plus any class above not completed</b>	
<b>Semester 4</b>	
PSYCH 81 Field Work I .....	3
<b>Semester 5</b>	
PSYCH 82 Field Work II .....	3
Total Units .....	33

### **Skill Certificate CHEMICAL DEPENDENCY SPECIALIST IN CRIMINAL JUSTICE**

This is a skill set certificate program in Chemical Dependency Counseling in Criminal Justice settings. The program prepares students to work in criminal justice facilities and assist with chemical dependency issues.

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

<b>Required Courses:</b>	<b>Units</b>
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
PSYCH 65 Chemical Dependency: Intervention, Treatment, and Recovery .....	3
PSYCH 67 Counseling Techniques for Chemically Addicted .....	3
TOTAL UNITS .....	15

### **Skill Certificate RECOVERY SPECIALIST**

This is a skill set certificate program in Chemical Dependency Counseling. The program prepares students to work in chemical dependency counseling facilities to assist in the counseling process during the recovery stage.

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

- 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.

Students are required to complete each listed course with a grade of "C" or better.

<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
PSYCH 65 Chemical Dependency: Intervention, Treatment, and Recovery .....	3
PSYCH 67 Counseling Techniques for Chemically Addicted .....	3
TOTAL UNITS.....	15

### **Real Estate**

#### **Skill Certificate REAL ESTATE - APPRAISAL**

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

- 1) Prepare an appraisal of homes and offices.
- 2) Prepare a detailed narrative appraisal of income properties.

Students are required to complete each listed course with a grade of "C" or better.

<b>Required Courses:</b>	<b>Units</b>
REAL ES 9 Real Estate Appraisal I .....	3
REAL ES 10 Real Estate Appraisal II .....	3
TOTAL UNITS.....	6

## Certificate of Achievement REAL ESTATE - BROKER

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

- 1) Pass DRE broker exam, sell and list properties.
- 2) Demonstrate skills necessary to work in a real estate office and/or hire slesmen, sell and list properties.

Students are required to complete each listed course with a grade of "C" or better.

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
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
REAL ES 21 Real Estate Economics.....	3
TOTAL UNITS .....	24

### Skill Certificate REAL ESTATE - ESCROW

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

- 1) Demonstrate skills necessary to work in an escrow office and take escrows.
- 2) Prepare buyer and seller closing costs and final statements.

Students are required to complete each listed course with a grade of "C" or better.

Required Courses:	Units
REAL ES 11 Escrow Principles .....	3
REAL ES 12 Escrow Practices .....	3
REAL ES 13 Escrow Case Problems .....	3
TOTAL UNITS .....	9

### Skill Certificate REAL ESTATE - SALESPERSON

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

- 1) Pass DRE exam, begin to list, sell and rent properties.
- 2) Explain a closing statement to buyers and sellers.

Students are required to complete each listed course with a grade of "C" or better.

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
TOTAL UNITS .....	9

## Sociology

### ASSOCIATE in ARTS in SOCIOLOGY

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

- 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.

In order to earn the degree of Associate in Arts in SOCIOLOGY, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

Required Courses:	Units
SOC 1 Introduction to Sociology.....	3
SOC 2 American Social Problems .....	3
SOC 11 Ethnic & Racial Minorities in the United States .....	3
SOC 12 Marriage and Family Life.....	3
TOTAL UNITS.....	21

#### Plus 9 units from the following list Electives:

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

## Sociology

### Skill Certificate SOCIAL SERVICES

This certificate program is designed to prepare students to work in social and human services.

Student Learning Outcomes: Upon completion of this program, students should be able to:

- 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
TOTAL UNITS.....	15

## Spanish

### ASSOCIATE in ARTS in SPANISH

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.

**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.

In order to earn the degree of Associate in Arts in SPANISH, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

**Note:** Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

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
TOTAL UNITS .....	20

#### 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

## Spanish Skills Certificate

Skill Certificate  
PROFESSIONAL SPANISH

In order to earn a Skill Certificate in PROFESSIONAL SPANISH the student must complete all REQUIRED COURSES with a grade of "C" or better.

#### Required Courses: Units

SPANISH 1	
OR	
SPANISH 44 Elementary Spanish I	
OR	
Bilingual Oral and Written Expression .....	5
SPANISH 2 Elementary Spanish II .....	5
SPANISH 14	
OR	
SPANISH 24 Spanish for Public Personnel	
OR	
Spanish for Medical Personnel.....	3
OR	
SPANISH 8 Conversational Spanish .....	2
TOTAL UNITS .....	15

## Theater

The Theater Division, operating under the Department of the Arts, offers courses for students who are working toward an Associate in Arts degree in Theater, for students who are planning to transfer to a four year institution, and for students who plan to pursue a career in the professional theater.

### ASSOCIATE in ARTS in THEATER

**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.

In order to earn the degree of Associate in Arts in THEATER, the student must:

- 1) Complete a minimum of 30 units of GENERAL EDUCATION REQUIREMENTS listed in Plan A
- 2) Complete all REQUIRED COURSES listed below, earning a grade of "C" or better in each course
- 3) Complete a balance of degree-applicable electives, which may include additional courses chosen from RECOMMENDED ELECTIVES listed below, to total 60 units with a minimum of a 2.0 grade point average.

Note: Up to 6 units may be double-counted for completion of both the GENERAL EDUCATION REQUIREMENTS (Plan A) and completion of the REQUIRED COURSES.

**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.....	2
TOTAL UNITS.....	23

**Recommended Electives:**

**Units**

CINEMA 10 Introduction to Film Directing .....	3
THEATER 275 Scene Study .....	2
THEATER 385 Cooperative Education – Theater .....	3

## Non-Credit Certificates

### English Literacy and Civics

This sequence of English as a Second Language and ESL and Civics courses includes integrated skills and civic engagement and education. Students will receive instruction in speaking, listening, reading and writing from the low beginning to low intermediate levels. They will also complete the required hours of instruction (a minimum of 40 hours or a 60-hour program) necessary to apply for naturalization as a United States citizen.

#### Required Courses:

Discipline and Course #	Title
ESL NC 040CE	English as a Second Language – Writing/Grammar/Reading/Listening and Speaking - I
ESL NC 041CE	English as a Second Language – Writing/Grammar/Reading/Listening and Speaking - II
ESL NC 042CE	English as a Second Language – Writing/Grammar/Reading/Listening and Speaking - III
ESL and CIVICS 010CE	Citizenship through English - 1
ESL and CIVICS 012CE	Citizenship through English - 3
ESL and CIVICS 015CE	Citizenship through English - 6

### Job Training Preparation

Students enrolled in the Job Training Preparation certificate classes will be given instruction in basic computer literacy, basic math skills, basic English and preparation for assessment for entry/placement for job training courses/programs. Completion of this certificate program will increase the students' success in their subsequent courses.

#### Required courses:

Discipline and Course #	Title
Basic Skills 002CE	Basic English Skills
Basic Skills 023CE	College and Scholastic Assessment Preparation
Basic Skills 35CE	Basic Math Skills
Basic Skills 060CE	Basic Computer Literacy

## Graduation Requirements and Transfer Information

### Graduation Requirements

Associate in Arts or Associate in Science Degree: Please see the following pages for specific information about Plan A and Plan B.

Major requirements:

- At least 18-36 semester units of study taken in single or related disciplines.
- 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.
  
- The requirements apply to students entering for the first time. Continuing students with uninterrupted attendance and demonstrating satisfactory progress, exclusive of summer session, should refer to the graduation requirements listed in the catalog in effect at the time of their enrollment. A continuing student is one who has completed a minimum of one course per semester. Completion with a "W" will be accepted for one semester only.
  
- Students who interrupt their attendance, except as noted above, become subject to any new requirements which are in effect at the time they re-enroll.
  
- All courses that meet the major requirements of the educational programs listed in the catalog may be applied towards 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.

**UNIT REQUIREMENT:** 60-64 units of course credit in a selected curriculum.

**SCHOLARSHIP REQUIREMENT:** A "C" (2.0) grade average or better in all work attempted in the curriculum upon which the degree is based.

**COMPETENCY REQUIREMENT:** Students must demonstrate competence in reading, written expression, and mathematics. The MATH requirement may be met by achieving a grade of "C" or better in Math 125 (or higher) or on a District approved Math Competency Course, or by successfully completing the Math Competency Test. The ENGLISH requirement may be met by completing English 101, or another District approved Reading and Written Expression Competency Course, with a "C" or better.

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.

**PETITIONING FOR GRADUATION:** Upon enrollment in course work to complete general education, major and elective requirements, contact the Counseling Office for preparation of a Graduation Petition. 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. Course work taken at institutions outside of the Los Angeles Community College District must be documented with an official transcript in the Office of Admissions and Records.

### **Petition 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 the Counseling Department while in their LAST semester of classes. All coursework must be completed or in progress at the time of filing a petition to graduate.

### **Graduation Petition**

This 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.

# PLAN A

## 2013-2014

### Associate Degree General Education Requirements

**General Education Requirements:** Minimum of 30 semester units  
**Major Requirements:** Minimum of 18 units in a single or related field

Effective for all students entering fall 2009 or later, each course counted towards the major or area of emphasis must be completed with a "C" (2.0 or equivalent) or better or a "P" if the course is taken on a "pass-no pass" basis. *Please see a counselor and check the college catalog for specific major requirements.*

\*\*\*THIS FORM IS SUBJECT TO CHANGE EACH YEAR\*\*\*

#### AREA A--NATURAL SCIENCES 3 Semester Units Minimum

Anatomy 1; Anthropology 101, 103; Biology 3, 6, 9(thru Sp'11), 20; Chemistry 51, 101, 102, 211, 212; Environmental Science 1, 2; Geography 1; Microbiology 1; Physical Science 1; Physiology 1; Physics 6, 7, 11(thru Sp'11), 12(thru Sp'11) & 14(thru Sp'11), 37, 38,; Psychology 2  
(Note: Laboratory courses are underlined, laboratories are NOT required for Associate Degrees)

#### AREA B--SOCIAL AND BEHAVIORAL SCIENCES 9 Semester Units Minimum

##### B1. American Institutions (3 Semester Units Minimum)

History 11, 12, 41, 42, 43; Political Science 1

##### B2. Social and Behavioral Sciences (3 Semester Units Minimum)

Anthropology 102, 121, 133; Business 6; Child Development 1; Economics 1, 2; Education 203, 204; Environmental Studies 101; Geography 2; History 1, 2, 3, 5, 37, 52; Law 3, 13; Political Science 2, 7, 19, 20; Psychology 1, 11; Sociology 1, 2, 4, 11, 12, 45; Supervision 1

##### B3. A Minimum of 3 Additional Semester Units from B1 or B2 above

#### AREA C--HUMANITIES 3 Semester Units Minimum

American Sign Language 1, 2, 3; Anthropology 104; Art 101, 103, 104, 201, 300, 501; English 127, 211, 212, 213, 215, 218 (thru W' 11) 234, 239 (thru W'11); French 1, 3 (thru W'11), 4 (thru W'11); Humanities 1, 2, 6,31; Japanese 1 (thru W' 2011) Music 101, 111, 116, 650; Philosophy 1; Spanish 1, 2, 3, 5 (thru W'11), 6 (thru W'11), 101 (thru W'11); Theater 100, 110, 130, 240, 271, 300

#### AREA D--LANGUAGE AND RATIONALITY 12 Semester Units Minimum (1 course from each area)

##### D1. English Composition (completed with a "C" or better)

English 28 (through Summer 2009), English 101\*

##### D2. Communication and Analytical Thinking (6 Semester Units Minimum)

CAOT 35; Computer Science 601, 611, 630, 642,644,683,688; English 102, 103; Philosophy 7, (thru SU'13), 8; Psychology 91

##### D3. Communication Studies (Formerly Speech)

Communication Studies 101, 102 (thru SU'13)

##### D4. Mathematics/Quantitative Reasoning (completed with a "C" or better)

Math 115 ( through Summer 2009) 122, 125\*, 216, 227, 230, 235, 236, 245, 260, 265, 266, 267, 270, 275; Psychology 91

(\*English 101 and Math 125 required as of Fall 09; see page 2, Competency Requirements)

#### AREA E-HEALTH AND PHYSICAL EDUCATION: 3 Semester Units Minimum

##### E1. Health Education (unless exempt)

Health 11 (Nursing students are exempt from Health)

##### E2. Kinesiology (Formerly Physical Education) 1 Semester Unit Minimum, (unless exempt)

Choose any Kinesiology Activity Course 022-552, Dance Studies 814

**COMPETENCY REQUIREMENTS:**

**1. Reading and Written Expression, Met through:**

**Course/College/Exam:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**2A. Mathematics Competency, Met through:**

**Course/College/Exam:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**I. UNIT REQUIREMENT:** 60-64 units of course credit in a selected curriculum (a combination of at least 30 units of course work in general education and at least 18 units of course work in a major).

**II. SCHOLARSHIP REQUIREMENT:** A "C" (2.0) grade point average or better in all work attempted in the curriculum upon which the degree is based.

**III. COMPETENCY REQUIREMENTS:**

For all students PRIOR to Fall 2009	For all new students AS OF Fall 2009 & later
<p><b>Reading and Written Expression Competency</b>—Completion of one of the following courses (or its equivalent at another college) with a grade of "C" (2.0) or better:                      --<b>English 28, 31, 61, 62, 63, 65, 101, 363</b>                      --<b>OR</b> Journalism 101                      --<b>OR</b> competency may be met through Credit-by-Examination, as determined by each college.</p>	<p><b>Reading and Written Expression Competency</b>—May be met by completion of one of the following:                      --English 101 (or its equivalent at another college) with a grade of "C" (2.0) or better                      --<b>OR</b> competency may be met by a score of 3 or higher on one of the following AP Exams:                      English Language and Composition <b>or</b>                      English Composition and Literature                      --<b>OR</b> through Credit-by-Examination, as determined by each college                      --<b>OR</b> by achieving a score on the college assessment exam that is determined to be comparable to the satisfactory completion of English 101. That is, students who place into an English course above the level of English 101 have met the competency requirement.</p>
<p><b>Mathematics Competency</b>--Completion of one of the following courses (or its equivalent at another college) with a grade of "C" (2.0) or better:                      --<b>Math 113 &amp; 114,115, 116, 117 &amp; 118, 119, 123A &amp; B, 146, 147</b> or any higher-level mathematics course with a prerequisite of at least Math 115 or its equivalent                      --<b>OR</b> Electronics 10, 12, 14                      --<b>OR</b> General Engineering Technology 121                      --<b>OR</b> Engineering Technology 49, 50, 51                      --<b>OR</b> Statistics 1                      --<b>OR</b> Achievement of a score of 15 or higher on the District (Elementary Algebra) Mathematics Competency Examination.</p>	<p><b>Mathematics Competency</b>--Completion of one of the following courses (or its equivalent at another college) with a grade of "C" (2.0) or better:                      --Math 123C, 124A &amp; B, 125, 127 &amp; 128or any higher-level mathematics courses with a prerequisite of at least Math 125 or its equivalent                      --<b>OR</b> a passing score on the District (Intermediate Algebra) Mathematics Competency Exam                      --<b>OR</b> a score of 3 or higher on one the following AP Exams: Calculus AB <b>or</b> Calculus BC <b>or</b> Statistics                      --<b>OR</b> by achieving a score on the college assessment exam that is determined to be comparable to the satisfactory completion of intermediate algebra. That is, students who place into a math course above the level of intermediate algebra have met the competency requirement.</p>

**IV. 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.

**V. 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 first day to file a Graduation Petition follows the last day to add a class. 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.

# PLAN B

## 2013-2014

### Associate Degree General Education Requirements

**General Education Requirements:** Minimum of 18 semester units  
**Major Requirements:** Minimum of 36 units in a single or related field

Effective for all students entering fall 2009 or later, each course counted towards the major or area of emphasis must be completed with a "C" (2.0 or equivalent) or better or a "P" if the course is taken on a "pass-no pass" basis. *Please see a counselor and check the college catalog for specific major requirements.*

**\*\*\*THIS FORM IS SUBJECT TO CHANGE EACH YEAR\*\*\***

<b>AREA A--NATURAL SCIENCES</b>	<b>3 Semester Units Minimum</b>
<p>Anatomy 1; Anthropology 101, 103; Biology 3, 6, 7,9 (thru SP'11), 20; Chemistry 51, 101, 102, 211, 212; Environmental Science 1 (as of sp'10), 2 (as of sp'13); Geography 1; Geology 1 &amp; 6; Microbiology 1; Physical Science 1; Physiology 1; Physics 6, 7, 11 (thru SP' 11), 12(thru SP'11) &amp; 14 (thru SP'11), 37, 38, 39; Psychology 2</p> <p><i>(Note: Laboratory courses are underlined; laboratories are <b>NOT</b> required for Associate Degrees)</i></p>	
<b>AREA B--SOCIAL AND BEHAVIORAL SCIENCES</b>	<b>3 Semester Units Minimum</b>
<p><b>B1. American Institutions</b>            History 11, 12, 41, 42, 43; Political Science 1</p>	
<b>AREA C--HUMANITIES</b>	<b>3 Semester Units Minimum</b>
<p>American Sign Language 1, 2, 3; Anthropology 104; Art 101, 103, 104, 201, 300, 501; English 127, 211, 212, 213, 215, 218 (thru W'11),234, 239 (thru W'11); French 1, 3 (thru W'11), 4 (thru W'11); Humanities 1, 2, 6, 31; Japanese 1 (thru W'11); Music 101, 111, 116, 650; Philosophy 1; Spanish 1, 2, 3, 5 (thru W'11), 6 (thru W'11),101 (thru W'11); Theater 100, 110, 130, 240, 271, 300</p>	
<b>AREA D--LANGUAGE AND RATIONALITY</b>	<b>6 Semester Units Minimum</b>
<p><b>D1. English Composition (3 Semester Units Minimum)</b> <span style="float: right;"><i>(1 course from each area)</i></span>            English 28 (thru su'09), English 101*</p> <p><b>D2. Communication and Analytical Thinking (3 Semester Units Minimum)</b>  <b>a: Mathematics/Quantitative Reasoning (completed with a "C" or better)</b>            Math 115 (thru su'09), 122, 125*, 216, 227, 230, 235, 236,245, 260, 265, 266, 267, 270, 275;            Psychology 91</p> <p style="text-align: center;">Or</p> <p><b>b: A passing score on the Math Competency Test and one of the following:</b>            Computer Science 601,611, 642, 644,683, 688; English 102 (as of Fall'05), 103; Philosophy 7 (thru SU'13) Philosophy 8; Psychology 91 (as of Fall'12), Communication Studies (Formerly Speech) 101, 102(thru Su'13)</p> <p><i>(*English 101 and Math 125 required as of Fall 09; see page 2, Competency Requirements)</i></p>	
<b>AREA E-HEALTH AND PHYSICAL EDUCATION:</b>	<b>3 Semester Units Minimum</b>
<p><b>E1. Health Education (unless exempt)</b>            Health 11 <i>(Nursing students are exempt from Health)</i></p> <p><b>E2. Kinesiology (Formerly Physical Education)1 semester Unit Minimum, (unless exempt)</b>            Choose any Kinesiology Course: Kinesiology 022-552; Dance Studies 814</p>	

**VI. UNIT REQUIREMENT:** 60-64 units of course credit in a selected curriculum (a combination of at least 30 units of course work in general education and at least 18 units of course work in a major).

**VII. SCHOLARSHIP REQUIREMENT:** A "C" (2.0) grade point average or better in all work attempted in the curriculum upon which the degree is based.

**VIII. COMPETENCY REQUIREMENTS:**

For all students PRIOR to Fall 2009	For all new students AS OF Fall 2009 & later
<p><b>Reading and Written Expression Competency</b>—Completion of one of the following courses (or its equivalent at another college) with a grade of "C" (2.0) or better:            --<b>English 28, 31, 61, 62, 63, 65, 101, 363</b>            --<b>OR</b> Journalism 101            --<b>OR</b> competency may be met through Credit-by-Examination, as determined by each college.</p>	<p><b>Reading and Written Expression Competency</b>—May be met by completion of one of the following:            --English 101 (or its equivalent at another college) with a grade of "C" (2.0) or better            --<b>OR</b> competency may be met by a score of 3 or higher on            one of the following AP Exams:            English Language and Composition <b>or</b>            English Composition and Literature            --<b>OR</b> through Credit-by-Examination, as determined by each college</p>
<p><b>Mathematics Competency</b>--Completion of one of the following courses (or its equivalent at another college) with a grade of "C" (2.0) or better:            --<b>Math 113 &amp; 114, 115</b>, or any higher-level mathematics course with a prerequisite of at least math 115 or its equivalent            --<b>OR</b> Achievement of a score of 15 or higher on the District (Elementary Algebra) Mathematics Competency Examination.</p>	<p><b>Mathematics Competency</b>--Completion of one of the following courses (or its equivalent at another college) with a grade of "C" (2.0) or better:            --Math 125 or any higher-level mathematics courses with a prerequisite of at least math 125 or its equivalent            --<b>OR</b> a passing score on the District (Intermediate Algebra) Mathematics Competency Exam            --<b>OR</b> a score of 3 or higher on one the following AP Exams: Calculus AB <b>or</b> Calculus BC <b>or</b> Statistics            --<b>OR</b> complete the college assessment exam in mathematics and achieve a score determined comparable to satisfactory completion of intermediate algebra (Math 125). That is, students who place into a mathematics course above the level of intermediate algebra have met the competency requirement.</p>

**I. ACADEMIC RESIDENCE REQUIREMENTS:** A minimum of 12 of the units used toward the degree must be completed in residence at Los Angeles Southwest College. The governing Board may make exceptions when it determines that an injustice or undue hardship would be placed on the student.

**II. 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 first day to file a Graduation Petition follows the last day to add a class. 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.

For further information please see a counselor.



## 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
- AS-T Early Childhood Education

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.

### **Articulation Agreements**

Articulation agreements identify coursework completed at one institution that meets the requirements of another institution for major preparation, general education, or transferable units. Most articulation agreements are between a community college and a university, but there are also agreements between universities. Articulation agreements are agreed upon by both institutions involved in transferring course credits. Articulation agreements with the CSU and UC systems may be accessed on [www.assist.org](http://www.assist.org).

Courses that are approved for CSU-GE and IGETC credit are listed in two ways in the catalog. You may find the complete lists for each within the University Transfer Information section of the catalog. You may also find the CSU-GE and/or IGETC designations in the “Course Descriptions,” section of the catalog. They are listed below the title for each individual qualified course. For example:

**PHILOSOPHY:**  
8 Deductive Logic (3) UC:CSU  
**CSU-GE Area A3 (Critical Thinking)**

**ART:**  
103 Art Appreciation I (3) UC:CSU  
**IGETC Area 3 (Arts)**  
**CSU-GE Area C1 (Arts)**

For additional information on Articulation Agreements, visit the following websites:

For CSU - [www.csumentor.edu](http://www.csumentor.edu)

For UC - [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)

For all - [www.californiacolleges.edu](http://www.californiacolleges.edu) and [www.assist.org](http://www.assist.org)

### **Lower Division Required Courses by Major**

Courses required in the Major for transfer to a university are listed below the Associate degree requirements, beginning on page 29 of the catalog. Usually only one university’s requirements are listed, as a representative example. You may find the list of most major requirements by going to the website [www.assist.org](http://www.assist.org). Here is what you do:

- See “Explore Transfer Information”
- Select “Los Angeles Southwest College”
- See “Agreements with Other Campuses”
- Select a university
- “Select a Major” to see the requirements to be taken at LASC for transfer to that university

Not all universities list all transfer majors. If you do not see the information you wish, please see a counselor in General Counseling. For more information, visit the Transfer Center Counselor in SSB 229.

### **Choosing the Correct Classes**

Make sure that the courses you take for transfer are:

- 1) listed in the catalog and schedule as CSU-GE or IGETC courses, and/or
- 2) listed as part of your major.

*If not, the UC:CSU designation represents **only elective credit**.*

Students should always go to [www.assist.org](http://www.assist.org) to confirm how each college's course will be accepted at a particular four-year college or university for transfer credit. Counselors can help students interpret or explain information.

### **State College Certification**

When you are in your last semester of classes for transfer, request a transcript (Admissions Office), and on the request, check the box for **State College Certification/IGETC**. By doing so, your record is sent to the university of your choice with the guarantee that you will not have to take any additional undergraduate lower division general education requirements.

### **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 began your studies at 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 also generally made on the basis of the Course Description and hours studied.

### **For Further Information**

See a counselor in General Counseling in Student Services Building (SSB) 227 or see the transfer counselor in Student Services Building (SSB) 229.

# IGETC

## 2013-2014

### INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

The IGETC curriculum is recommended for transfer to a UC or CSU. All Areas must be completed with "C" or better.

+ Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a counselor.

\* Indicates that the course is listed in more than one area but shall NOT be certified in more than one area.

#### AREA 1-ENGLISH COMPOSITION

**CSU: 3 courses required, 1 each 1A, 1B & 1C;--UC: 2 courses required, 1 each, 1A and 1B**

**1A. English Composition, 1 course (3 semester units)**

English 101

**1B. Critical Thinking-English Composition, 1 course (3 semester units)**

English 102, 103

**1C. Communication Studies Formerly Speech (CSU requirement only), 1 course (3 semester units)**

Communication Studies 101

#### AREA 2-MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

**1 course (3 semester units minimum)**

Mathematics 227, 230, 235◇, 236◇, 245◇, 260◇, 265◇, 266◇, 267, 270, 275

#### AREA 3-ARTS AND HUMANITIES (9 semester units minimum)

**3 courses, with at least 1 course from 3A, and 1 course from 3B, and a third course from 3A OR 3B**

**3A. Arts:** Art 101, 102, 103, 104; Music 111, Music 116; Theater 100, 110

**3B. Humanities:** English 211, 212, 213, 234, 239; French 2\*, 3\*, 4\*;

Humanities 1; Philosophy 1; Spanish 2\*, 3\*, 4\*, 5\*, 6\*

#### AREA 4- SOCIAL AND BEHAVIORAL SCIENCES

**At least 3 courses from at least 2 disciplines (9 semester units)**

Administration of Justice 63; Anthropology 102, 133; Economics 1, 2; Environmental Studies 101;

Geography 2; History 41\*, 42\*, 43\*, 52; Political Science 1, 2, 7, 19, 20

Psychology 1, 41◇; Sociology 1, 2, 11

#### AREA 5- PHYSICAL AND BIOLOGICAL SCIENCES

**At least 2 courses, 1 5A, Physical Science course and 1 5B, Biological Science course; at least 1 course must include a laboratory; laboratory classes are underlined (7 units minimum)**

**5A. Physical Science:** Chemistry 51◇, 101, 102, 211, 212; Environmental Science 1; Geography 1; Geology 1 & 6; Physical Science 1◇ & 14; Physics 6◇, 7◇, 11◇, 12◇ & 14◇, 37◇, 38◇, 39◇

**5B. Biological Science:** Anatomy 1◇; Anthropology 101; Biology 3◇, 5◇, 6, 7, 9, 20◇; Microbiology 1; Physiology 1◇; Psychology 2

#### AREA 6- LANGUAGES OTHER THAN ENGLISH (UC Requirement ONLY, 1 course required)

**Proficiency equivalent to two years of high school study in the same language**

American Sign Language 1, 2, 3; French 1, 2\*, 3\*, 4\*; Spanish 1, 2\*, 3\*, 4\*, 5\*, 6\*

#### AREA 7- CSU GRADUATION REQUIREMENTS IN U.S. HISTORY, CONSTITUTION AND

**AMERICAN IDEALS (NOT part of IGETC; may be completed prior to transfer)**

**2 courses (6 units); 1 course from 7A and 1 course from 7B**

**7A. Historical Development of American Institutions and Ideals:** History 11◇\*, 12◇\*, 41◇\*, 42◇\*, 43◇\*

**7B. US Constitution & Government/California State & Local Government:** Political Science 1\*

◇ Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a counselor.

\* Indicates that the course is listed in more than one area but shall NOT be certified in more than one area.

## **LOS ANGELES SOUTHWEST COLLEGE IGETC 2013-2014 INFORMATION**

**What is the Intersegmental General Education Transfer Curriculum certification plan?** The Intersegmental General Education Transfer Curriculum (IGETC) is a program of coursework that allows students to fulfill 37 units of lower-division general education requirements for either the UC or CSU system prior to transfer.

**What is IGETC certification?** IGETC Certification is the process used by Los Angeles Southwest College to verify the completion of the Intersegmental General Education Transfer Curriculum for transfer to either the University of California or the California State University system. In order to be fully certified by this college, students must complete the entire IGETC curriculum. Although not part of the IGETC, Los Angeles Southwest College will also certify the completion of the CSU US History, Constitution and American Ideals graduation requirement.

**What is the value of transferring with certification?** Completion of the IGETC requirements will allow a student to transfer from a California community college to a UC or CSU without the need, after transfer, to take additional lower division general education courses. At the discretion of the university granting the degree, the course may be counted as Fulfilling this requirement and counted toward General Education.

**Must the entire IGETC program be completed in order for a student to be certified under IGETC?** Yes. All coursework applicable to the IGETC must be completed and certified prior to transfer in order for it to be accepted by the UC and CSU system. Certification for CSU must include completion of the oral communication requirement (SPEECH 101 or 102 or 121). For UC certification, the foreign language requirement must be satisfied.

**Is a minimum grade required in all courses used for IGETC certification?** Yes. Both the UC and CSU require a grade of "C" or better in all courses used for the IGETC. Up to 15 units of coursework in which a "credit" or "pass" is received may be certified, providing either is equivalent to a grade of "C" or better.

**What will happen if the IGETC is not completed prior to transferring to a UC or CSU campus?** If the IGETC is not completed prior to transfer, students will be subject to the lower-division transfer requirements of the campus to which they transfer. These requirements vary from campus to campus but may require that the student take additional general education classes.

**Do courses taken at another college count toward certification?** If courses taken at another college are being used towards certification, Los Angeles Southwest College will place the courses in the IGETC areas identified by the offering college. Courses taken at 4-year institutions must be equivalent to courses offered at Los Angeles Southwest College. These courses will be placed in the subject areas in which the comparable LASC courses fit into this IGETC pattern. Courses completed at foreign institutions are not acceptable except for certification of competence in a language other than English. Students using two years of high school foreign language to satisfy the UC "Language Other Than English" requirement (IGETC Area 6) must have official copies of high school transcripts on file. This requirement may also be met by providing official documentation showing satisfactory completion, with the equivalent of a "C" grade or better, of two years of formal schooling at the sixth grade level or higher at an institution where the language of instruction was not English. Exam results used to meet this requirement must be on file at Los Angeles Southwest College.

**When do students apply for certification?** Students should apply for IGETC certification at the end of their last semester; students should generally not request certification until all IGETC requirements have been completed. The last college attended completes the certification.

**Where do students apply for certification?** Students complete the IGETC certification form with a Counselor; the student is responsible for turning the certification form in to the Office of Admissions and Records.

**What do students do to notify the CSU or UC of the certification?** Students must complete the Transcript Request form in the Office of Admissions and Records, requesting the final transcript to be sent to their chosen CSU or UC. They must check the box "State College Certification/IGETC." The record of the areas of certification will then be listed on the transcript that is sent to the university.

**NOTE: Completion of IGETC is not the same as completing major preparatory coursework.**

**Web Addresses of ALL Universities of California:** [www.ucop.edu](http://www.ucop.edu) & [www.californiacolleges.edu](http://www.californiacolleges.edu) & [www.csumentor.edu](http://www.csumentor.edu)

**On line UC applications and status checks:** [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)

**Individual UC Web Addresses:**

UC Berkeley: <a href="http://www.berkeley.edu">www.berkeley.edu</a>	UC Riverside: <a href="http://www.ucr.edu">www.ucr.edu</a>
UC Davis: <a href="http://www.ucdavis.edu">www.ucdavis.edu</a>	UC Santa Cruz: <a href="http://www.ucsc.edu">www.ucsc.edu</a>
UC Irvine: <a href="http://www.uci.edu">www.uci.edu</a>	UC Santa Barbara: <a href="http://www.ucsb.edu">www.ucsb.edu</a>
UC Los Angeles: <a href="http://www.ucla.edu">www.ucla.edu</a>	UC San Diego: <a href="http://www.ucsd.edu">www.ucsd.edu</a>
UC Merced: <a href="http://www.ucmerced.edu">www.ucmerced.edu</a>	UC San Francisco: <a href="http://www.ucsf.edu">www.ucsf.edu</a>

**For further information, please see a counselor.**

# CSU-GE

## 2013-2014

### CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION CERTIFICATION

**NOTE:** The CSU-GE curriculum is recommended for students planning to transfer to a Cal State University.

#### AREA A- ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING AREA A- ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING 3 courses (9 semester units)

Choose one course from each group.

**A1 Communication Studies (formerly Speech, completed with a "C" or better for CSU admission)**

Communication Studies 101, 102, 121

**A2 Written Communication (completed with a "C" or better for CSU admission)**

English 101

**A3 Critical Thinking (completed with a "C" or better for CSU admission)**

English 102, 103; Philosophy 8

#### AREA B-SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING 3 courses (9 semester units minimum)

Choose one course from each group.

*At least one laboratory course must be completed to satisfy the **Laboratory Activity**; laboratory courses are underlined.*

**B1 Physical Science**

Chemistry 51, 101, 102, 211, 212; Environmental Science 1; Geography 1; Geology 1 & 6; Physical Science 1 & 14; Physics 6, 7, 11, 12 & 14, 37, 38, 39

**B2 Life Science**

Anatomy 1; Anthropology 101; Biology 3, 5, 6, 7, 9, 20; Microbiology 1; Physiology 1; Psychology 2

**B4 Mathematics/Quantitative Reasoning (completed with a "C" or better for CSU admission)**

Math 215, 227, 230, 235, 236, 240, 245, 260, 265, 266, 267, 270, 275

#### AREA C-ARTS AND HUMANITIES 3 courses (9 semester units minimum)

Choose one course from C1, one from C2, and one from either C1 or C2.

**C1 Arts (Art, Cinema, Dance, Music, Theater)**

Art 101, 102, 103, 104, 201, 300, 501; Music 111; 116  
Theater 100, 110

**C2 Humanities (Literature, Philosophy, Languages Other than English)**

American Sign Language 1, 2; English 211, 212, 213, 218, 234, 239; French 1, 2, 3, 4; Humanities 1, 2, 6; 31; Japanese 1; Philosophy 1; Spanish 1, 2, 3, 4; Communication Studies 130

#### AREA D-SOCIAL SCIENCES 3 courses (9 semester units)

Choose three courses from at least two different disciplines.

**D0 Sociology and Criminology**-Administration of Justice 63; Sociology 1, 2, 11

**D1 Anthropology and Archeology**-Anthropology 102, 133

**D2 Economics**-Economics 1, 2,

**D3 Ethnic Studies**-History 41, 42, 43; Political Science 20; Sociology 11;

**D4 Gender Studies**-History 52; Political Science 19

**D5 Geography**-Geography 2

**D6 History**-History 1, 2, 5, 11, 12, 41, 42, 43, 52;; Humanities 6

**D7 Interdisciplinary Social or Behavioral Science**-Child Development 1; Education 204;  
Environmental Studies 101

**D8 Political Science, Government and Legal Institutions**-Administration of Justice 1, 2;  
History 11, 12; Law 3; Political Science 1, 2, 7, 19, 20

**D9 Psychology**-Psychology 1, 11, 14, 41

#### AREA E-LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT 1 course (3 semester units minimum)

Family and Consumer Studies 21; Health 11; Personal Development 20; Kinesiology 201\*, 303\*\*, 334\*, 251\*, 552\*\*, 345\*, 701\*\*; Psychology 3, 41; Sociology 12

**NOTE:** \* = 1 unit; \*\* = 2 units

#### AREA F- CSU U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS Graduation Requirement

**2 courses (6 semester units)**

**NOTE:** The CSU system accepts the following courses in fulfillment of its United States History, Constitution and American Ideals requirement.

**Choose 1 course from F1 and 1 course from F2.**

**F1 Historical Development of American Institutions and Ideals**

History 11, 12, 41, 42, 43

**F2 US Constitution and Government/California State and Local Government**

Political Science 1

**What is the CSU General Education Certification plan?** The CSU GE plan is a program of coursework that allows students to fulfill 39 units of general education requirements prior to transfer.

**What are the CSU transfer admission requirements?** Students may qualify to transfer to California State Universities when they have completed a minimum of 60 transferable units with a grade point average of 2.0 or better. While courses with a grade of "D" are acceptable to fulfill areas, a minimum grade of "C" is required in Areas A1, A2, A3 and B4 in order to qualify for admission.

**What is the value of transferring with certification?** Completion of the California State University General Education (CSU-GE) requirements will allow a student to transfer from a California community college to a Cal State University without the need, after transfer, to take additional lower division general education courses.

**Must the entire CSU GE certification plan be completed prior to transfer?** No. Students who do not fulfill requirements for all of the areas may request "partial certification" of the GE plan. Only the completed areas will be certified. After transfer, students will be subject to the general education requirements in non-certified areas of the CSU campus they attend.

**When do students apply for certification?** Students should apply for CSU certification at the end of their last semester.

**Where do students apply for certification?** Students complete the CSU GE certification forms with a Counselor; the student is responsible for turning the certification form in to the Office of Admissions and Records.

**Do courses taken at another college count towards certification?** If courses from another college are being used towards certification, Los Angeles Southwest College will place the courses in the CSU areas identified by the offering college. Courses taken at 4-year institutions must be equivalent to courses offered at Los Angeles Southwest College. Courses from accredited out-of-state institutions may also be used. Courses taken at a foreign institution may not be certified.

**What do students do to notify the CSU or UC of the certification?** Students must complete the Transcript Request form in the Office of Admissions and Records, requesting the final transcript to be sent to their chosen CSU or UC. They must check the box "State College Certification/IGETC" on the transcript request form. The record of the areas of certification will then be listed on the transcript that is sent to the university.

**Web Address for all Cal State Universities:** [www.csumentor.edu](http://www.csumentor.edu)

**Individual CSU Web Addresses:**

CSU Bakersfield: [www.csusb.edu](http://www.csusb.edu)

CSU Channel Islands: [www.csuci.edu](http://www.csuci.edu)

Chico State: [www.csuchico.edu](http://www.csuchico.edu)

CSU Dominguez Hills: [www.csudh.edu](http://www.csudh.edu)

CSUEastBay: [www20.csueastbay.edu](http://www20.csueastbay.edu)

CSU Fresno: [www.csufresno.edu](http://www.csufresno.edu)

CSU Fullerton: [www.fullerton.edu](http://www.fullerton.edu)

CSU Humboldt: [www.humboldt.edu](http://www.humboldt.edu)

CSU Long Beach: [www.csulb.edu](http://www.csulb.edu)

CSU Los Angeles: [www.calstatela.edu](http://www.calstatela.edu)

California Maritime Academy: [www.csum.edu](http://www.csum.edu)

CSU Monterey Bay: [www.csumb.edu](http://www.csumb.edu)

CSU Northridge: [www.csun.edu](http://www.csun.edu)

Cal Poly Pomona: [www.csupomona.edu](http://www.csupomona.edu)

Sacramento State: [www.csus.edu](http://www.csus.edu)

CSU San Bernardino: [www.csusb.edu](http://www.csusb.edu)

San Diego State: [www.sdsu.edu](http://www.sdsu.edu)

San Francisco State: [www.sfsu.edu](http://www.sfsu.edu)

San Jose State: [www.sjsu.edu](http://www.sjsu.edu)

Cal Poly SLO: [www.calpoly.edu](http://www.calpoly.edu)

CSU San Marcos: [www.csusm.edu](http://www.csusm.edu)

Sonoma State: [www.sonoma.edu](http://www.sonoma.edu)

CSU Stanislaus: [www.csustan.edu](http://www.csustan.edu)

**For further information, please see a counselor.**



## University of California, Los Angeles (UCLA) and Other Universities of California

### Admission as a Transfer Student - Minimum Admission Requirements

As a student who is transferring from a California community college to the University of California system, you must:

- A. Complete 90 quarter units or 60 semester units of transferable college credit with a grade point average of at least 2.4 earned in transferable courses. No more than 14 semester/21 quarter units may be taken Pass/Not Pass, and;
- B. Complete the following course pattern requirement, earning a grade of C or better in each course:
  - two transferable college courses (3 semester or 4-5 quarter units each) in English composition, and;
  - one transferable college course (3 semester or 4-5 quarter units) in mathematical concepts and quantitative reasoning, and;
  - four transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, the physical and biological sciences.
- C. Complete the Intersegmental General Education Transfer Curriculum (IGETC) or UCLA general education requirements. IGETC is highly recommended for all majors except those in the Henry Samueli School of Engineering and Applied Science and the School of Nursing.

### Nonresidents

The minimum admission requirements for nonresident transfer applicants are the same as those for residents, except that nonresidents must have a grade point average of 2.8 or higher in all transferable college coursework.

### Transfer GPA

The average GPA of transfer students admitted to UCLA is 3.5, and most students who are admitted have completed most or all of the preparatory coursework for their majors. The average GPA varies widely by campus and by major throughout the UC system. Consult with a Counselor to learn about the GPA that may be required for admission to particular campuses and majors. The GPA is only one factor by which an applicant is evaluated. Other factors, such as course patterns, are also important.

### Admission by Exception

If a student does not meet the regular admission requirements, he/she may be eligible for Admission by Exception. He/She will have to demonstrate the ability and potential to succeed at the University. Requests for consideration for Admission by Exception should be discussed in the personal statement portion of the application for admission. It is recommended to contact the Admissions Office of the campus to which the student is applying in order to receive more information.

## **General Education Requirements**

General Education requirements are designed to give University undergraduates a broad background in all major academic disciplines--natural sciences, physical sciences, social sciences, humanities and fine arts. The General Education requirement, sometimes called the breadth requirement, lists the specific courses the student must take or number of credit hours that must be earned in each discipline.

Each school and college at every UC campus has its own General Education requirements. With careful planning, the student can meet much of the lower division requirement while attending community college. The student also has the option of completing the Intersegmental General Education Transfer Curriculum (IGETC) to satisfy the lower division General Education requirements at any UC campus.

See a Counselor for specific information regarding transferring to: UC Berkeley, UC Davis, UC Irvine, UC Los Angeles, UC Merced, UC Riverside, UC San Diego, UC San Francisco, UC Santa Barbara and UC Santa Cruz.



**2014 - 2015**

**General Education Requirements for Transfer  
to USC from LA Southwest College**

Students planning to transfer to the University of Southern California (USC) are suggested to complete between 30 and 64 transferable units, though there is no minimum number of transfer units. When applying, it is necessary to submit both high school and college transcripts along with the application packet. **It is recommended that students take at least one course in each of the categories indicated below.**

Legend: C=Completed, IP=In Progress, R=Remaining		C	IP	R
<b>USC Category</b>	<b>Courses at LA Southwest College</b>			
<b>I Western Cultures and Traditions</b>	<b>Art 101, 102; History 1, 2; Humanities 1, 31</b>  Courses must focus broadly on Greco-Roman or Judeo-Christian traditions through the modern European era, with at least a two-century span (e.g., Western Civilization).			
<b>II Global Cultures and Traditions</b>	<b>Anthropology 102, 133; History 37; Humanities 2</b>  Courses can focus on cultures and civilizations in Africa, Asia, Latin America, the Middle East, Native America or Russia. Courses should cover the impact of historical development on current geopolitics, and enable the student to articulate the role played by cultural differences. Cultural Anthropology fulfills this category.			
<b>III Scientific Inquiry (requires a lab)</b>	<b>Biology 3, 6, 7; Chemistry 101; Geology 1 with 6 Physical Science 1 with 14; Physics 6, 37</b>  Courses should focus on basic scientific principles and their development. Introductory science courses with a lab, such as biology, chemistry or physics, fulfill this category. The first course in the major sequence, or a course for non-majors, is acceptable, so long as the course is not remedial. Labs may not be taken online.			
<b>IV Science and its Significance</b>	<b>Must be completed at USC</b>  This course focuses on a particular area of research using perspectives from many scientific disciplines to show connections among fields and potential real-world uses and consequences.			
<b>V Arts and Letters</b>	<b>English 211, 212, 213, 234</b>  Courses must involve analysis of literature, art, music, drama, cinema, or photography, or of works written by (not about) philosophers. Most literature courses taught in English fulfill the category, as do many "appreciation of" art, music and cinema courses.			
<b>VI Social Issues</b>	<b>Must be completed at USC</b>  Courses focus on local, national and international problems, and on developing the analytical skills to understand them in a broad context. There is a writing course co-registered with each course and a companion series of evening lectures.			

## Other General Education Transfer Requirements to USC from LA Southwest College

Legend: C=Completed, IP=In Progress, R=Remaining		C	IP	R
USC Category	Courses at LA Southwest College			
<b>Writing</b>	<p><b>English 102, English 103</b> <i>(Note: English 101 does NOT meet the USC writing requirement.)</i></p> <p>Transfer students generally take two English composition courses before transferring. A second semester writing course (equivalent to WRIT 130 on the USC/LASC articulation agreement) typically fulfills the lower-division writing requirement. In addition, all USC students must take an upper division writing course at USC prior to graduation (WRIT 340).</p>			
<b>Foreign Language</b>  <b>(Not all USC majors have a foreign language requirement.)</b>	<p><b>French 3, 4; Spanish 1, 2, 5; Japanese 1</b> <i>(Note: For certain majors; see a counselor)</i></p> <p>Most degree programs require three semesters of foreign language study. (The International Relations major requires the equivalent of a fourth semester.) Courses that fulfill the third- or fourth-level requirement if completed after graduating from high school are noted above.</p> <p>Students who do not complete the equivalent of USC's third-semester course before transferring must take USC's placement examination to determine the appropriate level of entry.</p>			
<b>Mathematics</b>	<p><b>Math 215, 216, 227, 230, 235, 236, 245, 260, 265, 266, 267, 270, 275</b> <i>(Note: Math 266 &amp; 267 must both be taken to equal USC's MATH 126 and/or MATH 226.)</i></p> <p>To be admitted to USC, students are expected to have completed a minimum of three years of mathematics in high school, including Advanced Algebra (with a grade of "C" or better) or Intermediated Algebra at the college level (with a grade of "C" or better). USC majors in the sciences, social sciences, business, architecture and engineering require specific mathematics courses and achievement beyond this level. If lower-division mathematics courses are required by the major, the student is advised to complete them early in the college studies prior to admission to USC.</p>			
<b>Diversity</b>	<p><b>English 239; History 42, 43, 52; Political Science 20 Sociology 1, 11</b></p> <p>Diversity requirement courses address social problems, status, or relations among groups differing in age, disability, ethnicity, gender, language, race, religion, sexual orientation or social class, as those issues are relevant to students in the United States today. The requirement is designed to provide the student with the background knowledge and analytical skills to understand and respect differences among such groups of people as well as the potential resources and conflicts arising from these dimensions of human diversity. Diversity courses are often taught in an ethnic studies or gender studies department,</p>			

As of August 2013

To view the complete Articulation Agreement between this college and USC, see the website [www.usc.edu/articulation](http://www.usc.edu/articulation).

Many majors have additional admissions requirements. See "Transferring to USC" at [www.usc.edu/transferring](http://www.usc.edu/transferring) or contact the Office of Admission (213-740-111).

## 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

Most programs do not require a university or college degree, but a minimum of 12 units must be completed at this institution, and all certificate courses must be completed with a grade of “C” or better. Many programs include special introductory courses for students at a beginning level; advanced classes usually have prerequisites which provide the necessary background information.

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.

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.**

### Cooperative Education

The COOP ED Program combines on-the-job experience with regular classroom instruction. It is designed to expand skills and knowledge and to improve self-understanding by integrating classroom study with planned supervised work experience.

The COOP ED Program is based on the principle that well-educated individuals develop most effectively by synthesizing related education and work experience. These structured experiences in business, industry, government and human services add enrichment to college studies which enhance the student’s total development. It is called Cooperative Education (COOP ED) The educational objectives are carefully planned and coordinated with the student’s employer to provide realistic employment experience. The objectives are:

1. To provide opportunity for the student to secure employment on a part-time or full-time basis.
2. To gain realistic work experience that is meaningfully related to the student’s college study program.
3. To provide the student opportunity to acquire knowledge, skills, and attitudes essential for successful employment.
4. To create a partnership among student, college, and employer.

## Benefits of Cooperative Education (COOP ED)

The Student:

1. Has the opportunity to learn or improve employment skills under actual working conditions.
2. Gains perspective on career goals through application of classroom theory to “real life experience.”
3. Builds self-identity and confidence as a worker through individual attention given by instructor/coordinators and employers.
4. Has the opportunity to test personal abilities in work environments.
5. Has a more realistic approach to the job market.
6. Will gain a better understanding of human relations.
7. Will learn to apply Management by Objectives (MBO).
8. May refer to work experience education on future job applications.
9. Benefits financially while learning.
10. Can possibly begin a career earlier.

### Student Qualifications

There are two plans for COOP ED:

#### A. Parallel Plan

Pursue a planned program based on measurable learning objectives as agreed with COOP ED Instructor/Coordinator.

#### B. Occupational Work Experience

Prerequisite: Approval of Work Experience Director

A program of on-the-job learning experience for students employed in a **JOB RELATED** to an occupationally-oriented major in which no work experience course is offered. May be repeated three times for a maximum of 16 units.

### General Requirements for both plans:

1. May earn from 1 – 4 units in either plan. Units are based on the number of hours worked per week. 5 – 9 hours = 1 unit, 10 – 14 hours = 2 units, 15 – 19 hours = 3 units and 20 hours or more = 4 units.
2. Experience can be paid or volunteer
3. Must be enrolled in a minimum of seven (7) units at Los Angeles Southwest College including CO-OP ED units.

### Campus Procedure

Work experience credit is obtained by enrolling in Cooperative Education classes. Information for Cooperative Education classes is listed in the Schedule of Classes each semester.

### Cooperative Education Credit Guide

#### University of California: Approved Cooperative Education Subject Areas

University of California policy provides that a maximum of six (6) semester units of Cooperative Education courses completed in the subject areas listed below may be applied toward the University of California 60 unit admission requirement.

African-American Studies	Humanities
Agriculture	Jewish Studies
Anthropology	Linguistics

Art	Mathematics
Astronomy	Meteorology
Biology	Microbiology
Botany	Mineralogy
Chemistry	Music
Chicano Studies	Oceanography
Communication Studies	
Economics	Philosophy
Education	Physical Education
Engineering	Physics
English	Physiology
Environmental (Environmental Studies)	Political Science
Family & Consumer Studies	Psychology
Foreign Languages	Recreation
Statistics	Social Science
Geology	Sociology
History	Geography
	Theater
	Zoology

### **California State University: Approved Cooperative Education Subject Area**

Los Angeles Community College District policy provides that a maximum of eight (8) semester units in Cooperative Education courses completed in the subject areas listed below may be applied toward the California State University 60 unit admission requirement.

Accounting	Industrial Arts
Administration of Justice	Jewish Studies
African-American Studies	Journalism
Agriculture	Law
Air Conditioning Technology	Linguistics
Aircraft Electronics Technology	Management
Animal Husbandry	Mathematics
Anthropology	Mechanical Drafting
Architecture	Medical Record Science
Art	Merchandising Display (Visual Merchandising & Display)
Astronomy	Merchandising (Marketing)
Aviation Maintenance Technician	Meteorology
Biology	Microbiology
Broadcasting	Mineralogy
Business	Music
Business Data Processing	Natural Resources Management
Chemistry	Nursing
Chicano Studies	Oceanography
Child Development	Office Administration (Secretarial Science)
Cinema	
Commercial Art	
Communication Studies	

Computer Maintenance Technician	Philosophy
Computer Science – Information Technology	Photography
Dairy Husbandry	Photography, Commercial (Photography-T)
Drafting	Physical Education
Economics	Physics
Education	Physiology
Electronics	Political Science
Electronics Technician	Psychology
Electronics Technology	Public Service
Engineering	Real Estate
English	Recreation
Environmental Science (Environmental Sign Studies)	Respiratory Therapy
Graphics	Restaurant Management
Family and Consumer Studies	Social Science
Fire Science	Sociology
Foreign Languages	Statistics
Geography	Technical Illustration
Geology	Television
Health	Theater
History	Transportation
Humanities	Urban Planning
	Water Systems
	Technology
	Zoology

## **eLearning and Distance Learning**

The technology for eLearning has undergone rapid changes in the last decade. The College 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. Southwest'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) and Instructional Television (ITV), 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 Southwest 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 the College 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 Southwest 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. When you are ready to enroll in an online class, just visit the Online Classes website at <http://online.lasc.edu>.

### Online Courses and Programs

The College offers online classes in the following disciplines:

Anthropology

Art

Biology

Business

Child Development

Computer Applications Office Technologies

Computer Science – Information

Technology

English

Health

History

Humanities

Microbiology

Music

Personal Development

Political Science

Psychology

Sociology

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.

### 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

1. Complete an Honors Program application and essay

2. 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.
3. Submit a letter of recommendation from a LASC instructor
4. 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.

### **Instructional Television (ITV)**

Each semester, the Instructional Television program of the Los Angeles Community College District (LACCD) presents, a variety of transferable undergraduate level-college credit courses via television. Instructional Television courses are convenient, flexible and especially suitable for college students needing to supplement their on-campus program or to add classes for those times when campus attendance is not possible.

Students enroll online or by mail, view telecourse lessons at home, complete reading and study assignments, attend seminars held on weekends at a LACCD near their home, and take a midterm

and final exam. An instructor with office hours and phone times is assigned to each telecourse. The students enrolled in Instructional Television classes keep in touch with faculty by telephone, voice mail, e-mail, U.S. mail, and fax, as well as at the seminars. Students who are taking only classes with ITV apply for financial aid through the Mission College Financial Aid Office. Interested students are invited to contact Instructional Television at (818) 833-3594 or visit their web page at [www.lamission.edu/ITV](http://www.lamission.edu/ITV).

## Course Descriptions

Most Southwest classes are for-credit courses. All 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. 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 course 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 of 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.

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

## Academic Preparation (ACAD PR) (Noncredit)

Student Learning Outcome: Upon the completion 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.

## 05CE Language Arts: Reading Non-Fiction (0) NC

*Prerequisite: None*

*Lecture: 5 hours*

This course reviews the most common writing patterns that are generally found in college textbooks. The organization of ideas is studied in conjunction with the strategies with which the reader can improve reading comprehension in various subject areas using college textbooks.

## Accounting (ACCTG)

### 1 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).*

### 2 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.

### 15 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.

### 21 Bookkeeping and Accounting I (3) UC:CSU

*Recommended: Business 38*

*Lecture: 3 hours*

This course introduces the fundamentals of double-entry bookkeeping, preparation of the trial balance, adjusting journal entries, worksheets and simple financial statements, use of controlling accounts, and an introduction to merchandising. This course is for the student who wishes a slower pace than Introductory Accounting or needs only a basic understanding of the accounting cycle.

*Note: Accounting 21 (3), when taken with Accounting 22 (3), is equivalent to Accounting 1 (5).*

### 22 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).*

### 25 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.

## **Administration of Justice (ADM JUS)**

### **1 Introduction to Administration of Justice (3) UC:CSU**

*CSU-GE Area D8*

*Prerequisite: None*

*Lecture: 3 hours*

This course discusses the philosophy and history of law enforcement; provides an overview of crime and police problems; organization and jurisdiction of local, state, and federal law enforcement agencies; and surveys professional career opportunities and qualifications required for entry into a career in Administration of Justice.

### **2 Concepts of Criminal Law (3) UC:CSU**

*CSU-GE Area D8*

*Recommended: Administration of Justice 1*

*Lecture: 3 hours*

This course provides an overview of the historical and philosophical foundations of law, and covers the classifications, structure, definitions, and the most frequently cited sections of penal codes and other criminal statutes.

### **3 Legal Aspects of Evidence (3) CSU**

*Prerequisites: Administration of Justice 1 and 2*

*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.

### **4 Principles and Procedures of the Justice System (3) CSU**

*Recommended: Administration of Justice 2*

*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.

### **5 Criminal Investigation (3) CSU**

*Prerequisite: 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.

### **6 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.

### **7 Traffic Control (3) CSU**

*Prerequisite: None*

*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.

### **8 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.

### **14 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.

### **16 Recruitment Selection Process (3) CSU**

*Prerequisites: None*

*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.

## 62 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, classification of fingerprints, the taking of fingerprints, searching and filing procedures, and laboratory work in the classroom.

## 63 Introduction to Criminology (3) UC:CSU

*CSU-GE Area D0*

*IGETC Area 4J*

*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.

## 67 Community Relations I (3) UC:CSU

*Prerequisite: None*

*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.

## 73 Law and Minority Groups (3) CSU

*Prerequisite: None*

*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.

## 75 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.

## 83 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.

## 310 Field Work I (3) CSU

*Prerequisite: None*

*Lecture: 3 hour*

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 livescanned, 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.

## American Sign Language (ASL)

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

- 1) Distinguish between deaf and hearing culture, compare and contrast basic elements of deaf culture to hearing culture and how American Sign Language is important to the formation and cohesion of deaf culture.
- 2) Develop basic ASL conversational skills through observation of natural language users to reinforce skills learned during class. The student will be able to demonstrate functional/notional discourse behavior to convey appropriate expressive use of the language including: conversational openers, greetings, identifying, introductions; use of classifiers, Non-Manual Behaviors (NMB) and character shifting.

## 1 American Sign Language I (4) UC:CSU

*(Formerly Special Education 20)*

*IGETC AREA 6A*

*Prerequisite: None*

*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.

*Note: Corresponds to the first two years of high school study.*

## **2 American Sign Language II (4) UC:CSU**

*(Formerly Special Education 25)*

*IGETC AREA 6A*

*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.

## **3 Advanced American Sign Language III (4) UC:CSU**

*(Formerly Special Education 31)*

*IGETC AREA 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 (ANATOMY)**

### **1 Introduction to Human Anatomy (4) UC:CSU**

*IGETC AREA 5B*

*CSU-GE Area B2 and B3*

*Prerequisite: None.*

*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**

*(Formerly Anthropology 1)*

*IGETC AREA 5B*

*CSU-GE Area B2*

*Prerequisite: None*

*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**

*(Formerly Anthropology 2)*

*IGETC AREA 4A*

*CSU-GE Area D1*

*Prerequisite: None*

*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**

*Prerequisite: None*

*Lecture: 3 Hours*

This course is an introduction to the concepts, theories, and methods of anthropological 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) CSU**

*Prerequisite: None*

*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).

### **121 Religion, Magic & Witchcraft (3) UC: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.

### **133 Peoples and Cultures of Africa (3) UC:CSU**

*(Formerly Anthropology 10)*

*IGETC AREA 4A*

*CSU-GE Area D1*

*Prerequisite: None*

*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 (ART)**

Enrollment in these courses is limited in any similar activity to a maximum of three repeats for a total of four (4) enrollments, regardless of the repeatability of individual courses. The activity limitation also applies to courses which are not repeatable in themselves but for which similar activities exist. For example, there are several course titles in Art, Music, Theater, and Physical Education which are considered to be the same activity. A student may enroll four times in courses which are considered to be the same activity, such as twice in Theater 279, Musical Theater (RPT3), and twice in Theater 280, Musical theater Workshop (RPT3). Any combination may be used as long as 4 enrollments in one activity are not exceeded.

### **101 Survey of Art History I (3) UC:CSU**

*(Formerly Art1)*

*IGETC AREA 3A*

*CSU-GE Area C1*

*Recommended: English 28*

*Lecture: 3 hours*

A study is made of the historical development of Western art from the prehistoric through the Gothic periods as well as from selected Non-Western cultures. Attention is given to an analysis of the work of each period and culture.

### **102 Survey of Art History II (3) UC:CSU**

*(Formerly Art 2)*

*IGETC AREA 3A*

*CSU-GE Area C1*

*Recommended: English 28*

*Lecture: 3 hours*

A study is made of the historical development of Western art from the Renaissance through the 21st Century with attention given to an analysis of the works of each period.

### **103 Art Appreciation I (3) UC:CSU**

*(Formerly Art 3)*

*IGETC AREA 3A*

*CSU-GE Area C1*



*Lecture: 3 hours.*

This is a cultural course designed to acquaint the general student with the art products of our civilization and to provide a basis and an understanding of the fundamental art principles expressed in both the useful and the fine arts. Emphasis is placed on understanding the creative process and developing a basis for critical judgment (prehistoric through Gothic works).

### **104 Art Appreciation II (3) UC:CSU**

*IGETC AREA 3A*

*CSU-GE 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**

*(Formerly Art 20)*

*CSU-GE Area C1*

*Prerequisite: None.*

*Lecture:2 hours; Lab: 2 hours*

This course provides an introduction to drawing theory and practice. Great works of the human imagination will be explored and studied in relation to drawing techniques. Uses of line and space systems (including linear perspective and light logic) are developed and employed to define three dimensional space.

### **202 Drawing II (3) UC:CSU**

*(Formerly Art 21)*

*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.

### **300 Introduction to Painting (3) UC:CSU**

*(Formerly Art 22)*

*CSU-GE Area C1*

*Prerequisite: None*

*Lecture:2 hours; Lab: 2 hours*

This is an introductory course in painting covering the basic skills and techniques in oil, acrylic, and watercolor. Emphasis is on principles relating to composition and color.

### **307 Oil Painting I (3) UC:CSU**

*(Formerly Art 27)*

*Prerequisite: None.*

*Lecture:1 hour; Lab: 5 hours*

This is an introductory course in oil painting and covers the basic skills and techniques. Problems are presented which are important to the understanding of painting as a means of expressing formal concepts.

### **308 Oil Painting II (3) UC:CSU**

*(Formerly Art 28)*

*Prerequisite: Art 307*

*Lecture:1 hour; Lab: 5 hours*

This course is a continuation of Art 307, Oil Painting I. Emphasis will be on individually conceived projects in oil painting.

### **309 Oil Painting III (3) UC:CSU**

*(Formerly Art 29)*

*Prerequisite: Art 308*

*Lecture: 1 hour; Lab: 5 hours*

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**

*(Formerly ART 11)*

*CSU-GE Area C1*

*Prerequisite: None*

*Lecture: 2 hours; Lab: 2 hours*

This course introduces the fundamentals of two-dimensional composition. A study is made of line, shape, value, texture, color, and the pictorial organization of these and other elements and principles of Art.

### **502 Beginning Three-Dimensional Design (3) UC: CSU**

*Prerequisite: None*

*Lecture: 2 Hours; Lab: 2 Hours*

This class introduces the principles of three-dimensional design utilizing a variety of techniques and materials. Exercises will be given in geometric and biomorphic shapes. Various mediums and fabrication techniques will be explored, including foam board, wood, found objects, wire, modeling clay and plaster. Design theory is integrated with historical and cultural foundation. Students develop analytical visual skills and critical awareness.

## Basic Skills (BSICSKL) (NonCredit)

Student Learning Outcome: Upon the 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.

### 002CE Basic English Skills (0)

*Prerequisite: None.*

*Lecture: 3 hours*

This course is for students with limited knowledge of standard English structure. Emphasis is on basic grammatical forms and functions. Vocabulary development is included for increased expression, especially in speaking and writing.

### 023CE College and Scholastic Assessment Preparation (0)

*Prerequisite: None*

*Lecture: 4 hours*

This course is 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.

### 028CE Basic Skills Pre-Algebra (0)

*Prerequisite: None*

*Lecture: 3 hours*

This noncredit 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.

### 35CE Basic Math Skills (0)

*Prerequisite: None*

*Lecture: 2 hours; Lab: 1 hour*

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions and decimals.

## Biology (BIOLOGY)

### 3 Introduction to Biology (4) UC:CSU

*IGETC AREA 5B*

*CSU-GE Area B2 and B3*

*Prerequisite: None*

*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.

### 5 Introduction to Human Biology (4) UC:CSU

*IGETC AREA 5B*

*CSU-GE Area B2 and B3*

*Prerequisite: None*

*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.

### 6 General Biology I (5) UC:CSU

(Offered in the Fall semester only)

*IGETC AREA 5B*

*CSU-GE Area B2 and 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.

### 7 General Biology II (5) UC:CSU

(Offered in the Spring semester only)

*IGETC AREA 5B*

*CSU-GE Area B2 and 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.

## **20 Human Anatomy and Physiology (8) UC:CSU**

*IGETC AREA 5B*

*CSU-GE Area B2 and 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.*

## **33 Medical Terminology (3) CSU**

*Prerequisite: None*

*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.

## **Business (BUS)**

### **1 Introduction to Business (3) UC:CSU**

*Prerequisite: None*

*Lecture: 3 hours*

Introduction to the various forms of business. The student will study business management, organization, financing and marketing and will also become acquainted with the risks involved in business and with government's role in business.

### **5 Business Law I (3) UC:CSU**

*Prerequisite: None*

*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.

### **6 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.

### **38 Business Computations (3) CSU**

*Prerequisite: None*

*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)**

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

- 1) Using problem-solving skills, solve problems related to chemistry.
- 2) Interpret, predict and use Chemical reactions.
- 3) Name chemical compounds
- 4) Perform laboratory methods, follow chemical procedures, maintain a laboratory notebook and write a lab report.

- 5) Determine and analyze chemical structures using spectroscopy, and predict physical and chemical properties.

### **51 Fundamentals of Chemistry I (5) UC:CSU**

*IGETC AREA 5A*

*CSU-GE Area B1 and B3*

*Corequisite: Math 115 or previous enrollment*

*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*

*CSU-GE Area B1 and 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.

*Note: This course may not be offered each semester. Consult the current class schedule.*

### **102 General Chemistry II (5) UC:CSU**

*IGETC AREA 5A*

*CSU-GE Area B1 and 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.

*Note: This course may not be offered each semester. Consult the current class schedule.*

### **211 Organic Chemistry for Science Majors I (5) UC:CSU**

*IGETC AREA 5A*

*CSU-GE Area B1 and 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.

*Note: This course may not be offered each semester. Consult the current class schedule.*

### **212 Organic Chemistry for Science Majors II (5) UC:CSU**

*IGETC AREA 5A*

*CSU-GE Area B1 and 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 mechanism 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.

*Note: This course may not be offered each semester. Consult the current class schedule.*

## **Child Development (CH DEV)**

### **1 Child Growth and Development (3) UC:CSU**

*CSU-GE Area D7,*

*Prerequisite: English 21*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **2 Early Childhood: Principles and Practices (3) CSU**

*Co-Requisites: Child Development 1 (or previous enrollment) and English 28 (or previous enrollment)*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **3 Creative Experiences for Children I (3) CSU**

*Prerequisites: Child Development 1 and 2, English 28*

*Limitation on Enrollment: TB Test Verification required*

*Lecture: 3 hours*

This course involves the development of techniques for stimulating creative educational experiences for young children. Values and benefits of early childhood school experiences involving art, dramatic play, creative movement, and tactile experiences are emphasized. The role of creative play in development and the creative approach to planning and learning are stressed.

### **4 Creative Experiences for Children II (3) CSU**

*Prerequisites: Child Development 1 and 2, English 28*

*Limitation on Enrollment: TB Test Verification required*

*Lecture: 3 hours*

This course involves the development of techniques for stimulating creative educational experiences for young children. Values and benefits of developmentally appropriate early childhood school experiences involving creative language arts, creative mathematics, creative science, creative social studies, and the role of creative play in development and the creative approach to program planning and learning are stressed.

### **7 Introduction to Curriculum in Early Childhood Education (3) CSU**

*Prerequisites: Child Development 1 and 2, English 28*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **8 Curriculum in Early Childhood Education (3) CSU**

*Prerequisite: Child Development 1, 2, and 7; English 28*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **10 Health, Safety and Nutrition (3) CSU**

*Prerequisite: TB Test Verification*

*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.

### **11 Child, Family and Community (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This course is designed to bring about understanding, appreciation, and cooperation between the school and the home. Methods of involving the community and utilizing the resources in the school situation are discussed. Factors relating to conducting parent conferences and community meetings are discussed.

### **22 Practicum in Child Development I (4) CSU**

*Prerequisites: Child Development 1, 2, 3 and 4 or 7 and 8; English 28*

*Limitation on Enrollment: TB Test Verification required*

*Lecture: 2 hours; Lab: 8 hours*

Students are assigned to an approved Child Development program to demonstrate developmentally appropriate early childhood teaching competencies under guided supervision. 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 and learning.

### **30 Infant & Toddler Studies I (3) CSU**

*Recommended: English 21*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **31 Infant & Toddler Studies II (3) CSU**

*Recommended: English 21*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **34 Observing and Recording Children's Behavior (3) CSU**

*Prerequisites: Child Development 1*

*Recommended: English 21*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **35 Fostering Literacy Development in Young Children (3) CSU**

*Limitation on Enrollment: TB Test Verification required*

*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.

### **36 Literature for Early Childhood (1) CSU**

*Prerequisite: None*

*Lecture: 1 hour*

This is a survey course of literature suitable for children ages 2-6. The emphasis is on techniques of literature selection and presentation. Also, the student is exposed to storytelling (with visual aids where feasible), literature particularly suited to the pre-school and school-age child, and the early development of desirable attitudes toward reading.

### **38 Administration and Supervision of Early Childhood Programs I (3) CSU**

*Prerequisites: Child Development 1, 2 and English 28*

*Lecture: 3 hours*

This course prepares the student to establish and administer an early childhood program. Financial aspects of administration and regulations pertaining to administration are

emphasized. The course partially fulfills the licensing requirements for the director.

### **39 Administration and Supervision of Early Childhood Programs II (3) CSU**

*Prerequisite: Child Development 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, building family partnerships, and leading with emotional intelligence.

### **42 Teaching in a Diverse Society (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This course introduces the student to the social foundations and theory of multicultural and anti-bias education and instruction. The philosophy, principles, and methods related to teaching young children from diverse backgrounds are explored. Multicultural materials, media, activities, and

curriculum plans are examined. A critical component of this course is the development of positive attitudes regarding gender equity and children with special needs.

### **44 Early Intervention for Children with Special Needs (3) CSU**

*Limitation on Enrollment: TB Test Verification required*

*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.

### **45 Programs for Children with Special Needs (3) CSU**

*(Formerly "Programs for Exceptional Children")*

*Recommended: English 21*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **46 School Age Programs I (3) CSU**

*Recommended: English 21*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **47 School Age Programs II (3) CSU**

*Recommended: English 21*

*Limitation on Enrollment: TB Test Verification required*

*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.

### **48 Positive Guidance in Early Childhood Settings (3) CSU**

*Recommended: English 21*

*Limitation on Enrollment: TB Test Verification required*

*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 children including children with special needs.

### **65 Adult Supervision/Early Childhood Mentoring (2)**

*Prerequisites: Child Development 1 and 2,*

*Recommended: English 21*

*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 Oral Communication I (3) UC:CSU**

*IGETC Area 1C*

*CSU-GE 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.

## **Computer Applications Office Technologies (CAOT)**

*(Formerly Office Administration)*

### **1 Computer Keyboarding I (3) CSU**

*Prerequisite: None.*

*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

### **1A Computer Keyboarding IA (1)**

*Prerequisite: None*

*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.

### **2 Computer Keyboarding II (3) CSU**

*Prerequisite: CAOT 1*

*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.

### **3 Computer Keyboarding III (3) CSU**

*Prerequisite: CAOT 2*

*Lecture: 2 hours; Lab: 3 hours*

The student further develops his/her speed and accuracy to at least 50-55 words per minute. The student learns more of producing specialized forms and reports, such as legal and accounting papers. The course specifically emphasizes shortcuts in handling of materials, statistical input, and development of "thinking at the computer keyboard."

### **5 Introduction to Computerized Medical Records Management (1) RPT 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.

### **8 Computerized Office Records Management (1) RPT 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.

### **31 Business English (3) CSU**

*Prerequisite: None*

*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.

### **33 Records Management and Filing (2)**

*Prerequisite: None*

*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.

### **34 Business Terminology (2) CSU**

*Prerequisite: None*

*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.

### **35 Concepts In Information Systems (3) CSU**

*Prerequisite: None*

*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).

### **64 Computer Applications and Office Technologies Laboratory (1) Pass/No Pass RPT 3**

*Prerequisite: None*

*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.

### **82 Microcomputer Software Survey in the Office (3) CSU**

*Prerequisite: None*

*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). Student 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.

### **84 Microcomputer Office Applications: Word Processing (3) CSU**

*Prerequisite: CAOT 1.*

*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.



## **85 Microcomputer Office Applications: Spreadsheet (3) CSU**

*Prerequisite: None.*

*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.

## **97 Internet for Business (3)**

*Prerequisite: None*

*Lecture: 2 hours; Lab: 3 hours*

Introduction to the Internet for Office Administration (3) Lecture 3 hour; Laboratory 2 hours. Acceptable for credit, California State University 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, applications of filters, integration of text, and the combining of images.

## **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)**

*Prerequisite: None*

*Lecture: .5 hour; Lab: 1.5 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)**

*Prerequisite: None*

*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 eCommerce, recognize the evolution of eCommerce, and have an understanding of aspects pertinent to selling and marketing on the Internet. Students will research current eCommerce trends and topics such as b2b and b2c. Successful eCommerce case studies will be analyzed in the class.

## **Computer Science and Information Technology (CO SCI)**

### **(CAOT). 600 Practical PC and Career Technologies (1)**

*Prerequisite: None.*

*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.

### **601 Introduction to Computers and Their Uses (3) UC:CSU**

*(Formerly Computer Science 1)*

*Prerequisite: None.*

*Lecture: 3 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.

### **602 Introduction to Computer Science (3) UC:CSU**

*(Formerly Computer Science 3)*

*Prerequisite: 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.

### **607 Programming Logic and Design (3) CSU**

*Prerequisite: 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.

## **608 Beginning BASIC Programming (3) UC:CSU**

*(Formerly Computer Science 32)*

*Prerequisite: 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).

## **609 Beginning Java Programming (3) CSU**

*Prerequisite: 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.

## **611 Cyber Security I (3) CSU**

*Recommended: 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.

## **621 Certified Internet Webmaster Associate (CIWA): Internet Fundamentals (3) CSU**

*Prerequisite: 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).*

## **622 Certified Internet Webmaster Associate (CIWA): Web Page Authoring Fundamentals (3) CSU**

*Prerequisite: 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*

## **623 Certified Internet Webmaster Associate (CIWA): Networking Fundamentals (3) CSU**

*Prerequisite: 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).*

## **630 Microcomputer Application Software (3) CSU**

*(Formerly CO SCI 29)*

*Prerequisite: 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.

## **632 Introduction to Databases (3) CSU**

*(Formerly CO SCI 48)*

*Prerequisite: 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.

## **636 Introduction to Data Structures (3) UC:CSU**

*Prerequisite: Computer Science 639*

*Lecture: 2 hours, Lab: 2 hours*

Introduction to the study of data structures formed from primitive data types; the role of abstract data types (including stacks, queues, lists, trees, and graphs) and their definitions, implementation and application in program design and algorithms that use them; recursion; use of complexity analysis in evaluating algorithms.

*NOTE: This course conforms to the ACM Freshman-Sophomore level Data Structures (CS2) course.*

## **641 Computer Forensics I (3) CSU**

*Prerequisite: 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.

## **642 Computer Forensics II- Investigating Hard Disk, File and Operating Systems (3) CSU**

*Prerequisite: 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 (CHFII). 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.

## **644 Computer Forensics IV (3) CSU**

*Prerequisite: 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 (CHFII). This course covers investigating computer network forensics, network traffic, Web attacks, router forensics, Denial of Service (DoS) attacks, 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.

## **660 Business Systems Design (3) CSU**

*Prerequisite: 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 system. Emphasis are 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, document and transfer modern day information systems. The case study approach is used throughout the course.

## **681 Computer Networking I (4) CSU**

*Prerequisite: Computer Science 601*

*Lecture: 3 hours; Lab 3: 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.

## **682 Computer Networking II (4) CSU**

*Prerequisite: 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.

## **683 Principles of Information Security (3) CSU**

*Prerequisite: 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.

## **688 Computer Project (2) CSU**

*Prerequisite: 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.

## **691 Computer Programming Laboratory (1) (CSU)**

*Prerequisite: None*

*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 Technology (CO TECH)**

### **1 Introduction to Computers for Technicians (4) CSU**

*Prerequisite: Computer Science 601*

*Lecture: 3 hours; Lab 3: hours*

In this first course for the computer technology majors, students will learn about the architecture, layout of motherboards, and the physical aspects of computer hardware including the peripherals, and key elements of Microsoft office and low-level programming.

## **Cooperative Education (COOP ED)**

Cooperative Education is offered in all major subject areas. This allows the student to obtain transferable credit in specific subjects. Up to eight units are transferable to four-year institutions.

Cooperative Education is offered for one, two, three, or four units per semester, depending on the number of hours worked per week. Students receive one unit of credit for each 5 hours he/she works on the job per week; the maximum

number of units is four given for 20 or more hours on the job each week.

Cooperative Education may be taken for four semesters, regardless of the number of units taken per semester. A maximum of 16 units may be earned.

The following is an example in the area of CAOT. A student may register for one unit (CAOT 911), two units (CAOT 921),

three units (CAOT 931), or four units (CAOT 941). The course numbers remain the same, regardless of the number of semesters taken.

See Cooperative Education in the Instructional Program section of the catalog.

## **Dance Studies (DANCEST)**

### **814 Dance Production I (2) CSU**

*Prerequisite: None*

*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.

## **Developmental Communication (DEV COM)**

### **20 Fundamentals of Reading and Writing (6)**

*Recommended: Dev Com 28*

*Lecture: 6 hours*

This course introduces essential and effective reading strategies and study skills. Emphasis is on phonics and word parts, dictionary use, parts of speech, reading fluency and reading comprehension

### **21 Fundamental of Writing (3)**

*Prerequisite: None*

*Lecture: 3 hours*

Developmental Communications 21 develops students' skills in English grammar and punctuation essential to writing. Students will gain skills in writing sentences according to structure and form and in paragraph development.

### **23 Reading and Study Improvement (3)**

*Prerequisite: None*

*Lecture: 3 hours; Lab: 1 hour*

This course introduces essential and effective reading strategies and study skills. Emphasis is on reading comprehension, vocabulary development, spelling patterns, and study skills.

## **Economics (ECON)**

### **1 Principles of Economics I (3) UC:CSU**

*IGETC AREA 4*

*CSU-GE Area D2*

*Prerequisite: None*

*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, antitrust policy in a globalized economy.

### **2 Principles of Economics II (3) UC:CSU**

*IGETC Area 4*

*CSU-GE Area D2*

*Prerequisite: None*

*Lecture: 3 hours*

This is an introductory course in the principles of macroeconomics 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)**

### **1 Introduction to Teaching (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This course explores effective teaching styles and strategies. Students learn about the history of our nation's education system and contemporary educational issues. Larger societal issues are also included as they pertain to the education system. Students will create and present a lesson plan.

## **6 Methods and Materials of Tutoring (1)**

*Prerequisite: None*

*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) CSU**

*Prerequisite: None*

*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**

*Prerequisite: None*

*Lecture: 3 hours*

This course will examine issues facing local, national, regional, and global communities. The workshop format of this course will allow for the investigative study of 'Global Citizenship,' encapsulating the social, environmental, cultural, political, economic, cross-border, international, and human rights issues that affect real people in countries and local communities, which surround us. Students will have the opportunity to experience, experiment and reflect on their role as global citizens.

## **205 Diversity in Teaching: Teaching for Diverse Populations (3) CSU**

*Prerequisites: Education 1; 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*

*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.

## **931 Cooperative Education- Education (3) CSU**

*Prerequisites: None*

*Lecture: 3 hours*

Education is approved for Cooperative Education, Work Experience, and Internships. See listing under Cooperative Education.

## **Electronics (ELECTRN)**

### **2 Introduction to Electronics (3) CSU**

*Prerequisite: None*

*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.

### **8 Electron Devices (4) CSU**

*Lecture: 3 hours; Lab: 3 hours*

This course imparts knowledge of semiconductor, electron devices including diodes, transistors, silicon –controlled rectifiers (SCR), solar cells, modules and photovoltaic panels, and their application in electronic circuits such as amplifiers, switches, power supplies, oscillators, IC chips, DC/AC power control, and conversion of sunlight to usable electric power.

### **15 Survey of Computer Electronics (3) CSU**

*Prerequisite: None*

*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.

### **41 Measurement and Testing Laboratory I (1) RPT3**

*Prerequisite: None*

*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.

### **56 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.

### **57 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)**

*Prerequisites: None*

*Lecture: 3 hours; Lab: 1 hour*

This first Course on COMPUTER SERVICING imparts knowledge of computer architecture including system box, Motherboard, Processor(CPU),Hard Disk, DVD/CD, Semiconductor Memory(RAM/ROM),Expansion Slots, USB/Parallel/Serial ports used for connecting external(peripheral)devices like mouse, Keyboard and Printers. It provides a solid foundation for students to learn and practice the basics of configuring, maintaining, upgrading and servicing of computers.

### **112 Computer Operating Systems (4) CSU**

*Prerequisite: None*

*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**

*Prerequisite: None*

*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)**

*Prerequisite: None*

*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 (2) CSU**

*Prerequisite: None*

*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.

### **131 Statics (3) UC: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) UC: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 structure, 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.

## **Engineering Graphics & Design (EGD TEK)**

### **101 Engineering Graphics (3) UC:CSU**

*Prerequisite: None*

*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.

## English (ENGLISH)

Upon registering, the student needs to provide evidence of one of the following:

- (1) Appropriate results on the computerized placement assessment, which includes multiple measures such as reading, comprehension, grammar, arithmetic, elementary algebra, and college-level math assessment. Additional components include a study skills inventory and an academic background assessment ,
- (2) A grade of "C" or higher in a prerequisite course, or
- (3) A transcript or other document from another college or university that verifies student's placement.

Testing is available on a walk-in basis Monday through Friday. Contact the Matriculation Office or the Admissions and Records Office to obtain assessment schedule.

### 20A College Reading Skills (3) NDA (Pass/No Pass)

*Co-requisite: Reading 22*

*Recommended: English 94*

*Lecture: 3 hours*

This reading/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, Intensive Grammar, English 21, English Fundamentals, 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, English 21, 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 21.

### 21 English Fundamentals (3) NDA (Pass/No Pass)

*Prerequisites: Developmental Communications 21 and 23 or ESL 6A and B*

*Lecture: 3 hours; Lab: 1 hour*

English 21 introduces the student to basic academic reading, writing, and thinking. Students develop reading comprehension by studying shorter published essays, which then provide models of and/or subjects for their compositions. Basic grammar is covered as an essential component of the writing process.

### 28 Intermediate Reading and Composition (3) NDA

*Prerequisite: English 21*

*Lecture: 3 hours; Lab: 1 hour*

In this course students plan, draft, revise, and edit compositions of increasing sophistication and complexity. All writing is based on readings that challenge the student's thinking and provide an intellectual background for writing

assignments. The course also advances skills in paragraph structure, sentence variety, thesis development, organization, coherence, and language conventions as well as prepares them for English 101.

### 94 Intensive Grammar Review (3) NDA

*Prerequisite: None*

*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 28, English 31 and English 101.

### 101 College Reading and Composition I (3) UC:CSU

*IGETC AREA 1A*

*CSU-GE Area A2*

*Prerequisite: English 28 or 31*

*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.

### 102 College Reading and Composition II (3) UC:CSU

*IGETC AREA 1B*

*CSU-GE Area A3*

*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*

*CSU-GE 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.

### **111 New Media for Writers (3) CSU**

*Prerequisite: English 28*

*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**

*Prerequisite: English 28 or 31*

*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)**

*Prerequisite: Placement Exam, OR, English 20A, OR Basic Skills 2CE, OR ESL 6A, OR ESL 6B*

*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.

### **211 Fiction (3) UC:CSU**

*IGETC AREA 3B*

*CSU-GE Area C2*

*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 B3*

*CSU-GE 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*

*CSU-GE Area C2*

*Prerequisite: English 101*

*Lecture: 3 hours*

Reading, discussion, and analysis, oral and written, of selected dramatic works acquaint the student with this genre.

### **215 Shakespeare I (3) UC: CSU**

*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**

*Prerequisite: None*

*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*

*CSU-GE 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 examines the relationship of this literature to the individual struggles of Black Americans.

## **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 (E.S.L.) (Credit)**

English as a Second Language classes are for students whose first language is not English

### **ESL 3A College English as a Second Language III: Writing/Grammar (6) NDA**

*Prerequisites: Placement Exam*

*Lecture: 6 hours*

In this course for non-native speakers of English, emphasis is placed on vocabulary, grammar, and guided paragraph writing. Related reading activities provide models of writing and present new vocabulary in context.

### **ESL 3B College English as a Second Language III: Reading/ Vocabulary (3) NDA**

*Prerequisite: Placemen Examt*

*Lecture: 3 hours*

In this course for non-native speakers of English, emphasis is placed on building reading comprehension skills by identifying the main idea and details, drawing conclusions, inferring, and sequencing. Students will build vocabulary using word attack skills and learning new sight words and idioms.

### **ESL 3C College English as a Second Language III: Listening/Speaking (3) NDA**

*Prerequisite: Placement Exam*

*Lecture: 3 hours.*

In this course for non-native speakers of English, emphasis is placed on listening and speaking English at a normal rate of speech. Students will develop listening comprehension skills and will be able to orally respond with appropriate phrases, short answers, and simple sentences in structured communication situations.

### **ESL 4A College English as a Second Language IV: Writing/Grammar (6) NDA**

*Prerequisite: ESL 3A*

*Lecture: 6 hours*

In this course for non-native speakers of English, emphasis is placed on development, of paragraph writing using the writing process. Reading activities provide models of writing and present new vocabulary in context. Students practice grammar doing content-based exercises.

### **ESL 4B College English as a Second Language IV: Reading/Vocabulary (3)**

*Prerequisite: ESL 3B*

*Lecture: 3 hours.*

In this course for non-native speakers of English, emphasis is placed on development of intermediate reading and vocabulary building skills. Students will build reading comprehension using pre-reading techniques, skimming to identify the main idea of individual paragraphs, and guessing meaning from context. Students will build vocabulary using word attack skills and various word forms.

### **ESL 4C College English as a Second Language IV: Listening/Speaking (3) NDA**

*Prerequisite: ESL 3C*

*Lecture: 3 hours.*

In this course for non-native speakers of English, emphasis is placed on development of intermediate listening and speaking of English skills. Students will be able to orally respond appropriately and with increasing fluency in structured communication situations.

### **ESL 5A College English as a Second Language V: Writing/Grammar (6) UC:CSU**

*Prerequisite: ESL 4A*

*Lecture: 6 hours*

In this course for non-native speakers of English, emphasis is placed on high intermediate development of essay writing

using the writing process. Related reading activities provide models of writing and present new vocabulary in context.

### **ESL 5B College English as a Second Language V: Reading/Vocabulary (3) CSU**

*Prerequisite: ESL 4B*

*Lecture: 3 hours*

In this course for non-native speakers of English, emphasis is placed on development of high intermediate reading and vocabulary building skills.

### **ESL 5C College English as a Second Language V: Listening and Speaking (3) CSU**

*Prerequisite: ESL 4C*

*Lecture: 3 hours*

In this course for non-native speakers of English, emphasis is placed on further development of listening and speaking skills of English. Students will improve listening comprehension skills and will be able to orally respond with fluency in conversational situations, discussion, and oral presentations. They will become familiar with idiomatic expressions.

### **ESL 6A College English as a Second Language VI: Writing/Grammar (6) UC:CSU**

*Prerequisite: ESL 5A*

*Lecture: 6 hours*

In this course for non-native speakers of English, emphasis is placed on high intermediate to advanced development of essay writing using the writing process. This course provides review of fundamental skills in grammar, sentence building and practice in critical thinking.

### **ESL 6B College English as a Second Language VI: Reading/Vocabulary (3) CSU**

*Prerequisite: ESL 5B*

*Lecture: 3 hours*

In this course for non-native speakers of English, emphasis is placed on development of high intermediate to advanced reading and vocabulary building skills.

### **ESL 6C College English as a Second Language VI: Listening and Speaking (3) CSU**

*Prerequisite: ESL 5C*

*Lecture: 3 hours*

In this course for non-native speakers of English, emphasis is placed on further advancement of skills based on listening to spoken and recorded presentations. Students will deliver both prepared and impromptu speeches, incorporating advanced grammar and sentence structure. They will analyze and evaluate oral presentations.

### **ESL 83 College Conversational English as a Second Language (3)**

*Prerequisite: None*

*Lecture: 3 hours*

Intended for students whose mother tongue is not English, this course emphasizes basic language acquisition skills, including intonation patterns, American idioms, sentence patterns, grammar check for language correctness, guided writing, and conversation.

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

Student Learning Outcome: 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.

### **40CE Writing/Grammar/Reading/Listening and Speaking I (0)**

*Prerequisites: None*

*Lecture: 5 hours; Lab: 5 hours*

This competency-based, open-entry ESL course teaches beginning English speaking, listening, reading, and writing

skills 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.

### **41CE Writing/Grammar/Reading/Listening and Speaking II (0)**

*Prerequisite: None*

*Lecture: 5 hours; Lab: 5 hours*

This competency-based, open-entry ESL course teaches high beginning English speaking, listening, comprehension, reading, and writing skills to non-native speakers of English. This course develops communicative competence in listening, speaking, reading and writing skills in English. To develop

these skills, a sequence of grammatical structures is integrated in the context of everyday situations.

### **42CE Writing/Grammar/Reading/Listening and Speaking III (0)**

*Prerequisite: None*

*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.

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

Student Learning Outcome: Upon completion 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.

### **10CE ESL and Civics 1 (0)**

*Prerequisites: None*

*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.

### **11CE ESL and Civics 2 (0)**

*Prerequisite: None*

*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

### **12CE ESL and Civics 3 (0)**

*Prerequisites: None*

*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.

### **13CE ESL and Civics 4 (0)**

*Prerequisite: None*

*Lecture: 3 hours*

This class is designed to introduce the newly arrived immigrant students to the American educational system. Students will learn vocabulary and grammar forms and increase their knowledge of their rights and responsibilities and educational opportunities. They will also learn to dialogue effectively in the educational setting in order to advocate for themselves and their children.

### **14CE ESL and Civics 5 (0)**

*Prerequisite: None*

*Lecture: 3 hours*

This class is designed to introduce the newly arrived immigrant students to the American banking and financial systems in order to begin to develop financial literacy and complete necessary forms. Students will be introduced to consumer laws and protections. Students will also be introduced to vocabulary and grammar to begin dialoguing within the banking and financial settings.

### **015CE ESL and Civics 6 (0)**

*Prerequisites: None*

*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.

## **Environmental Science (ENV SCI)**

### **1 The Human Environment: Physical Processes (3) UC:CSU**

*Prerequisite: None*

*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.

## **2 The Human Environment: Biological Processes (3) CSU**

*Prerequisite: None*

*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.

## **23 Pollution Prevention And Waste Minimization (3) CSU**

*Prerequisite: None*

*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.

## **25 Principles of Wastewater Technology (3) CSU**

*Prerequisite: None*

*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**

*Lecture: 3 hours*

*Prerequisite: None*

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)**

### **21 Nutrition (3) UC:CSU**

*CSU-GE Area E*

*Prerequisite: None*

*Lecture: 3 hours*

This course examines the basic principles of human nutrition and their relationships to optimum health. Food sources of the

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.

## Finance (FINANCE)

### 1 Principles of Finance (3) CSU

*Prerequisite: None*

*Lecture: 3 hours*

This course is designed to cover the markets in which funds are traded, the financial institutions that participate in and aid

the flow of funds, and the principles of financial management that guide the participants in making sound decisions.

## French (FRENCH)

### 1 Elementary French I (5) UC:CSU

*IGETC AREA 6A*

*CSU-GE Area C2*

*Prerequisite: None*

*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.*

### 2 Elementary French II (5) UC:CSU

*IGETC Areas 3B and 6A*

*CSU-GE 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)

### 1 Physical Geography (3) UC:CSU

*IGETC Area 5A*

*CSU-GE Area B1*

*Prerequisite: None*

*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, 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.

### 2 Cultural Elements of Geography (3) UC:CSU

*IGETC AREA 4*

*CSU-GE Area D5*

*Prerequisite: None*

*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

## Geology (GEOLOGY)

### 1 Physical Geology (3) UC:CSU

*IGETC AREA 5A*

*CSU-GE Area B1*

*Prerequisite: None*

*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.

*Note: Optional field trips included.*

### 6 Physical Geology Laboratory (2) UC:CSU

*IGETC AREA 5A*

*CSU-GE Area B3*



*Corequisite: Geology I or previous enrollment.*

*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.

## **Health (HEALTH)**

### **11 Principles of Healthful Living (3) UC:CSU**

*CSU-GE Area E*

*Prerequisite: None*

*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.

### **12 Safety Education and First Aid (3) UC:CSU**

*Prerequisite: None*

*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.

## **History (HISTORY)**

### **1 Introduction to Western Civilization I (3) UC:CSU**

*IGETC AREA 4*

*CSU-GE Area D6*

*Prerequisite: None*

*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.

### **2 Introduction to Western Civilization II (3) UC:CSU**

*IGETC AREA 4*

*CSU-GE Area D6*

*Prerequisite: None*

*Lecture: 3 hours*

This course is a continuation of History 1 and covers the development of western civilization from the beginning of the Seventeenth 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.

### **3 History of England and Great Britain I (3) UC:CSU**

*Prerequisite: None*

*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.

### **5 History of the Americas I (3) UC:CSU**

*IGETC AREA 4*

*CSU-GE Area D6*

*Prerequisite: None*

*Lecture: 3 hours*

This course will examine the historical development of the Western Hemisphere with special emphasis on Central and South America from the early colonial era through the time of the U.S. Civil War and Reconstruction. 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.

### **11 Political and Social History of the United States I (3) UC:CSU**

*IGETC Areas 4 and 7*

*CSU-GE Areas D6, D8 and F1*

*Prerequisite: None*

*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.

### **12 Political and Social History of the United States II (3) UC:CSU**

*IGETC AREA 4 and 7*

*CSU-GE Area D6, D8 and F1*

*Prerequisite: None*

*Lecture: 3 hours*

This is a survey of the political, social, economic, and constitutional history of the United States from the Reconstruction Era to the present; U.S. history since 1865. The course covers the chronology of the nation from the second half of the nineteenth century to the present and is designed to present ideas, events, people, and forces that have shaped the United States and significantly contributed to the foundations of the present.

### **37 History of African Civilization (3) UC:CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This course covers the political, economic, social, religious, and intellectual activities of the African civilization. It traces the influence of Africa and its peoples in the Caribbean area and in Brazil. Forms of government, mores, and folk ways are considered.

### **41 The African-American in the History of the United States I (3) UC:CSU**

*IGETC AREA 4 and 7*

*CSU-GE Area D3, D6 and F1*

*Prerequisite: None*

*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.

### **42 The African-American in the History of the United States II (3) UC:CSU**

*IGETC Areas 4 and 7*

*CSU-GE Area D3, D6 and F1*

*Prerequisite: None*

*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 to 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.

### **43 The Mexican-American in the History of the United States I (3) UC:CSU**

*IGETC AREA 4 and 7*

*CSU-GE Area D3, D6 and F1*

*Prerequisite: None*

*Lecture: 3 hours*

This course traces the historical evolution of the Mexican and Mexican-American people and their institutions within the context of United States history. It surveys the contributions of the Mexican people to the US with emphasis on the Southwest.

### **52 The Role of Women in the History of the United States (3) UC:CSU**

*IGETC AREA 4 and 4*

*CSU-GE Area D4 and D6*

*Prerequisite: None*

*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, 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)**

### **1 Cultural Patterns of Western Civilization (3) UC:CSU**

*IGETC AREA 3B*

*CSU-GE Area C2*

*Prerequisite: None*

*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.

### **2 Studies in Selected Cultures (3) UC:CSU**

*CSU-GE Area C2*

*Prerequisite: None*

*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).

### **6 Great People, Great Ages (3) UC:CSU**

*CSU-GE Area C2 and D6*

*Prerequisite: None*

*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).

### **31 People in Contemporary Society (3) UC:CSU**

*IGETC AREA 3B*

*CSU-GE Area C2*

*Prerequisite: None*

*Lecture: 3 hours*

Humanities 31 is a college level course which surveys the cultural heritage of Western civilization from the 17th Century to the present including artistic, literary, philosophical, and religious traditions, as it analyzes the changing relationship with varied visual materials.

## **Journalism (JOURNAL)**

### **101 Collecting and Writing News (3) CSU**

*Prerequisite: English 28 or 31*

*Lecture: 3 hours*

*Note: Required of all Journalism majors.*

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**

*Prerequisite: None*

*Recommended: English 28 or 31*

*Lecture: 3 hours*

*Note: Required of all Journalism majors and recommended for non-journalism majors.*

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.

## **Kinesiology (KIN)**

Enrollment in these courses is limited in any similar activity to a maximum of three repeats for a total of four (4) enrollments, regardless of the repeatability of individual

courses. The activity limitation also applies to courses which are not repeatable in themselves but for which similar activities exist. For example, there are several course titles in Art, Music, Theater, and Physical Education which are considered to be the same activity. A student may enroll four

times in courses which are considered to be the same activity, such as twice in PHYS Ed 228 (RPT3), and twice in PHYS ED 229, Body Conditioning (RPT3). Any combination may be used as long as 4 enrollments in one activity are not exceeded. Not all courses are offered each semester; there are materials fees for some. There are no prerequisites for Activity Courses except as otherwise noted.

Activity in each course is 2 to 3 hours per week.

### **022 Jazz Dance (1) UC:CSU RPT 3**

*Prerequisite: None*

*Activity: 2 hours*

This course offers instruction and preparation in the skill of jazz dance.

### **201 Swimming Skills (1) UC:CSU RPT 3**

*CSU-GE Area E*

*Prerequisite: None*

*Activity: 2 hours*

Students learn and refine their swimming skills for each stroke, including kicking, arm stroke, proper breathing techniques, body position, diving, and rhythm of stroke. The student will also learn water safety skills.

### **217 Self-Defense Skills (1) UC:CSU RPT 3**

*Prerequisite: None*

*Activity: 2 hours*

This course covers self-defense skills, safety precautions, and the promotion of mental and physical wellbeing. Defense against rape and other physical attacks are also demonstrated.

### **229 Body Conditioning (1) UC:CSU RPT 3**

*Prerequisite: None*

*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.

### **245 Body Dynamics (1) UC:CSU, RPT 3**

*Prerequisite: None*

*Activity: 2 hours*

This course is designed to provide challenging fitness activities by combining resistant exercises with endurance exercises. Emphasis is placed on aerobic activity and resistant exercises based on individual age and physical condition. Nutrition, diet and body mechanics will also be discussed.

### **250 Weight Training Skills (1) UC:CSU RPT 3**

*CSU-GE Area E*

*Prerequisite: None*

*Activity: 2 hours*

This course emphasizes the knowledge, understanding and values of weight training and its role in developing muscular strength and endurance. Students will learn fundamental weight and resistance training skills and techniques and will create their own weight training program based upon multiple dimensions of health and fitness. Proper form and safety will be stressed.

### **251 Yoga Skills (1) CSU RPT 3**

*CSU-GE Area E*

*Prerequisite: None*

*Activity: 2 hours*

This course is an introduction to basic yoga practices and principles. Instruction includes yoga postures and poses and guided meditation to develop balance, flexibility, and strength. Students will explore controlled breathing techniques to increase focus and concentration. Yoga promotes mental, physical, and spiritual fitness.

### **287 Basketball Skills (1) UC:CSU RPT 3**

*Prerequisite: None*

*Activity: 2 hours*

This course offers instruction and practice in the fundamentals and basic techniques of basketball. Instruction will include proper techniques and body placement, balance and footwork when dribbling, passing, catching, and shooting the basketball.

### **288 Flag/Touch Football Skills (1) UC:CSU RPT 3**

*Activity: 2 hours*

*Prerequisite: None*

Basic skills of punting, passing, catching and carrying the football are taught. Instruction includes foot placement, positioning for blocking, tackling, ball handling (offense & defense), change of direction associated with accelerating and decelerating, hand and finger position for passing and catching the football. A balance of skill and game development is developed through flag football games. Open to all ability levels.

### **300 Swimming - Non-Swimmer (1) UC:CSU RPT 3**

*Prerequisite: None*

*Activity: 2 hours*

This course is designed to teach the beginning skills of swimming: front crawl, elementary backstroke, sidestroke, racing backstroke, and breaststroke. The course will introduce the principles and strategies of swimming endurance. Students will be able to perform the basic strokes, know the rules that govern the different strokes, understand the nutrition and injury prevention strategies for swimming.

### **303 Aqua Aerobics (1) UC:CSU RPT 3**

*CSU-GE Area E*

*Prerequisite: None*

*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.

### **334 Walking for Fitness (1) UC:CSU RPT 3**

*CSU-GE Area E*

*Prerequisite: None*

*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, clothing, creating a walking program, and assessing fitness level.

### **345 Body Dynamics Activity (1) UC:CSU RPT 3**

*CSU-GE Area E*

*Prerequisite: None*

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.

## **Kinesiology Athletics (KIN ATH)**

*Activity 10 hours or more per week in each sport, except as noted.*

*Must pass a medical examination by an MD prior to any practice or engaging in competitive sports or issue of equipment.*

### **504 Intercollegiate Sports - Basketball (3) UC:CSU RPT2**

*Prerequisite: None*

*Activity: 10 hours*

This course is designed to develop individual and team skills in basketball so that the student can compete on the intercollegiate level. Basketball theory, strategies, offense, defense, ball-handling skills (including passing, dribbling, shooting, rebounding), individual and team offense/defense and basketball intercollegiate competition experiences are emphasized.

## **508 Intercollegiate Sports – Football (3) UC:CSU RPT1**

*Prerequisite: None*

*Activity: 10 hours*

As an intercollegiate athletic competitive football team course, advanced skills for blocking, tackling, ball carrying (offense & defense), running, change in direction, accelerating and decelerating and placement of hands and fingers on football are emphasized.

## **552 Athletic Pre-Season Conditioning (1) UC:CSU RPT 3**

*CSU-GE Area E*

*Prerequisite: None*

*Activity: 3 hours*

This course is designed for the 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)**

### **134 Advanced Lifesaving (2) UC:CSU**

*CSU-GE Area E*

*Prerequisite: PHYS ED 102*

*Lecture: 1 hour; Activity: 2 hours*

Theory and analysis of lifesaving and water safety skills are studied. This course is a requirement for water safety

instructor's courses. Upon successful completion, an American Red Cross certificate is issued.

## **Law (LAW)**

### **3 Civil Rights and the Law (3) UC:CSU**

*CSU-GE Area D8*

*Prerequisite: English 101*

*Lecture: 3 hours*

Comparative and analytical study of the law and related problems concerning Civil Rights. Due process of law, freedom of expression, freedom of religion, racial equality, and democratic processes are studied with emphasis on recent court decisions and international trends.

### **10 Introduction to Legal Assistant I (3) CSU**

*Prerequisite: None*

*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.

### **13 Wills, Trusts, and Probate Administration (3) CSU**

*Prerequisite: None*

*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.

### **17 Legal Writing (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This course instructs students in the aspects of advanced legal drafting and writing, including special research and projects.

## **Learning Skills (LRNSKIL)**

### **2 English Fundamentals (3) NDA (Pass/No Pass) RPT3**

*Prerequisite: None*

*Lab: 9 hours*

This course is a self-paced English fundamentals course covering usage, mechanics, and basic English structure. A diagnostic assessment is given to each student to determine and prescribe the appropriate level of study. It is open-entry/open-exit and provides the basic foundations for understanding and using standard English.

### **7 Basic Composition (1) NDA**

*Prerequisite: None*

*Lab: 3 hours*

This writing fundamentals course enables students to improve their writing skills. A writing sample will be required as part of the overall assessment of the student's skills to determine the appropriate plan for writing improvement. The course is taught in small groups and/or through individualized instruction and is open-entry/open-exit. It is composed of a sequence of three progressive modules covering sentence, paragraph, and essay writing.

## **7B Basic Composition (1) NDA**

*Prerequisite: None*

*Lab: 3 hours*

This writing fundamentals course enables students to improve their writing skills. A writing sample will be required as part of the overall assessment of the student's skills to determine the appropriate plan for writing improvement. The course is taught in small groups and/or through individualized instruction and is open-entry/open-exit. It is the second in a sequence of three progressive modules; this module covers paragraph writing.

## **7C Basic Composition (1) NDA**

*Prerequisite: None*

*Lab: 3 hours*

This writing fundamentals course enables students to improve their writing skills. A writing sample will be required as part of the overall assessment of the student's skills to determine the appropriate plan for writing improvement. The course is taught in small groups and/or through individualized instruction and is open-entry/open-exit. It is the third in a sequence of three progressive modules; this module covers essay writing.

## **10A Mathematics Fundamentals A (1) NDA (Pass/No Pass) RPT3**

*Prerequisite: None*

*Lab: 3 hours*

Based on diagnostic-proscriptive assessment, the student will receive individualized math instruction in math fundamentals so that he/she can succeed in college courses requiring computational skills involving whole numbers and decimal numbers.

## **10B Mathematics Fundamentals B (1) NDA (Pass/No Pass) RPT3**

*Prerequisite: None*

*Lab: 3 hours*

Based on diagnostic-prescriptive assessment, the student will receive individualized math instruction in math fundamentals so that he/she can succeed in college vocational courses requiring computational skills involving addition, subtraction, multiplication and division of fractions.

## **10C Mathematics Fundamentals C (1) NDA (Pass/No Pass) RPT3**

*Prerequisite: None*

*Lab: 3 hours*

Based on diagnostic-proscriptive assessment, the student will receive individualized math instruction in math fundamentals so that he/she can succeed in college courses requiring computational skills involving decimals, fractions, ratios, percentages and proportions.

## **40 Introduction to Learning Disabilities (1) NDA (Pass/No Pass)**

*Prerequisite: None*

*Lab: 3 hours*

This course will explore the nature of learning disabilities and the laws, accommodations, and services available for academic improvement. Through assessment, students will discover personal learning strengths and weaknesses to develop a plan for academic success. Eligibility for support services will be determined.

## **41 Study Strategies for Students with Learning Disabilities (3) NDA (Pass/No Pass) RPT2**

*Prerequisite: None*

*Lecture: 1 hour; Lab: 4 hours*

This course will help students with identified learning disabilities develop strategies appropriate for his/her learning style to cope with the demands of the classroom environment. Such strategies include time management, note-taking, reading comprehension, goal setting, test-taking, concentration and memory, organization, and writing.

## **59 Orientation to Disability Services (1) NDA (Pass/No Pass) RPT3**

*Prerequisite: None*

*Lecture: 1 hour*

Designed to introduce students to Disabled Student Programs and Services (DSP&S) and federal disability regulations. Topics include student and faculty rights and responsibilities, reasonable accommodations, disability-related laws, and computer competency.

## **Library Science (LIB SCI)**

### **101 Library Research Methods (1) UC:CSU**

*Prerequisite: None*

*Lecture: .5 hours; Lab: 1.5 hours*

Students learn to conduct research using the library's print and electronic resources, to distinguish between academic and popular sources, to develop research and organizational strategies for research assignments, to apply citation rules to their assignments, and to understand the basic requirements

of copyright law and academic integrity. MLA and APA citation styles will also be discussed.

## **102 Internet Research Methods (1) UC:CSU**

*Prerequisite: None*

*Lecture: 1 hour*

This course will focus on finding and evaluating information and resources on the Internet. Principles of information access, search tools, search strategies, evaluation criteria, intellectual property and MLA and APA citation styles will also be discussed.

## **Management (MGMT)**

### **2 Organization and Management Theory (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This an introductory course in which the basic fundamentals of management are analyzed in detail. Topics include: Planning-strategic, intermediate, and operational; organizing-committees, span of control, authority, delegation

and organizational structures; controlling-traditional and specialized techniques; tools of decision making, information

systems, operations, motivation theories, leadership, and human resource development.

### **13 Small Business Entrepreneurship I (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This course is designed to teach the student how to organize and operate a small business.

### **31 Human Relations for Employees (3) CSU**

*Prerequisite: None*

*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.

### **33 Personnel Management (3) CSU**

*Lecture: 3 hours*

*Prerequisite: None*

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.

## **Mathematics (MATH)**

Upon registering, the student needs to provide evidence of one of the following to enroll Math 113 or higher:

(1) Appropriate results on the Computerized Placement Assessment, which includes multiple measures such as reading, comprehension, grammar, arithmetic, elementary algebra, and college-level math assessment. Additional components include study skills inventory and an academic background assessment,

(2) A grade of "C" or higher in a prerequisite course, or

(3) A transcript or other document from another college or university that verifies student's placement.

### **105 Arithmetic (3) NDA**

*(Formerly Math 30)*

*Prerequisite: None*

*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**

*Prerequisite: None*

*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, percents, and applications; basic geometric formulas, expressions with variables, operations on polynomials, linear equations, and basic graphing are included.

*Note: Math 110 is an accelerated pathway option preparing students for Math 115 (Elementary Algebra). The material covered is equivalent to that covered separately in Math 105 (Arithmetic) and Math 112 (Pre-Algebra). Course credit may*



not be applied toward satisfaction of associate degree requirements.

## 112 Pre-Algebra (3) NDA

(Formerly Math 21)

Prerequisite: None

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

(Formerly Math 31)

Prerequisite: Mathematics 112 or 114

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). Math 122 is designed as the prerequisite course for students (Liberal Arts and Social Science majors) who are required to complete Math 227 (Statistics) for transfer. For an AA degree, LASC requires the successful (with a grade of C or better) completion of Math 125/Math 122 or a passing score on the mathematics competency exam.

## 125 Intermediate Algebra (5)

Prerequisite: Mathematics 114 or 115

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.

## 215 Principles of Mathematics I (3) UC:CSU

CSU-GE 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, percents, 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

(Formerly Math 225 or Math 14 and Math 226 or Math 54)

IGETC Area 2

CSU-GE Area B4

Prerequisite: Mathematics 125

Lecture: 4 hours

This course is an introduction to statistics and probability, measures of central tendency and dispersion, descriptive and inferential statistics including sampling, estimation, hypothesis testing, analysis of variance, normal curve, Chi-square and student's t distributions. Linear correlation and regression analysis and applications in diverse disciplines are also presented as topics.

### **230 Mathematics for Liberal Arts Students (3) UC:CSU**

*IGETC Area 2A*

*CSU-GE Area B4*

*Prerequisite: Math 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**

*(Formerly Math 23 "Mathematical Analysis for Business and Social Sciences I")*

*IGETC Area 2*

*CSU-GE 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**

*(Formerly Math 24 "Mathematical Analysis for Business and Social Sciences II")*

*IGETC Area 2*

*CSU-GE Area B4*

*Prerequisite: Mathematics 125*

*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**

*(Formerly Math 3)*

*CSU-GE 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.

### **245 College Algebra (3) UC:CSU**

*IGETC Area 2*

*CSU-GE 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 2*

*CSU-GE 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 2*

*CSU-GE Area B4*

*Prerequisites: Mathematics 240 and Math 245 or Math 260*

*Lecture: 5 hours*

This course includes a study of functions and limits, continuity derivatives and their applications, differentials and integrals and their applications.

### **266 Calculus with Analytic Geometry II (5) UC:CSU**

*IGETC Area 2*

*CSU-GE Area B4*

*Prerequisite: Mathematics 265*

*Lecture: 5 hours*

This is a unified course in analytic geometry and calculus including applications of the definite integral, inverse functions, logarithmic functions, exponential functions, inverse trigonometric functions and hyperbolic functions, techniques of integration, indeterminate forms and improper integrals. Polar coordinates, conic sections, infinite series and sequences will also be presented.

### **267 Calculus with Analytic Geometry III (5) UC:CSU**

IGETC Area 2

CSU-GE 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 2

CSU-GE Area B4

Prerequisite: Mathematics 266

Lecture: 3 hours

This course covers linear equations, matrices, vector spaces, inner product spaces, linear transformations, determinants,

eigenvalues and eigenvectors and solutions of systems of linear equations.

## 275 Ordinary Differential Equations (3) UC:CSU

IGETC Area 2

CSU-GE Area B4

Prerequisite: Math 267

Lecture: 3 hours

This course includes a study of differential equations in general, first-order and simple higher-order ordinary differential equations; applications of first-order and higher-order differential equations; linear differential equations; solution of linear differential equations by Laplace transformations; solutions of differential equations by use of power series.

## Microbiology (MICRO)

### 1 Introductory Microbiology (5) UC:CSU

IGETC Area 5B

CSU-GE Areas B2 and B3

Prerequisite: Chemistry 51 and (Biology 3 or Physiology I or Biology 5)

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.

## Manufacturing & Industrial Technology (MIT)

### 220 Introduction to Robotics (3) CSU

Prerequisites: None

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 (MUSIC)

Enrollment in these courses is limited in any similar activity to a maximum of three repeats for a total of four (4) enrollments, regardless of the repeatability of individual courses. The activity limitation also applies to courses which are not repeatable in themselves but for which similar activities exist. For example, there are several course titles in Art, Music, Theater, and Physical Education which are considered to be the same activity. A student may enroll four times in courses which are considered to be the same activity, such as twice in Music 341, Intermediate Piano (RPT3) and Music 650,

Beginning Guitar (RPT 1). Any combination may be used as long as 4 enrollments in one activity is not exceeded.

### 101 Fundamentals of Music (3) UC:CSU

(Formerly Music 28)

CSU-GE Area C1

Prerequisite: None

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**

*(Formerly Music 32)*

*IGETC Area 3A*

*CSU-GE Area C1*

*Prerequisite: None*

*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..

### **116 Survey and History of Rock, Pop and Soul Music (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

Introduction to rock, pop, and soul music styles covering their origins, stylistic development and cultural impact. This course is designed to increase student awareness of the relationship between popular music and society.

### **201 Harmony I (3) UC:CSU**

*(Formerly Music 6)*

*Prerequisite: Music 101*

*Recommended: Music 211*

*Lecture: 3 hours*

A study of theoretical concepts used in musical composition and analysis, including pitch, rhythm, diatonic triads and seventh chords, and elementary part-writing. Recommended to be taken concurrently with Music 211 (Musicianship I).

### **202 Harmony II (3) UC:CSU**

*(Formerly Music 7)*

*Prerequisite: Music 201*

*Lecture: 3 hours*

This course is correlated with Musicianship II and includes a study of secondary triads, secondary seventh chords, ninth, eleventh and thirteenth chords, augmented sixth chords, and non-chordal tones. Harmonic analysis is an integral part of the course.

### **203 Harmony III (3) UC: CSU**

*Prerequisite: Music 202*

*Lecture: 3 hours*

This course offers a study of chromatic harmony and modulation to distantly related keys through analysis and

composition. The course also introduces the student to the techniques of Twentieth-Century music.

### **211 Musicianship I (2) UC: CSU**

*Prerequisite: Music 101*

*Lecture: 1 hour; Lab: 2 hours*

This is a basic course for students intending to continue as music majors or music minors. The course includes melodic, rhythmic and two part harmonic ear training, the keyboard study of material covered in Harmony I (Music 201), music terminology and the analysis of melodies and simple forms.

### **212 Musicianship II (2) UC: CSU**

*Prerequisite: Music 211*

*Lecture: 1 hour; Lab: 2 hours*

This course includes advanced sight reading involving simple and compound meters, melodic dictation in two parts and harmonic dictation in three parts. Also included is a study of longer structural forms such as Variation and Sonata-allegro form.

### **213 Musicianship III (2) UC: CSU**

*Prerequisite: Music 212*

*Lecture: 1 hour; Lab: 2 hours*

This course, which is a continuation of Music 212, includes advanced sight reading, melodic dictation in three parts and harmonic dictation in four parts. Also included is a study of structural forms such as Passacaglia, Chaconne, Rondo and Sonata Rondo.

### **321 Elementary Piano I (2) UC:CSU**

*(Formerly Music 60A)*

*Prerequisite: None*

*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**

*(Formerly Music 60B)*

*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**

*(Formerly Music 60C)*

*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**

(Formerly Music 60D)

*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**

(Formerly Music 40A)

*Prerequisite:* None

*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**

(Formerly Music 40B)

*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**

(Formerly Music 41A)

*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**

(Formerly Music 41B)

*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.

### **650 Beginning Guitar (2) UC:CSU RPT 1 (Pass/No Pass Optional)**

*Prerequisite:* None

*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.

## **Nursing (NURSING)**

### **185 Directed Study – Nursing (2) CSU (Pass/No Pass)**

*Prerequisite:* None

*Lecture:* 2 hours

This course allows students the opportunity to pursue directed study in Nursing on a contract basis under the direction of a supervising instructor. Study is coordinated under the direction of a supervising instructor with current course content and skill development.

### **285 Directed Study – Nursing (2) CSU (Pass/No Pass)**

*Prerequisite:* None

*Lecture:* 2 hours

This is a Credit/No Credit course for Nursing students. It will provide students the opportunity to improve their comprehension and further develop study and investigative skills necessary for success in the biological sciences. This course will be offered under the supervision of a Biology faculty member.

### **385 Directed Study – Nursing (3) CSU (Pass/No Pass)**

*Prerequisite:* None

*Lecture:* 3 hours

This course allows students the opportunity to pursue directed study in Nursing on a contract basis under the direction of a supervising instructor.

### **501A Fundamentals of Nursing A (4.5) CSU**

*Prerequisites:* Admission to the Nursing Program and Sociology 1; Comm Studies 101

*Corequisite:* Nursing 527

*Lecture:* 4.5 hours; *Lab:* 17 hours – 8 week course

This course utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on health deviation, self-care requisites related to problem areas of Medical Asepsis; Physical Assessment; Promotion of Comfort, Sleep, Hygiene and Safety; Oxygenation; Nutrition; and Stress, Loss, Death and Dying. Developmental self-care requisites will be addressed with a focus on the care of adult clients, geriatric clients and their families. Principles of therapeutic interventions, basic conditioning factors, communications and care of the client across the life span will be integrated throughout the course. The role of the provider of care, manager of care, and members within the profession are stressed. Guided clinical experiences are provided concurrently with the theory.

### **501B Fundamentals of Nursing B (4.5) CSU**

*Prerequisites: Nursing 501A and 527*

*Corequisite: Nursing 526*

*Lecture: 4.5 hours; Lab: 17 hours. – 8 week course*

This course utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on health deviation, self-care requisites related to problem areas of pharmacology, care of the surgical patient, fluid and electrolytes imbalances, Diabetes Mellitus and musculoskeletal trauma. Developmental self-care requisites will be addressed with a focus on the care of adult clients, geriatric clients and their families. Principles of therapeutic interventions, basic conditioning factors, communications and care of the client across the life span will be integrated throughout the course. The role of the provider of care, manager of care, and members within the profession are stressed. Guided clinical experiences are provided concurrently with the theory.

### **502A Medical-Surgical Nursing A (4.5) CSU**

*Prerequisites: Nursing 501B and 526*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on health deviation, self-care requisites related to problem areas of hematology, oncology, musculoskeletal and inflammatory disease, renal and urological problems, sensory problems, intravenous therapy and community nursing. Developmental self-care requisites will be addressed with a focus on the care of adult clients, geriatric clients and their families. Principles of therapeutic interventions, basic conditioning factors, communications and care of the client across the life span will be integrated throughout the course. The role of the provider of care, manager of care and members within the profession are stressed. Guided clinical experiences are provided concurrently with the theory.

### **502B Medical-Surgical Nursing B (4.5) CSU**

*Prerequisite: Nursing 506A*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on health deviation, self-care requisites related to problem areas of Intravenous Therapy, Elimination problems, Gastrointestinal, Liver, Biliary and Pancreatic problems, aging Endocrine dysfunction and Peripheral Vascular disorders. Developmental self-care requisites will be addressed with a focus on the care of adult clients, geriatric clients and their families. Principles of therapeutic interventions, basic conditioning factors, communications and care of the client across the life span will be integrated throughout the course. The role of the provider of care, manager of care, and members within the profession are stressed. Guided clinical experiences are provided concurrently with the theory.

### **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 utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on health deviation, self-care requisites related to adult clients with multi-system failure in the areas of cardiovascular, respiratory, acute and chronic renal, and neurosensory dysfunctions. Leadership and management skills will be discussed. Developmental self-care requisites will be addressed with a focus on the care of adult clients, geriatric clients and their families. Principles of therapeutic interventions, basic conditioning factors, communications and care of clients across the life span will be integrated throughout the course. The role of the provider of care, manager of care, members within the profession are stressed. Guided clinical experiences are provided concurrently with the theory.

### **503B Psychiatric Nursing (4.5) CSU**

*Prerequisite: Nursing 501B*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course utilizes Orem's Self-Care Deficit Theory of Nursing and the nursing process to focus on the care of clients with health deviation self-care requisites in normalcy, solitude and social interaction. The scope of nursing interventions includes supportive/educative, partially compensatory and wholly compensatory actions. Theoretical foci emphasize the concepts of mental health/illness and care of client with mental health and medical/ surgical disorders such as: schizophrenia, Mood disorder, Bipolar, Depression, Substance abuse, Dissociative disorders, Anxiety disorders, Eating disorder, Somatoform disorder, Domestic violence, Mental Retardation, Alzheimer's disease, Dementia. Developmental self-care will be address with a focus on the care of adult clients, geriatric clients, children and their caregivers. Principles of therapeutic intervention, basic conditioning factors, communication and care of the client across the life cycle will be integrated throughout the course. The roles of provider of care, manager of care and member within the profession are stressed. Guided clinical experiences are provided concurrently with theory

### **506A Maternal and Child Health Nursing A (Pediatrics) (4.5) CSU**

*Prerequisites: None.*

*Lecture: 4.5 hours; Lab: 17 hours – 8 week course*

This course utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on health deviation, self-care requisites related to health care needs of children. Emphasis is placed on caring for children with selected problems in fluid and electrolytes, oxygenation, nutrition, Neuromuscular, Musculoskeletal, sensory and regulatory mechanisms. Pediatric clients, from infancy to adolescence, in the context of family, culture, and the community and the nurse's role in education, promotion of child safety, as well as legal issues will be addressed. Principles of therapeutic interventions, basic conditioning factors, and communications will be integrated throughout the course. The role of the provider of care, manager of care, and members within the profession are stressed. Guided clinical experiences are provided concurrently with the theory.

## **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 utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on health deviation, self-care requisites related to health care needs of women and newborns during the childbearing years. Areas of focus include. Issues in maternity nursing, gynecological nursing Antepartal/Prenatal; Labor and Delivery; Post-Partum; Care of newborn; high risk obstetric conditions. Developmental self-care requisites will be addressed with a focus on the care of women and newborns and their families during the childbearing years. Principles of therapeutic interventions, basic conditioning factors, and communications will be integrated throughout the course. The role of the provider of care, manager of care, and members within the profession are stressed. Guided clinical experiences are provided concurrently with the theory.

## **507 Senior Seminar (1) CSU**

*Prerequisites: None*

*Lecture: 1 hour*

This course acquaints the student with the influence of important social and economic events on the development of nursing, and the present and future trends in nursing practice and education. Emphasis is placed on the origins and functions of nursing organizations, opportunities for nurses, and community responsibilities. Emphasis is also placed on the legal and ethical issues confronting the nurse in leadership and management styles.

## **517 Mathematics of Drugs and Solutions (3) CSU**

*(Formerly NURSING 17)*

*Prerequisite: None*

*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 (2) CSU**

*Prerequisite: None*

*Lecture: 2 hours*

This course is geared for transfer students. Emphasis is placed on the utilization of Orem's self care deficit theory and the nursing process to develop patient care planning around core nursing fundamentals concepts. Practical application of skills will be ascertained and developed to the level of the course entered.

## **520 Orientation to Nursing (1) CSU**

*Prerequisite: None*

*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. Assessment Technologies Institute (ATI) 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**

*Prerequisite: None*

*Lecture: 3 hours*

This course provides an understanding of basic pharmacology standards, policies and regulations involved in the administration of medications. Integrated within the course are concepts of basic math and calculation of drug dosages. The course focuses on drug classifications, pharmacodynamics; chemical interaction; therapeutic, adverse and toxic interactions; and on the use of the Nursing Process in the administration of medications.

## **526 Communication in Nursing (1) CSU**

*Prerequisites: 501A and 527*

*Lecture: 1 hour*

This course provides theoretical knowledge, practical application, and experiences with interpersonal communication skills needed to interact therapeutically, institute a teaching-learning plan, and communicate effectively with individuals and groups.

## **527 Nursing Process (1) CSU**

*Corequisite: Nursing 501A*

*Lecture: 1 hour*

This course introduces the concepts of the nursing process. The nursing program's conceptual framework is also introduced. The nursing process organizes the framework in planning and implementing the practice of patient care. The nursing process and conceptual framework are combined in case studies and client simulations.

## **540 Nursing Boot Camp (3) (Pass/No Pass)**

*Lecture: 2 hours; Lab: 3 hours*

*Note: Students must have been accepted into the Nursing Program but not yet taken their first required Nursing course.*

This course provides the entering RN students with an overview of client care and management of specialized skills such as infection control and monitoring of vital signs. It also provides an introduction to nursing theories utilized within the Nursing Program.

## Personal Development (PERSDEV)

### 6 Career Planning for Students with Disabilities (1) CSU

*Prerequisite: None*

*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.

### 17 College Survival Skills Development (1) CSU

*Prerequisite: None*

*Lecture: 1 hour*

This course provides students with a variety of survival skills necessary to be a successful college student. Topics include the matriculation process, library resources and usage, study skills strategies, self-esteem, time and stress management and goal setting.

### 20 Post-Secondary Education: The Scope of Career Planning (3) CSU

CSU-GE Area E

*Prerequisite: None*

*Lecture: 3 hours*

This course provides the student with in depth career and life planning. Course content includes extensive exploration on one's values, interests and abilities; life problem-solving and self-management skills; adult development theory and the transitional changes that happen over the life span; self-assessment including one's skills and matching personality with work environment. An intensive career investigation; decision-making, goal setting, networking and job search strategies, as well as resume writing and interviewing skills will also be addressed.

## Philosophy (PHILOS)

### 1 Introduction to Philosophy (3) UC:CSU

IGETC Area 3B

CSU-GE Area C2

*Prerequisite: None*

*Lecture: 3 hours*

A survey of the fundamental questions about self, society, and the universe. Primary focus is on issues in metaphysics, theories of knowledge, moral theory, and philosophy of religion.

### 8 Deductive Logic (3) UC:CSU

CSU-GE Area A3

*Prerequisite: None*

*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)

### 1 Physical Science I (3) UC:CSU

IGETC Area 5A

CSU-GE Area B1

*Prerequisite: None*

*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.

### 14 Physical Science Laboratory (1) UC:CSU

IGETC Area 5A

CSU-GE Area B3

*Corequisite: Physical Science 1 or previous enrollment*

*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 (PHYSICS)

### 6 General Physics I (4) UC:CSU

IGETC Area 5A

CSU-GE Areas B1 and 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.

### 7 General Physics II (4) UC:CSU

IGETC Area 5A

CSU-GE Area B1 and 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.

### 37 Physics for Engineers and Scientists I (5) UC:CSU

IGETC Area 5A

CSU-GE Areas B1 and 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.

### 38 Physics for Engineers and Scientists II (5) UC:CSU

IGETC Area 5A

CSU-GE Areas B1 and 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.

## Physiology (PHYSIOL)

### 1 Introduction to Human Physiology (4) UC:CSU

IGETC Area 5B

CSU-GE Areas B2 and 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.

## Political Science (POL SCI)

### 1 The Government of the United States (3) UC:CSU

IGETC Areas 4 and 7

CSU-GE Areas D8 and F2

Prerequisite: None

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.

### 2 Modern World Governments (3) UC:CSU

IGETC Area 4

CSU-GE Area D8

Prerequisite: Political Science 1

Lecture: 3 hours

This course offers a comparative study of Constitutional principles, governmental institutions, socioeconomic and political dynamics of selected governments abroad.

## **7 Contemporary World Affairs (3) UC:CSU**

*IGETC Area 4*

*CSU-GE Area D8*

*Prerequisite: None*

*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.

## **9 Governments and Politics in Africa (3) UC:CSU**

*Prerequisite: None*

*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.

## **19 Women in Politics (3) CSU**

### **Psychology (PSYCH)**

## **1 General Psychology I (3) UC:CSU**

*IGETC Area 4*

*CSU-GE Area D9*

*Prerequisite: None*

*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.

## **2 Biological Psychology (3) UC:CSU**

*IGETC Area 5B*

*CSU-GE Area B2*

*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

*Prerequisite: None*

*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.

## **20 Race and Ethnicity in Politics (3) UC:CSU**

*IGETC Areas 4*

*CSU-GE Area D3 and 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.

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.

## **3 Personality and Social Development (3) UC:CSU**

*CSU-GE Area E*

*Prerequisite: Psychology 1*

*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 to 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.

## **11 Child Psychology (3) UC:CSU**

CSU-GE Area D9

Prerequisite: None

Lecture: 3 hours

This course is concerned with the developmental aspects of the biosocial, cognitive, and psychosocial development of children from prebirth and infancy to adolescence.

## **14 Abnormal Psychology (3) UC:CSU**

CSU-GE 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.

## **37 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.

## **41 Life-Span Psychology: From Infancy to Old Age (3) UC:CSU**

IGETC Area 4

CSU-GE Areas D9 and E

Prerequisite: None

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.

## **43 Principles of Group Dynamics I (3) CSU**

Prerequisite: None

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.

## **63 Alcohol/Drug Studies: Prevention and Education (3) CSU**

Prerequisite: None

Lecture: 3 hours

This course deals with strategies used to prevent alcohol and drug problems in different settings including: industry, school, family, and community and rehabilitation centers.

## **64 Introduction to Alcohol and Drug Abuse (3) CSU**

Prerequisite: None

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.

## **65 Chemical Dependency: Intervention, Treatment, and Recovery (3) CSU**

Prerequisite: None

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.

## **67 Counseling Techniques for the Chemically Addicted (3) CSU**

Prerequisite: None

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.

## **81 Fieldwork I (3) CSU**

Prerequisites: Psychology 1 and 43

Lecture: 1 hour; Lab: 5 hours

This course provides students with practical experience in community agencies providing treatment, counseling or prevention and education programs in the chemical dependency field.

## **82 Fieldwork II (3) CSU**

Prerequisite: Psychology 81

Lecture: 1 hour; Lab: 5 hours

This course provides students with the opportunity to strengthen the fieldwork skills of observing, interviewing, evaluating, relating, and reporting that they began to master in Psychology 81.

## 91 Statistics for Psychology (4) CSU

*Prerequisites: Psychology 1 and Math 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.

## 22 Effective College Reading (3) NDA

*Co-requisite: English 20A*

*Lecture: 3 hours*

Students improve their abilities to read a variety of texts written at a 7th to 9th grade reading level. They practice identifying topics, main ideas, and supporting details as well as patterns of organization and transitional devices. They also practice summarizing main points of texts in their own words. Increasing students' vocabulary knowledge is another important goal of this course.

## 25 Reading for College Success (3)

*Prerequisite: Reading 22*

*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).

## 29 Reading Across the Curriculum (3)

*Recommended: English21 or Reading 25*

*Lecture: 3 hours*

## Real Estate (REAL ES)

### 1 Real Estate Principles (3) CSU

*Prerequisite: None*

*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.

### 5 Legal Aspects of Real Estate I (3) CSU

## 92 Psychological Research Methods (5) CSU

*Prerequisites: Psychology 91*

*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.

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 12th grade level, review vocabulary-in-context, and develop word analysis skills.

## 101 Power Reading (3)

*Prerequisite: English 28 or Reading 25*

*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.

*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.

### 7 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.

## **10 Real estate Appraisal II (3) CSU**

*Prerequisite: None*

*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)**

### **1 Introduction to Sociology (3) UC:CSU**

*IGETC Area 4*

*CSU-GE Area D0*

*Prerequisite: None*

*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.

### **2 American Social Problems (3) UC:CSU**

*IGETC Area 4*

*CSU-GE Area D0*

*Prerequisite: None*

*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.

### **4 Sociological Analysis (3) CSU**

*Prerequisites: Sociology 1 and Sociology 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.

### **7 Juvenile Delinquency (3) CSU**

*Recommended: English 28*

*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.

### **11 Race and Ethnic Relations (3) UC:CSU**

*IGETC Area 4*

*CSU-GE Areas D0 and D3*

*Prerequisite: 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.

### **12 Marriage and Family Life (3) CSU**

*CSU-GE Area E*

*Recommended: English 28*

*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.

### **19 Introduction to the Social Services (3) CSU**

*Recommended: English 28*

*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.

## **20 Directed Practice in Social Welfare (3) CSU RPT3**

*Prerequisite:* Sociology 19

*Recommended:* English 28

*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.

## **23 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.

## **45 Sociology of Media and Popular Culture: Examining Hip Hop (3) CSU**

*Prerequisite:* Sociology 1

*Recommended:* English 28

*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.

# **Spanish (SPANISH)**

## **1 Elementary Spanish I (5) UC:CSU**

*IGETC Area 6*

*CSU-GE Area C2*

*Prerequisite:* None

*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.

*Note:* Corresponds to the first two years of high school study.

## **2 Elementary Spanish II (5) UC:CSU**

*IGETC Area 3B and 6*

*CSU-GE 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.

## **3 Intermediate Spanish I (5) UC:CSU**

*IGETC Area 3B and 6A*

*CSU-GE 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.

## **4 Intermediate Spanish II (5) UC:CSU**

*IGETC Area 3B and 6*

*CSU-GE 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.

## **8 Conversational Spanish (2) 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.

## **14 Spanish for Public Service Personnel (3) CSU**

*Prerequisites: None*

*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.

## **24 Spanish for Medical Personnel (3) CSU**

*Prerequisite: None*

*Lecture: 3 hours*

This is a practical, informal oral Spanish course. The course covers material that all professionals in health care will find useful when interacting with people whose preferred, or only, language is Spanish.

## **Supervised Learning Assistance (TUTORING)**

### **001T Supervised Learning Assistance (0) NDA**

*Prerequisite: None*

*Lab: 1 – 20 hours*

This course is intended to help students achieve course objectives in the course for which tutoring is recommended. It also helps students to improve learning and study skills through tutoring outside of class time.

## **Supervision (SUPV)**

### **1 Elements of Supervision (3) CSU**

*Prerequisite: None*

*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.

### **4 Supervisor's Responsibility for Management of Personnel (3) CSU**

*Prerequisite: None*

*Recommended: English 21*

*Lecture: 3 hours*

This course covers personnel techniques which will enable the student to carry out his responsibilities as a manager of personnel. The student will explore methods of sound management with respect to selecting, placing, training, counseling, promoting, and related aspects of guiding personnel.

## **Theater (THEATER)**

Enrollment in these courses is limited in any similar activity to a maximum of three repeats for a total of four (4) enrollments, regardless of the repeatability of individual courses. The activity limitation also applies to courses which

are not repeatable in themselves but for which similar activities exist. For example, there are several course titles in Art, Music, Theater, and Physical Education which are considered to be the same activity. A student may enroll four times in courses which are considered to be the same activity, such as twice in Theater 130, Playwriting (RPT1), and twice in Theater 233, Play Production (RPT3). Any combination may be used as long as 4 enrollments in one activity is not exceeded.

### **100 Introduction to the Theater (3)**

**UC:CSU**

*(Formerly Theater 2)*

*IGETC Area 3A*

*CSU-GE Area C1*

*Prerequisite: None*

*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**

*(Formerly Theater 5) (Offered Fall Semester only)*

*IGETC Area 3A*

*CSU-GE Area C1*

*Prerequisite: None*

*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.

## **130 Playwriting (3) UC:CSU RPT1**

*(Formerly Theater 15)*

*Recommended: English 28 or 31*

*Lecture: 3 hours*

This course will offer students the opportunity to present play ideas and high concepts through formulating a step outline that will be analyzed and criticized. Through class lectures and discussion of text materials, students will attain a deeper knowledge and understanding of the dramatic construction of a play.

## **233 Play Production (3) UC:CSU RPT3**

*Prerequisite: None*

*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**

*(Formerly Theater 10)*

*Prerequisite: None*

*Lecture: 3 hours*

This course is designed as an elementary voice class introducing the student to the mechanics of voice production and the various performance elements of theater and speech: monologues, speeches, the use of vocal quality, tempo and pitch. Through lecture and discussion of technique and of anatomy the course will cover vocal exercise, posture, physical and vocal warm-ups that will aid the student with

acquiring the basics of good voice, speech and articulation for the stage.

## **270 Beginning Acting (3) UC:CSU**

*(Formerly Theater 44)*

*Prerequisite: None*

*Lecture: 3 hours*

This course is designed to exercise the separate parts of the composite art of acting which includes thought, preparation, character analysis for monologue and scene preparation. Also, emphasis will be placed on improvisation, cold readings and interpretation. The ultimate goal is to develop a firm foundation for the novice actor in basic acting techniques while being immersed in sensibility to theater history, appreciation and criticism through the presentation of published works.

## **271 Intermediate Acting (2) UC:CSU**

*(Formerly Theater 45)*

*Prerequisite: Theater 270*

*Corequisites: Theater 291, 292, 293*

*Lecture: 1 hour; Lab: 2 hours*

This course provides the student an opportunity to further develop the acting skills presented in Beginning Acting and strengthen preparation techniques for monologues and scene presentation. The student will also utilize cold readings and improvisation to further enhance his/her ability to develop a character.

## **300 Introduction to Stage Craft (3) UC: CSU**

*Prerequisite: None*

*Lecture: 3 hours*

A study made through lecture and demonstration, of all technical phases of play production including construction, painting, rigging, manipulation of stage scenery, use of lighting equipment, properties, the organization and management of stage activity, and stagecraft terminology.



## Student Life

Southwest offers opportunities for students to grow socially and personally as well as intellectually. Students on our campus enjoy and benefit from student government activities, cultural and entertainment events, and numerous other opportunities for social interaction. Such activities help develop leadership skills and good citizenship, and contribute to a high quality of campus life.

### Associated Students Organization (ASO)

<http://www.lasc.edu/aso/>

Student Services Building 118  
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).

#### Student Representation Fee

During the Associated Student Organization (ASO) Elections on April 17<sup>th</sup> and 18<sup>th</sup> 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.

## Campus Clubs and Organizations

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

**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.

## ASO Clubs

### New Clubs

<p><b>Anthropology Club</b> <i>Advisor: Angela Jenks</i></p>	<p>The Anthropology Club seeks to raise awareness about the field of anthropology; support students interested in pursuing anthropology degrees or careers; and provide opportunities for all members of the college community to learn about human diversity around the world.</p>
<p><b>Future Nurses of America</b> <i>Advisor: Monica Lanier</i></p>	<p>This clubs encourages interaction among Nursing students at LASC and students who are interested in entering a nursing program. This club organizes events on campus to expose students and community members to the role of nurses in society.</p>
<p><b>The Single Parent Connection</b> <i>Advisor: Blanca Barajas</i></p>	<p>Single Parent Connection empowers single heads of household who may be enrolled in the CalWORKs program to stay in college and seek assistance from resources on campus. The club raises awareness of the issues impacting single heads of household and raises funds for special events and school supplies.</p>
<p><b>National Society of Collegiate Scholars (NSCS)</b> <i>Advisor: Dr. Angelita Salas</i></p>	<p>The National Society of Collegiate Scholars (NSCS) is an honors organization that recognizes and elevates high achievers. NSCS provides career and graduate school connections, leadership and service opportunities as well as access to over a quarter of a million dollars in scholarships annually. NSCS Members are deeply committed to leadership, service and scholarship and, as a result, are impacting their campus and local communities every day.</p>
<p><b>The LASC Entrepreneur Club</b> <i>Advisor:</i></p>	<p>This club encourages a spirit and ingenuity of entrepreneurship at LASC. Students are exposed to resources on campus and in the community to develop their entrepreneurship idea.</p>

<b>Student Ambassadors</b> <i>Advisor: Johnel Barron</i>	Student Ambassadors welcome incoming students and help organize recruitment activities on campus such as Senior Day.
<b>Intramural Soccer</b> <i>Advisor:</i>	This club organizes weekly practice and soccer games during the semester to encourage the development of soccer skills. Intramural soccer also encourages interaction among students from different nationalities in a passion for the sport.
<b>Anointed Students 4 Christ-</b> <i>Advisor: Dr. Kristine Wright</i>	This club encourages prayer as a form of unity and awareness.
<b>Black Student Union</b> <i>Advisor: Dr. Adewole Umoja</i>	Black Student Union strives to be a political voice of the African American student body and to provide cultural, social, and academic activities that promote unity and solidarity.
<b>Computer Club</b> <i>Advisor:</i>	Student Chapter of the Association for Computing Machinery national organization
<b>Hip Hop Congress</b> <i>Advisor: Dr. Kristine Wright</i>	Hip Hop Congress encourages discussion of current issues that impact college students and society through the use of contemporary music and culture.
<b>International Culture Club</b> <i>Advisor: Vacant</i>	International Culture Club encourages awareness of the different cultures represented at LASC through social and cultural activities.
<b>Making a Difference in Education (MADE) (formerly AFT Club) –</b> <i>Advisor: Dr. Sandra Lee</i>	MADE organizes events on campus to inform students and staff of issues impacting community college funding and student success. The emphasis of MADE is to develop the advocacy skills of students who are concerned about the future of education.
<b>Pie de Gracie</b> <i>Advisor: Professor Collins-Head</i>	This club fosters the expression of dance for personal development. Each year, Pie de Gracie organizes a performance to showcase the talent among LASC students.
<b>Phi Theta Kappa (Beta Pi Omega Chapter)</b> <i>Advisor: Dr. Jeffrey Bohn</i>	The purpose of Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.
<b>Student Against Alcohol and Drug Addiction (SADDA)-</b> <i>Advisor:, Dr. Leonard Apenahier</i>	SADDA encourages involvement, support for recovery and scholarship among students enrolled in the Chemical Dependency Program at LASC. This club also is active in exposing campus to the dangers of drug addiction. At the end of the spring semester, SADDA organizes a recognition event for the graduates of the program.

## 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 regular 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 118 or on-line at [http://www.lasc.edu/aso/campus\\_clubs.html](http://www.lasc.edu/aso/campus_clubs.html).

The charter application includes the following information:

- Charter Application and Club Data Form
- Responsibility Club Advisor Form
- Sample Constitution (sample provided)
- Roster of Club Members (names, signatures, ID #'s of at least eight Southwest 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. Please 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.

Dean Oscar Cobian or ASO President is available to help guide you through the chartering process and role of advisor. Please contact Dean Cobian if you have any questions at 323-241-5328 or [cobianom@lasc.edu](mailto:cobianom@lasc.edu).

## Athletics

<http://www.lasc.edu/athletics/index.html>

323-241-5256 (Athletic Secretary)  
323-241-5432 (Athletic Director)

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 both 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.

The College Athletics Program offers three sports programs. Women's varsity sport is basketball, and Men's varsity sports, including 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.

## Phi Theta Kappa International Honor Society

### Beta Pi Omega

<http://www.lasc.edu/crt/phithetakappa.html>

Phone: 323-241-5392

Los Angeles Southwest College has a chapter of Phi Theta Kappa International Honor Society of the Two-Year College. The name of our chapter is Beta Pi Omega. The purpose of Beta Pi Omega is to recognize and encourage scholarship among LASC students. To achieve this purpose, Beta Pi Omega provides an opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

Each candidate for membership must have completed one semester or equivalent term hours of associate degree course work (12 credit hours), with a cumulative Grade Point Average of 3.4 or above on a 4.0 scale, adhere to the school conduct code, and possess recognized qualities of leadership. Both full-time (12 units) and part-time students (6 units) at Los Angeles Southwest College are eligible for Beta Pi Omega.

Membership applications are available in the TRIO Scholars Office which is located on the second floor of the Student Services Building Room 229. After induction to the chapter, members must simply maintain a GPA of 3.0 to remain active members.

As a member of Beta Pi Omega, academic excellence is recognized with the Golden Key Membership Pin, membership certificate and identification card, access to over 3 million in scholarship opportunities, free college visitations, mentoring opportunities, notation of membership on diploma and transcripts and the privilege of wearing regalia at graduation that sets students apart as a member of Phi Theta Kappa-Beta Pi Omega.

## Student Publications

### Poetry Collective

[lascpoetrycollective@gmail.com](mailto:lascpoetrycollective@gmail.com)

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. We meet every 2<sup>nd</sup> and 4<sup>th</sup> Thursday of each month from 11:00-12:30pm in SSEC 125-B. 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.

### Say the Word Essay and Poetry Competition

Students may enter essays or poetry to the Say The Word Writing Competition. This year, we will 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 Truth

<http://lascethetruth.weebly.com/>

[lasouthwest@yahoo.com](mailto:lasouthwest@yahoo.com)

The Truth is the LASC English Department's online publication of creative writing by the students, staff, and faculty of Los Angeles Southwest College. The Truth is published to celebrate the literature and poetry of Los Angeles Southwest College. Students (and staff and faculty) are invited to submit creative work - poetry, short stories, long stories, novel excerpts, book reviews, lyrics, etc. - for publication in this online Literary Journal. You should also feel free to suggest a link for our links page or some audio or video poetry online for our Audio/ Video Poetry page. Send submissions to [cifaredl@lasc.edu](mailto:cifaredl@lasc.edu). Editing help is available by request.

## The Word

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

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.

## Student Resources

Southwest 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 varied support services to help our students succeed. Student resources at the College that include workshops, counseling services, tutoring, library resources, career training, as well as health and safety services.

## Student Services

### Admissions and Records

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

Student Services Building (SSB) 102  
Phone: 323-241-5321

Admissions and Records maintains student records from the point of admission, registration, course schedule adjustment, grade collection and adjustment, enrollment and degree verification to degree conferral. The following services are available in the Office of Admissions and Records: admissions application processing, course registration and schedule adjustment, official transcripts, enrollment and degree verification, diplomas and certificates, veterans certification, and residency reclassification. *See the Attending LASC section of the catalog for additional information about Admissions and Registration Procedures and Academic Standards.*

## Assessment Center/Student Success and Support Programs (*formerly Matriculation*)

[http://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 Programs and  
Assessment Office  
Student Services Building (SSB) 204  
323-241-5361

See the Attending LASC section of the catalog for information about the Student Success and Support Programs process.

## Bookstore

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

Student Services Building (SSB) 132  
323-241-5091

The Bookstore provides textbooks and instructional materials at a reasonable cost. The Bookstore also carries a wide selection of general reading/study aids, greeting cards, gifts, and Los Angeles Southwest College imprinted clothing.

## Textbook Refund Policy

1. All returns must be accompanied by an original LASC Bookstore cash register receipt. **NO EXCEPTIONS!!**
2. Textbooks must be returned within the first **five days** of the semester (Holidays and weekends are not counted.)
3. Textbooks must be in the same condition as when purchased. (New books must be free of any markings, underlining, soil marks or erasures and all pages must be intact). Determination of condition of a textbook will be made by the Bookstore Management.
4. New textbooks returned with minor markings or damage will be refunded at the used book price of 75% of their retail price.
5. To be eligible for a refund, all textbooks purchased after the **5<sup>th</sup> day** of the semester must be returned within **24 hours** and accompanied by an original Bookstore Cash Register Receipt. **To receive a refund after the 5<sup>th</sup> day you must provide a drop slip, and a 15% restocking fee will be assessed.**
6. The following items will only be refunded in NEW condition: spiral bound books, study guides, books with fill-ins, books with perforated pages and packets of instructional materials (i.e., typing sets, textbooks in shrink-wrapped sets).

## Supplies and Non-Textbook Item Refund Policy

All non-textbook and supply items (i.e., calculators, clothing and other items not listed in this example) are only refundable if they are in their original, unopened packaging, accompanied by a sales receipt, and are returned within 24 hours of purchase. **Trade books, dictionaries, and other study aids are non-refundable.**

## Check and Credit Card Policy

The Bookstore does not accept personal checks. No cash refund will be made by the Bookstore. A credit will be issued to the credit card agency.

## Buyback Policy

**No refunds will be given during buyback periods (finals).** Buybacks are scheduled during the last 2 weeks of classes in Spring and Fall, and the last week of Winter and Summer semesters. Actual dates and

times will be posted. Buyback is based solely on the basis of current bookstore needs. Bookstore buyback rate is approximately 50% of the purchase price. The wholesale company running the buy may offer less than 50% for books not purchased by bookstore. **There is no guarantee that the Bookstore will buy your books back.**

## Bridges to Success

[www.lasc.edu/bts](http://www.lasc.edu/bts)

Student Services Building (SSB) 205  
323-241-5281

The Bridges to Success Center is available to assist non-native English speaking students and Citizenship applicants. The Center has two major functions: providing support to students to help them achieve their basic occupational and academic goals, and offering Citizenship application assistance, classes, and services. In addition, the Bridges to Success Center offers basic English and Math classes to prepare students for placement into English 21 and Math 115. Assistance by the Center includes placement, orientation, registration, financial aid assistance, referral to campus service sites, translation, and student recruitment for credit ESL and all noncredit students. The Center's staff conducts free Citizenship orientations, workshops, and review sessions open to all students and community members. The Center's activities are funded through the Adult Education.

## Business Office

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

Student Services Building (SSB) 103  
323-241-5301

The Business Office collects payments for fees, enrollment, tuition, parking, transcripts, and the ASO from students. The Business Office also provides assistance with student account balances, registration receipts, refund requests, and holds on student accounts. We are committed to providing outstanding services to the students and campus community.

## Required Student Fees

Enrollment	\$46.00 per unit
Health Services	
-Spring/Fall Semester	\$11.00 per semester
-Summer/Winter	\$8.00 per semester
Associated Students Organization Fee*	\$7.00 per semester
ASO Student Representation Fee*	\$1.00 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.*

## Optional and Additional Fees

Out-of-State Tuition (students outside CA)	\$190.00 per unit
--	-------------------



International Tuition (foreign students)	\$207.00 per unit
International Medical Insurance Fee	\$522.00
Preferred Parking Permit	\$27.00 (\$20 with ASO)
Restricted Parking Permit	\$20.00
Transcripts	\$3.00 (\$10 for RUSH)
Duplicate Registration Receipts	\$1.00

**Returned Check Fee:** A \$10.00 fee is charged for any dishonored check due to insufficient funds or stop payment. A hold is placed on the student's academic records and the student will be denied the opportunity to register for future semesters at any of the nine Los Angeles Community College District schools until the financial obligation is settled. The student must pay for returned check fees with cash, money order, or a cashier's check.

### CalWORKs

[http://www.lasc.edu/students/gain-calworks/gain\\_calworks.html](http://www.lasc.edu/students/gain-calworks/gain_calworks.html)

Student Services Building (SSB) 217  
323-241-5477

CalWORKs is the California Work Opportunities and Responsibility to Kids Program, a federally funded program made available to each state to provide resources to TANF (Temporary Assistance for Needy Families) recipients attending community colleges. The community college CalWORKs program assists students who are currently welfare recipients – or who are in transition off of welfare – to achieve long-term self-sufficiency through coordinated student services. The goal of CalWORKs at Los Angeles Southwest College is to provide a learning community where students can reach their optimum in acquiring the skills they need to help them get a job, a better job, and a career.

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

- On- and off-campus work study
- Free child care at the LASC Child Development Center
- Academic and CalWORKs Counseling
- Development of an Individualized Training Plan
- Assistance with job placement
- Orientation and assessment
- Books and supplies
- Job readiness workshops
- Referrals to community resources
- Academic support services, including tutoring
- Completion of County program documents including progress reports and verifications

## **Career Center**

<http://www.lasc.edu/students/career-vocational-study/careerservicescenter.html>

Student Services Building (SSB) 228  
323-241-5406 or 323-241-5527

The Career Center is a comprehensive Center that provides students all of the tools needed to enhance their careers.

- Weekly job recruitment sessions with job opportunities at various companies
- Resume Writing, Cover letters
- Dress for Success
- Interview Tip
- Eureka
  - Self Assessment – helps students identify their previous job skills that will match with careers to put them into a career path.
  - Job Assessment – for current job openings

The Career Center provides assistance to students in career decision making, internship/cooperative education placement, and the job search process. The Center's goal is to provide the optimum in skills and job preparation for careers. The Center also provides access for economic improvements and business and technology development that will allow students to compete in fields with high demand for skilled employees.

## **Child Development Center**

<http://www.lasc.edu/chdev/index.html>

Child Development Center Complex  
323-241-5200

The Child Development Center 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 18 months to 5 years of age in the day program from 7:45 a.m. to 3:00 p.m., Monday through Thursday, and 7:45 a.m. to noon on Fridays. When offered, the evening program accommodates children 3 years (potty trained) to 12 years of age from 6:00 p.m. to 10:00 p.m., Monday through Thursday. The Child Development Center accepts applications year round.

## **Cooperative Agencies Resource for Education (CARE)**

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

Student Services Building (SSB) 218  
323-241-5484  
Fax: 323-241-5304

Cooperative Agencies Resource for Education (CARE) is a supplemental component of Extended Opportunity Program and Services (EOPS). The CARE program provides educational support services to EOPS students who are single parents receiving Temporary Assistance for Needy Families (TANF), formerly known as Aid to Families with Dependent Children (AFDC), and who have a child or children under 14 years of age. CARE provides eligible students with support services including priority registration, counseling, tutoring, and supplies.

In order to be considered for CARE, you must meet all of the eligibility criteria for the EOPS program and the following: EOPS student status; enrolled full-time (12 units) when accepted by EOPS; single head of household with a child under 14 years old; and a TANF/AFDC (cash aid) recipient.

Once accepted to the program you qualify for the following services:

- Financial Aid Assistance
- Counseling and advisement
- Campus Support Program Referrals
- Cultural Enrichment
- Educational Supplies and Materials
- Priority registration

### **Counseling Services**

<http://www.lasc.edu/students/counseling/services.html>

Student Services Building (SSB) 227  
323-241-5200  
Fax: 323-241-5430  
[lascounseling@lasc.edu](mailto:lascounseling@lasc.edu)

The Counseling staff 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 goals. For success in college, students should see a counselor at least once each semester. (Regular office hours may vary when school is not in session.)

Typical areas of discussion with a counselor will include:

- Review of requirements for Associate Degrees and Certificates;
- Analysis college courses which will meet general education requirements at local universities and state colleges;
- Suggestions of methods for overcoming academic difficulties;
- Exploring career options through advisement;
- Personal counseling for achieving a more meaningful college experience.

*See the Attending LASC section of the catalog for additional information regarding counseling and the Student Success and Support Programs (formerly Matriculation) Process.*

## **Disability Services**

(Disabled Students Program and Services)

<http://www.lasc.edu/dsps/index.html>

Student Services Building (SSB) 117  
323-241-5480  
TDD: 323-241-5482

### **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 students may receive the following services: registration assistance, special counseling and program planning, note taking assistance, alternative testing, instructional liaison, adaptive computerized equipment, and specialized equipment. Other services are provided as needed. The Disabled Students Program and Services also maintains liaison with the Department of Rehabilitation and other agencies.

### **Learning Disabilities Assessment**

DSP&S serves LASC students who are not achieving their educational goals because of difficulties with study, organizational, reading, writing, spelling, or math skills. Students with learning disabilities may find it difficult to perform well or to succeed in the classroom without help, and DSP&S offers such students support. Special classes focus on basic learning strategies and skill development for overcoming specific learning problems. Students may be referred to the program by an instructor or counselor, or they may refer themselves. Each student will receive an initial interview and, if appropriate, will be individually assessed for learning disabilities. Based on the student's learning profile, the LD Specialist will make educational recommendations for accommodations.

### **Service Animals**

A service animal is trained to perform some of the functions and tasks that people with disabilities cannot perform themselves. According to the Americans with Disabilities Act (ADA), a service animal is defined as: "Any dog (or miniature horse) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability."

Examples of the animals' tasks:

- Guiding an individual who is blind or has low vision;
- Pulling a person's wheelchair;
- Assisting during seizure (alerting the individual that a seizure is imminent, nudging that person to a safer environment);
- Retrieving medicine or other items (from bags or backpacks);
- Helping an individual with a psychiatric condition such as dissociative identity disorder, to remain grounded;
- Preventing/interrupting impulsive or destructive behavior;
- Assisting with balance, stability; and/or
- Providing non-violent protection or rescue work (cannot qualify if behaves aggressively).

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animals' presence and provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

In compliance with the ADA, service animals are welcome on the LASC campus. Students with disabilities requiring assistance of a service animal on campus should first contact DSPS to register as a student with a disability and complete a DSPS Service Animal Agreement. The Director of DSPS (or designee) will evaluate the disability and recommend any additional accommodations appropriate to the functional limitations of the disability.

Requirements of service animals and their owners/handlers include:

- Dogs must be licensed in accordance with county regulations and wear vaccination tags.
- Animals must be in good health.
- An animal must be on a leash at all times.
- The handler must control the animal at all times. The care and supervision of an animal is solely the responsibility of its partner/handler.
- The handler should provide DSPS information as to how the animal accommodates for his/her disability.
- 

Southwest may exclude a service animal from all or part of its property if a handler fails to comply with these restrictions in a manner that fundamentally alters the nature of LASC programs or services, or poses a threat to the health or safety of others.

### **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.

### **Educational Talent Search (ETS)**

*See Community Resources section of the catalog.*

### **English Writing Center (EWC)**

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

Social Sciences and English Complex (SSEC) 116  
323-241-5451

The English Writing Center (EWC) is a dedicated center, housing the required laboratory component of LASC’s English 21 and 28 course curricula. EWC instructors and tutors assist students in both the academic and technical aspects of completing online lab assignments. Established in spring 2009, the EWC has evolved to offer 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.

### **Extended Opportunity Program and Services (EOPS)**

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

Student Services Building (SSB) 218  
323-241-5484  
Fax: 323-241-5304

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 all of the following eligibility criteria: California resident; enrolled full-time (12 units) when accepted by EOPS; qualify to receive a Board of Governors Waiver (BOGW); completed less than 50 cumulative units at all colleges or universities attended; completed or currently enrolled in a Personal Development course.

You must also meet one of the following criteria: did not qualify for enrollment in the minimum level English or Mathematics 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
- Educational supplies and materials

## **Financial Aid Office**

[http://www.lasc.edu/students/financial\\_aid/applying\\_for\\_financial\\_aid.html](http://www.lasc.edu/students/financial_aid/applying_for_financial_aid.html)

Student Services Building 104  
323-241-5389

*See the Attending LASC section of the catalog.*

## **Freshman Year Experience (FYE)**

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

Library Center 115  
323-241-5389

FYE's goals are to cultivate academic achievement and interpersonal competencies and to lay the foundation for lifelong success. FYE serves incoming first-time college students and implements the following programs and services:

- Extended Orientation
- Summer Bridge
- Learning Communities (linked courses, intrusive counseling, mentoring, and service learning)
- Supplemental Academic Assistance (tutoring and supplemental instructions)
- Faculty Professional Development

All FYE participants work with the FYE coordinator/counselor to develop their individualized educational plan and throughout the academic year, academic skills workshops will be provided, all students will continue to receive individualized counseling, and their academic progress will be monitored.

## **Greater Avenues for Independence (GAIN)**

*See CalWORKs entry in this section of the catalog.*

### **Health Center**

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

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

A variety of health services are available in the Student Health Center. The Center provides first aid, health assessment, counseling, health referrals, health information, and TB screening. Students can call us for an appointment. There is a Health fee of \$11.00 in the Fall and Spring semesters and \$8.00 for the Summer and Winter Sessions.

Students who need medical assistance when the Student Health Center is closed should immediately contact the Deputy Sheriff at (323) 241-5311.

### **International Student Services**

<http://www.lasc.edu/students/international/prospective.html>

Student Services Building (SSB) 209  
323-241-5277

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.

### **Library (Founder's Library)**

[http://www.lasc.edu/students/library/about\\_library.html](http://www.lasc.edu/students/library/about_library.html)

Library Center 100  
323-241-5235 or 323-242-5236

The Founders Library is temporarily located in the Library Center across from the Sheriff's Building. The Library offers high-speed copiers, study carrels, computers with internet access, a reading room and five group study areas. Its collection contains print and electronic books, and newspapers.

The Library also has many class textbooks on Reserve at the library Circulation desk for student use in the library. All currently registered students are eligible to check out library materials by showing their LASC student ID card. Computers are available in the library for student research, word processing and printing. Both black/white and color copiers/printers are available for student use in the library. Students should consider the LASC library their first and best source of learning materials.

With remote access via the internet to the Library book catalog, specialized subscription electronic databases, and an electronic book library of thousands of titles, the library provides a state of the art library, 24 hours a day, seven days a week. Students can access all online library resources both on and off

campus at no charge with the current password available in the library. Visit the library web page on the LASC website for more information.

### **Math Lab**

TEC 190  
Phone: 323-241-5374

Students enrolled in LASC math classes who need assistance with their assignments can find adequate help from the faculty and student tutors at the Math Lab. The Math Lab is designed to provide tutoring services to support math students in every way possible toward their educational success. To receive services, students must bring their LASC identification card and their respective assignments. All services are drop in; no appointment is necessary. For information about workshops that focus on topics in specific math classes, please call the Math Lab.

### **Outreach & Recruitment**

*See Community Resources section of the catalog.*

### **Passage Program**

<http://www.lasc.edu/students/passage/aboutus.html>

Library Center 116  
323-241-5468

The Passage Program is designed to enhance the academic achievement of male students of color. The Passage Program, a comprehensive, culturally responsive student support service program, serves 300 incoming and current male students of color who are placed or assessed in basic skills English courses. The goals are to improve the persistence and course completion rates of male students of color, to strengthen the integration of academic and student services, and to increase engagement among male students of color.

Passage Program students participate Learning Community Courses that will help satisfy general education and elective graduation requirements, as well as Linked Courses where students and instructors work and learn together so that the two courses reinforce each other. These courses help students form study groups and friendships, as well as facilitate the application of new ideas through discussion and group projects. In addition, the Passage Program offers participating students academic, personal, and career counseling; registration assistance; tutoring; field trips to various UC, CSU, and private universities; guest speakers; academic retreats; and faculty and staff mentors.

### **Puente Program**

[http://www.lasc.edu/students/counseling/puente\\_program.html](http://www.lasc.edu/students/counseling/puente_program.html)

323-241-5201 (Puente Counselor)  
323-241-5250 (Puente Instructor)

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 28 (one course below university transfer-level) and Personal Development 17. Phase 2 students enroll in English 101 and Personal Development 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

### Science, Technology, Engineering, & Math (STEM) Scholars Program

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

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

The STEM Scholars program is a TRIO/Student Support Services program at Los Angeles Southwest College, funded by the U.S. Department of Education. STEM Scholars is designed to identify and assist students who are interested in pursuing degrees and careers in the sciences, technology, engineering, and mathematics as well as those pursuing Nursing.

Services for STEM Scholars include: academic counseling, information on transferring to a four-year college or university, tutoring, college success workshops, career exploration workshops, collaboration with faculty in science and mathematics, college and financial aid application workshops, summer internship opportunities, and college tours.

In order to qualify for the STEM program, students must meet certain eligibility criteria: first-generation college student or low-income student, or student with disabilities. A Counselor is available to meet with you to discuss how the STEM Program can assist you.

### Useful links for STEM Scholars:

- Nursing: [http://www.lasc.edu/faculty\\_staff/nursing/nursing\\_prog\\_info.html](http://www.lasc.edu/faculty_staff/nursing/nursing_prog_info.html)
- Nursing (RN, BSN, MSN) programs in the California State University system: [http://www.calstate.edu/app/programs/nursing/nursing\\_programs.shtml](http://www.calstate.edu/app/programs/nursing/nursing_programs.shtml)

- Khan Academy: YouTube tutoring segments for the physical and biological sciences, math (pre-calculus/calculus, trigonometry, statistics):  
[http://www.youtube.com/user/khanacademy?ob=4&feature=results\\_main](http://www.youtube.com/user/khanacademy?ob=4&feature=results_main)
- 

### **Student Success Center (SSC)**

<http://www.lasc.edu/lascenter/index.html>

Social Science and English Complex (SSEC) 110  
323-241-5455

The Student Success Center (SSC) 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 on-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, please check the SSC website [http://www.lasc.edu/student\\_success\\_center/student\\_successindex.html](http://www.lasc.edu/student_success_center/student_successindex.html) 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 6 units on campus or at a four-year accredited college or university. Please 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.

### **Transfer Center**

<http://www.lasc.edu/students/transfer/transfercenter.html>

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

The Transfer Center assists students with the process of transferring to four-year colleges and universities by providing comprehensive support services and resources. The Transfer Center provides counseling, up-to-date information, and workshops on the transfer process, and also sponsors special events for students who are preparing to transfer to four-year institutions. The Transfer Center arranges appointments with university representatives and provides assistance with online applications. The Transfer Center sponsors a Transfer

Fair each semester, with representatives from colleges and universities throughout California and out-of-state.

### **TRIO Scholars Program**

<http://www.lasc.edu/crt/index.html>

Student Services Building 229  
323-241-5392

The TRIO Scholars Program is a federally funded 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/fieldtrips, 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 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.

### **Upward Bound**

*See Community Resources section of the catalog.*

### **Veterans Services**

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

Student Services Building (SSB) 102  
323-241-5202

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 102 as soon as possible. Several weeks are needed for the Veterans Administration to process subsistence payment applications. An early start with a counselor is advisable.

Southwest 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.

All veterans receiving subsistence are cautioned that adequate academic progress is demanded 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 academic 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 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

[http://www.lasc.edu/about\\_lasc/Campus\\_Crime\\_Stats.html](http://www.lasc.edu/about_lasc/Campus_Crime_Stats.html)

Sherriff’s Station 323-241-5311
------------------------------------

The Los Angeles County Deputy Sheriffs Department serves Southwest. The Deputy Sheriffs 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.

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

To contact the Deputy Sheriff 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 [http://www.lasc.edu/about\\_lasc/Campus\\_Crime\\_Stats.html](http://www.lasc.edu/about_lasc/Campus_Crime_Stats.html). You may also request a paper copy by contacting the Deputy Sheriff's Office or the Library.

Additional information may also be accessed at <http://www.lasdhq.org/stations/for2/comm-college/JeanneClery.html>

## Lost and Found

Lost and found is located in the Deputy Sheriff's Office.

## Personal Safety Tips

We all share the responsibility for making Los Angeles Southwest College the safest possible place in which to work and learn. We need your help in reporting crimes and in practicing preventive measures to reduce crime. Promptly report any actions that look suspicious. Don't wait for a crime to occur. Let us check it out. You might prevent a crime.

Some things you can do:

- Learn where the Deputy Sheriffs are located.
- Prevent delays in reporting crime.
- Do not walk alone. Use the "buddy system" when walking to your car or other points in the area.
- If you must walk alone, stay alert; be observant. Do not let your guard down. Do not fall into the "immunity syndrome."
- Walk with confidence and at a steady pace.
- Do not take shortcuts. Stay on well-lit, well-traveled streets and walkways.
- When going to your car, have your car keys before leaving a building.
- Give your car a quick "once-over" before entering, with a critical eye for signs of break-in or persons in the rear seat or floor area.
- Dress for freedom of movement and be prepared to drop books, etc. and get away fast if followed or approached. Head for open businesses or groups of people.
- Personal property (purses, briefcases, textbooks, etc.) should never be left unattended. Take such items with you if you are leaving the classroom or study area.
- Print your name neatly in pencil on the edge of your textbooks. You will lose money on resale, but that is better than buying another if lost or stolen.
- Make a record of the serial numbers of your personal property. If there is no serial number, engrave your drivers' license number on it followed by the state of issuance.
- Engrave your driver's license number on your vehicle battery for I/D.
- If you do not have a lock on the hood of your car, have one installed or put a chain and padlock on it.
- Keep your car locked.
- Never leave the keys in the ignition. Do not use a hide-away key — thieves know all the hiding places.
  - If you lose something, check with the Deputy Sheriffs located in CPU at Western Avenue.

## 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

- A. 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.
- B. ASO preferred parking for \$27.00 per vehicle for Fall & Spring semesters (\$10 for summer), will allow a student to park in the student portion of all Lots (see Campus Map).
- C. General parking for \$20.00 per vehicle for Fall & Spring semester (\$10 for summer), will only allow a student to park in Lots 3 & 4
- D. Permits may be purchased through the Business Office (SSB 103).
- E. Staff 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. Please bring your vehicle's plate or VIN number with you, as no permits may be issued without it.
- G. 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:
  - \$2.00 Student/Visitor Parking Permits – valid in student portions of all lots.
  - \$2.00 Special Event permits are valid in all lots (unless otherwise directed by the Deputy Sheriffs).

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

- A. 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:
  - First two weeks of class = 100%
  - After two weeks = NO REFUND

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

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

#### Parking Regulations

- A. 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.
- B. All vehicles must be parked clearly within a designated parking stall.
- C. All vehicles shall be parked heading into the parking stall.
- D. "No Parking" signs must be observed.
- E. 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.
- F. No vehicle shall be parked overnight on campus.
- G. Any vehicle repeatedly in violation of parking regulations may be towed away at the owner's expense.
- H. 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 cite and/or towed at owner's expense.

- I. 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**

- A. Persons parking illegally on campus will receive a parking citation (\$30 - \$340), as authorized by Section 21113A of the California Vehicle Code.
- B. Persons parking illegally in the Disabled Person’s parking area will be cited (\$340) by Section 22507.8b of the California Vehicle Code.
- C. These citations will be payable through the L.A. Southwest College Parking Citation Services Center, and can be resolved in accordance with the Administrative Review Process. See “Parking Citation Complaint” below.
- D. Consumers with citation disputes have 21 days only from the date of the citation for their complaint to be heard. Please come in or call the Sheriff’s Office to obtain an Administrative Review form.

### **Parking Citation Complaint**

- A. 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 Sheriffs Office for more information.

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

- A. The L.A. 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 non-credit 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.

### **Non-Credit Courses**

*See the Course Description section of the catalog to learn more about non-credit course offerings, including Basic Skills courses.*

### **Community Services**

<http://lasc.augusoft.net>

Student Services Building (SSB) 206  
Phone: 323-241-5288

Community Services is one function of the Community College. The Community Education Program at Southwest offers a variety of non-traditional activities for the purpose of meeting the individual and community needs not served by the College degree or certificated programs. There are no transcripts or grades.

Offerings include educational, cultural and recreational activities as well as seminars and workshops. The Community Services programs for adults (18 and over) include short-term, non-credit activities in personal development and skill improvement. Special programs have been designed to meet the needs of youth (ages 6-17) in the skills improvement area, and activities are offered for enrichment in such areas as languages and performing arts; however, a small fee is charged for some activities. The Community Services Program establishes linkages with related college and community programs to supplement and coordinate with existing offerings.

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

Come to FKCE When You:

- Take care of a relative's child
- Think you would like to care for a child in the "system"
- Need to complete mandated state foster care education
- Care for another's child and want to improve your parenting skills

Because you make a difference, our job is to help you make that difference. Update your caregiving skills and knowledge at Southwest's Foster/Kinship Care Education Program Department. For more information, contact us at (323) 241-5260.

### ***Independent Living Program (ILP) (YDS)***

This program provides independent living skills training to Los Angeles foster youth, ages 16-18, through 18 area community colleges. DCFS Independent Living Program Coordinators refer foster youth to Para Los Ninos -ILP for the training. Para Los Ninos Outreach Advisors personally recruit foster youth to participate in the program, and college Program Directors coordinate the program at the college level. For more information, contact us at (323) 241-5291.

### ***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.

### ***Summer Free Lunch Program***

The Community Services Department sponsors a Free Lunch Program for children /youth 18 years and younger for the South Los Angeles Community. We are an open site, and lunch is served from 12:00 noon to 1:00 pm, and snack is served from 4:00 pm to 5:00 pm Monday through Thursday during the summer months. This grant is from the Department of Education. For more information contact us at (323) 241-5241.

### **Educational Talent Search**

<http://www.lasc.edu/trioets/trioets.html>

Student Services Building (SSB) 208  
323-241-5523

Educational Talent Search (ETS) is a federal TRIO program funded by the U.S. Department of Education. ETS at Los Angeles Southwest College is a pre-college outreach program which serves 500 low-income, potential first-generation students who attend five local target schools: Washington Preparatory High School, Animo Locke High School, Animo Middle School #3 and #4 (formerly Henry Clay Middle School), Gompers Middle School, and Bret Harte Middle School.



ETS provides participants with services that will allow them to better understand and pursue educational opportunities and options and to be competitive in their quest for post-secondary education and beyond. In addition to academic counseling, participants receive information about the college application process, financial aid, and scholarships. Participants also have the opportunity to explore college campuses, access tutoring services, go on cultural outings, and participate in academic, college, and career awareness workshops. All services are free for eligible student participants.

### **Outreach and Recruitment**

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

Student Services Building (SSB) 204  
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.

### **Upward Bound**

<http://www.lasc.edu/students/upwardbound/ubhome.html>

Student Services Building (SSB) 207  
323-241-5378

Upward Bound (UBP) is a federal TRIO program funded by the U.S. Department of Education. Nationally, Upward Bound originated from Title IV of the Higher Education Act of 1965, along with Educational Talent Search and Student Support Services. The mission of the Upward Bound program at Los Angeles Southwest College is to select and prepare low-income and first generation high school students in the college's target area for persistence through secondary education and matriculation into institutions of higher education. Instruction in core academic areas, cultural field trips, tutoring, SAT preparation courses, visits to colleges and universities, and mentoring are some of the approaches the Upward Bound Program uses to accomplish its goals. All services are free for eligible student participants.

### **Consumer Information Requirements**

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

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, Community Services Schedule, 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, 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 includes the student's name, 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.

### **Equal Opportunity Policy**

The Los Angeles Community College District is 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: LASC Compliance Officer, Dean Oscar Cobian, (323) 241-5328 or to Celeste Phelps, Coordinator, Disabled Students Programs and Services, (323) 241-5480. In addition, inquiries may be directed to the District Office of Diversity Programs at (213) 891-2315.

### **Política de Igualdad De Oportunidades**

El Distrito de Colegios Comunitarios de Los Angeles está comprometido a la filosofía de igualdad de oportunidades y acceso en todos sus empleos, programas educativos y servicios. Por lo tanto, nosotros continuamos firmemente con tal compromiso en base a una política de no discriminación, por razones verdaderas o percibidas, ya sea por identificación en grupos étnicos, raza, color, nacionalidad, descendencia, religión, creencias, sexo, (inclusive acoso sexual basado en el género), estado de embarazo, condición médica de un empleado relacionada con el cáncer, estado civil, orientación sexual, edad, discapacidad física o mental, o por ser excombatiente de las fuerzas armadas, en nuestros empleos, programas educativos y actividades.

### ***Procedimiento para el Cumplimiento de la Política de Igualdad de Oportunidades***

Con el fin de garantizar el cumplimiento de la Política de Igualdad de Oportunidades en Los Angeles Southwest College, por favor dirija sus consultas a: Dean Oscar Cobian, (323) 241-5328, Oficial de Cumplimiento de LASC o a Celeste Phelps, Coordinadora de Programas y Servicios para Estudiantes Discapacitados, (323) 241-5480. Además, las consultas pueden dirigirse a la Oficina del Distrito de los Programas de Diversidad al (213) 891-2315

### **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.

### **Sexual Harassment Complaint Procedure**

In order to ensure compliance with the Sexual Harassment Policy at Los Angeles Southwest College, please direct inquiries to: LASC Compliance Officer, Dean Oscar Cobian, (323) 241-5328. 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 Chapter 15 of the District Board Rules. The Los Angeles Community College District has a policy which 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.

### **District Office of Diversity Programs**

The policy of the Los Angeles Community College District is to implement affirmatively equal opportunity to all qualified employees and applicants for employment without regard to 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. Positive action will be taken to ensure that this policy is followed in all personnel practices, including recruitment, hiring, placement, upgrading, transfer, demotion, treatment during employment, rate of pay or other forms of compensation, selection for training, layoff, or termination.

The District Office of Diversity Programs handles 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.

### **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.

## **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.

**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.



**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.

**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.

**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:

- a) Unsafe conduct in connection with a Health Services Program (e.g., Nursing, Dental Hygiene, etc.);
- b) Failure to follow safety directions of District and/or College staff;
- c) Willful disregard of safety rules as adopted by the District and/or College; and/or
- d) 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.

**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.

**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 Executive 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, Dean Oscar Cobian 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 Dean Oscar Cobian 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](http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx) 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 \(ACCJC\)](http://www.accjc.org/complaint-process) 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](http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx) 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](http://www.cccco.edu/ChancellorsOffice/Divisions/Legal/Discrimination/tabid/294/Default.aspx) at <http://www.cccco.edu/ChancellorsOffice/Divisions/Legal/Discrimination/tabid/294/Default.aspx> if your complaint involves unlawful discrimination.

## **Administration**

### **LACCD Board of Trustees and District Administration**

#### **Los Angeles Community College District**

770 Wilshire Blvd.  
Los Angeles, California 90017  
(213) 891-2000

#### **Board of Trustees**

Miguel Santiago, President  
Scott J. Svonkin, Vice President  
Mike Eng  
Mona Field  
Ernest H. Moreno  
Nancy Pearlman  
Steve Veres  
LaMont Jackson, Student Trustee

#### **District Administration**

Dr. Francisco Rodriguez, Chancellor  
Dr. Adriana Barrera, Deputy Chancellor  
Bobbi Kimble, Interim Vice Chancellor for Educational Programs and Institutional Effectiveness  
Dr. Felicito Cajayon, Vice Chancellor for Economic and Workforce Development  
Jeanette Gordon, Chief Financial Officer/Treasurer  
Camille A. Goulet, General Counsel  
James D. O'Reilly, Chief Facilities Executive  
Dr. Albert J. Roman, Vice Chancellor for Human Resources

## College Administration

### Los Angeles Southwest College

1600 West Imperial Highway  
Los Angeles, CA 90047-4899  
(323) 241-5225

#### College Administration

Dr. Linda Rose, *President*  
Ferris Trimble, *Vice President, Administrative Services*  
Dr. Lawrence Bradford, *Vice President, Academic Affairs*  
Pamela Sanford, *Associate Vice President, Administrative Services*  
Dr. Oscar Cobián, *Acting Vice President, Student Services*  
Dr. Tangelia Alfred, *Interim Dean, Natural Science, Health, Kinesiology, Mathematics & Curriculum*  
Vacant, *Dean, Library, Arts, Humanities, Social Sciences and Distance Education*  
Phillip Briggs, *Dean, Institutional Effectiveness*  
Felicia Dueñas, *Dean, LEEF-LA*  
Rick Hodge, *Dean, Career Technical Education (CTE)*  
Daniel Tabor, *Executive Director, Los Angeles Southwest College Foundation*  
Kimberly Carpenter, *Registrar*  
Vacant, *Operations Manager*  
Vacant, *Director of College Facilities*  
Reggie Ducree, *Deputy Sheriff*

#### Department Chairpersons

Vacant, *Arts & Humanities*  
Dr. Tamara Howard, *Behavioral & Social Sciences*  
James Hicks, *Business, Computer Science & Related Technologies*  
LaShawn L. Brinson, *Child Development/Family & Consumer Studies*  
Reginald Morris, *Counseling*  
Darren Cifarelli, *English & Foreign Languages/Developmental Communications*  
Shelley Werts, *Library*  
Dr. Todd Roberts, *Natural Sciences, Health & Physical Education*  
Dr. Lernik Saakian, *Mathematics*  
Dr. Catherine Azubuikwe, *Nursing & Allied Health*

#### Associated Student Organization

Justin Blackburn, *President*  
Joni Collins, *Advisor*

#### Middle College High School

Betty Washington, *Principal*



## Faculty and Administration

- Abdullah, Kaaran (1997)  
Professor, Child Development Center  
*B.S., California State University, Northridge*
- Alfred, Tangelia M. (2005)  
Interim Dean, Natural Sciences  
*B.A., California State University Bakersfield*  
*M.A., San Diego State University*  
*Ed.D., California State University Long Beach*
- Apenahier, Leonard E. (1996)  
Associate Professor, Psychology  
*B.S., University of Oregon*  
*M.A., Pepperdine University*  
*M.S., Vanderbilt University*  
*Ph.D., Howard University*
- Auria, Debra R. (2000)  
Associate Professor, Child Development Center  
*A.A., Los Angeles Harbor College*  
*B.A., California State University, Dominguez Hills*
- Azubuike, Catherine Ugo (1998)  
Department Chair, Nursing & Allied Health, Professor of Nursing (Medical/Surgical Nursing)  
*A.D.N., Cerritos College*  
*B.S., Texas Southern University*  
*BSN, University of Phoenix*  
*M.S.N., University of Phoenix*  
*DNP, Western University of Health Sciences, Pomona California*
- Blanks, Misty K. (2002)  
Instructor, Child Development Center  
*B.A., California State University, Long Beach*
- Bohn, Jeffrey (2012)  
Instructor, English  
*B.A., California State University, Northridge*  
*M.A., University of Southern California*  
*Ph.D., University of Southern California*
- Brady, Linda (2005)  
Librarian  
*Double B.A., California Baptist University, Riverside, CA*  
*M.L.I.S., San Jose State University*
- Bremen, Jonathan (2009)  
Instructor, Music  
*B.A., Sonoma State University*  
*M.M., Indiana University*  
*D.M.A., University of Southern California*
- Brinson, LaShawn L (2002)  
Department Chair, Child Development and Family and Consumer Studies  
*B.A., California State University, Northridge*  
*M.A., Pacific Oaks College*
- Burrus, Stephanie (2011)  
Instructor, Reading  
*B.A., University of California, Los Angeles*  
*M.A., California State University, Dominguez Hills*
- Calderon, Rose (1999)  
Director EOPS/CARE Programs, Counselor  
*B.S., Loyola Marymount University*  
*M.S., University of La Verne*
- Callender, Alistaire B. (2009)  
Instructor, Environmental Science  
*B.Sc., University of the West Indies*  
*M.S., University of Oklahoma*  
*Ph.D., University of Oklahoma*
- Cifarelli, Darren (2008)  
Department Chair, English and Foreign Languages, Instructor, English  
*B.A., University of California, Los Angeles*  
*M.A., California State University, Northridge*
- Cobian, Oscar (2005)  
Acting Vice President, Student Services  
*A.A., Ventura College*  
*B.S., California State University, Northridge*  
*M.S., California Lutheran University*  
*Ed. D., University of Southern California*
- Collins-Heads, Sharon (1997)  
Professor, Dance, Health & Physical Education  
*A.A., El Camino College*  
*B.A., California State University, Dominguez Hills*  
*M.A., California State University, Long Beach*
- Dammena, Zekarias W. (1999)  
Associate Professor, Mathematics  
*B.S., Technical University of Dresden, Germany*  
*M.A., California State University, Long Beach*
- Davis, Ralph (2012)  
Counselor  
*B.A., Stanford University*
- Dillon, Sioban V., (2001)  
Professor, English  
*B.A., State University of New York, Albany*  
*M.A., Binghamton University (SUNY)*
- Doose, Paul R., (2000)  
Professor, Earth Sciences  
*B.S., University of California, Los Angeles*  
*M.S., University of California, Los Angeles*  
*Ph.D., University of California, Los Angeles*
- Drawbond, Jessica (2012)  
Instructor, English  
*B.A., California State University, Long Beach*  
*M.A., California State University, Long Beach*
- Dueñas, Felicia (2009)  
Acting Dean, Institutional Effectiveness  
*B.A., University of California, San Diego*  
*M.S.W., University of California, Los Angeles*
- El-Khoury, Naja (2009)  
Instructor, Computer Science and Information Technology  
*B.S., National University, San Diego*  
*M.B.A., National University, Los Angeles*  
*M.S., National University, Los Angeles*
- Elias, Deyanira (2012)  
Instructor, Math  
*A.A., East Los Angeles College*  
*B.A., California State University, Los Angeles*  
*M.S., California State University, Los Angeles*
- Ezeobah, Nkonye (2000)  
Associate Professor, Nursing  
*B.S.N., University of Ibadan, Nigeria*  
*M.S.N., Azusa Pacific University*  
*PHN., California State University, Dominguez Hills*  
*FNP, University of Southern California*  
*PH.D., International University for Graduate Studies*  
*Certified Chemical Dependency Counselor*
- Ford, Lisa D. (2004)  
Counselor, Instructor, Personal Development  
*B.A., California State University, Long Beach*  
*M.S., California State University, Los Angeles*

Angeles

- Greene, Voiza (2012)  
Associate Professor, Speech  
Communication  
B.A., California State University, Los Angeles  
M.A., California State University, Los Angeles
- Haghoo, Majid (1999)  
Professor, Computer Science  
and Information Technology  
M.S., University of Southern California  
Ph.D., University of Southern California
- 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  
Minnesota
- Hicks, James E. (1998)  
Professor, Computer Science and  
Information Technology  
B.S., Morgan State University  
M.S., University of Wisconsin  
M.S., University of California, Los Angeles
- Howard, Tamura (2008)  
Department Chair, Behavioral &  
Social Sciences, Instructor,  
Political Science  
B.A., California State University, Long Beach  
M.A., University of California, Los Angeles  
Ph.D., University of California, Los Angeles
- Jones-Thomas, Phillip (1979)  
Professor, English & American Sign  
Language  
B.A., University of Kansas  
M.A., University of Illinois
- Kim, Kang (1996)  
Professor Natural Sciences  
B.S., University of California, Los Angeles  
M.S., California State University, Los Angeles
- Lam, Ming-huei (2012)  
Coordinator, Freshman Year  
Experience  
B.S. University of Wisconsin, Madison  
M.A. Western C. B. Seminary
- 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  
Associate 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
- Maselli, Sharon (2000)  
Professor, English  
B.A., California State University  
M.A., University of Arizona  
Ph.D., University of Arizona
- McBride, Kimberly (2008)  
Instructor, Developmental  
Communications  
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, Norris J. (1979)  
Professor, Child Development  
Center  
B.A., California State University, Long Beach  
Children's Center Permit
- Miller-Washington, Erika L. (2005)  
Director/Counselor, TRIO Scholars  
B.S., Howard University  
M.A., Pepperdine University
- Miramontes, Ramon (2010)  
Instructor, Business, Computer  
Science & Related Sciences  
B.A., University of California Santa Barbara  
M.B.A., University of La Verne
- Moore, Allison P. (2001)  
Associate Professor, Accounting  
B.S., University of Southern California  
M.Acc., University of Southern California  
D.P.A., University of LaVerne
- Morris, Reginald (1998)  
Department Chair, Counseling,  
Counselor  
A.A., Los Angeles, Harbor College  
B.S., San Jose State University  
M.A., California Lutheran College
- 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
- Olivarez, Lacey (2012)  
Instructor, Child Development  
B.A., Pacific Oaks College  
M.A., Pacific Oaks College
- Ortega, Daniel (2008)  
Counselor, Instructor, Personal  
Development, Co-Coordinator,  
Puente Program  
B.A., University of California, Los Angeles  
M.S., California State University, Long Beach  
Ph.D., Claremont Graduate University
- Persaud, Arabella C. (1990)  
Professor, Spanish  
B.A., University of the West Indies, Jamaica  
M.A., State University of New York, Buffalo, New York  
Ph.D., State University of New York, Buffalo, New York
- Pitts, Michael E. (1990)  
Professor, English as a Second  
Language, Speech, Cinema  
A.A., Los Angeles City College  
B.A., University of Southern California  
M.F.A., University of Southern California  
M.S., University of Southern California
- 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*
- Roberts, Todd J. (2000)  
 Department Chair, Professor,  
 Biology & Physiology  
 B.S., *University of California, Davis*  
 M.S., *University of Georgia*  
 Ph.D., *University of Georgia*
- Rodriguez, Blanca (2010)  
 Counselor  
 B.A., *California State University, Northridge*  
 M.A., *California State University, Dominguez Hills*
- Ruane, Marian (1990)  
 Noncredit Program Coordinator  
 B.A., *San Diego State University*  
 M.A., *Loyola Marymount University*
- Saakian, Lernik (1999)  
 Chair, Mathematics  
 Instructor, Mathematics, Physics  
 M.S., *Academy of Science of USSR*  
 Ph.D., *Academy of Science of USSR*
- Salas, Angelita Figueroa (2011)  
 TRIO STEM Coordinator/Counselor  
 A.A., *Santa Ana College*  
 B.A., *University of California, Berkeley*  
 M.S., *San Francisco State University*  
 Ed.D., *California State University, Long Beach*
- 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, Robert (2008)  
 Assistant Professor, Anatomy,  
 Biology  
 B.S., *California State University, Dominguez Hills*  
 M.S., *California State University, Los Angeles*
- Syed, Erum (2012)  
 Associate Professor, Microbiology  
 B.A., *Baqai University School of Medicine*  
 M.A., *Clemson University*
- Tadele, Gizaw, T. (2001)  
 Instructor, Mathematics  
 B.S., *Addis Ababa University*  
 M.S., *Addis Ababa University*
- 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)  
 Assistant Professor, Business &  
 Economics  
 A.A., *Los Angeles Southwest College*  
 B.S., *Woodbury University*  
 M.B.A., *National University*
- Toure, Pogban (2009)  
 Instructor, 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, Personal  
 Development  
 A.A., *Los Angeles Southwest College*  
 B.A., *California State University, Dominguez Hills*  
 M.A., *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*
- Vance, Robert (1996)  
 Professor, Fine Arts  
 B.F.A., *Minneapolis College of Art & Design*  
 M.F.A., *University of California, Santa Barbara*
- Washington, Henry (1982)  
 Head Football Coach, Physical  
 Education  
 B.A., *University of Redlands*  
 M.A., *Brigham Young University, Utah*
- Werts, Shelley (2001)  
 Department Chair, Library, Librarian  
 B.A., *University of California, Los Angeles*  
 J.D., *University of California, Davis*  
 M.L.I.S., *University of California, Los Angeles*
- Williams, Michelle R. (2013)  
 Counselor, EOPS/CARE Director,  
 Assistant Professor  
 B.A. *CSU Dominguez Hills*  
 M.S. *University of LaVerne*
- Wright, Kristine M. (2008)  
 Instructor, Sociology  
 B.A., *University of California, Los Angeles*  
 Ph.D., *University of California, Irvine*

## Classified Staff

Akins, Shireen  
Admissions & Records  
Assistant

Barnes, Brian  
Custodian

Barajas, Blanca  
SFP Director

Barron, Johnel  
Student Recruiter

Baquir-Streator, Ivey  
Senior Secretary

Bebelle, Lynn  
Administrative Analyst,  
S.P.O.C.

Bell, Felicia  
Library Technician

Bell, Lorraine  
Senior Personnel Assistant

Berger, Rodnette  
Senior Secretary, (SFP)

Berry, James  
Custodian

Bilbrey-Velasquez, Betty  
SFP Technician

Bingham, Wilda A  
Athletic Trainer

Brown, Johnny  
Custodian

Buggage, C. Rhuné  
Student Services Aide

Burch, Vanessa  
Piano Accompanist

Campuzano, Ismael V.  
Carpenter

Carpenter, Kimberly  
Registrar

Carter, Shauna  
Student Services Assistant

Casey, Kevin P.  
Library Technician

Chen Linda  
Accounting Assistant

Chevchyan, Gayan  
Financial Aid Technician

Chilin, Melvin  
SFP Specialist

Chu, Jackson  
Maintenance Assistance

Collins, Joni  
Community Services  
Manager

Comegys, Darlene  
Administrative Secretary

Cortez, Maria  
Administrative Aide

Cosby, Sidney  
Program Specialist

Craig, Lisa  
Accountant Technician

Crown, Nicolas  
HVAC Technician

Dace, Stella  
Secretary

Daniel, Martha  
Custodian

Domio, Kenneth  
Custodian

Elfarissi, Hassan  
Life Science Lab Technician

Elfarissi, Kamal  
Life Science Lab Technician

Ferrer, James  
Computer Network Support  
Specialist

Flagg, James  
Reprographics Equipment  
Operator

Fox, Linda  
Senior Office Assistant

Francis, Edward  
Payroll Assistant

Franklin, Mickey  
Chemistry Lab Technician

Garcia, Charles  
Library Technician

Gilmore, Dreshawn  
Senior Office Assistant

Gipson, Derek  
Custodian

Gomez, Domingo  
Library Technician

Gordon, Janet  
SFP Technician/ Foster and  
Kinship Care Education

Gupta, Vibha  
Manager College Information  
Systems

Hall, Lynda  
Financial Aid Manager

Hamilton, Keon  
Custodian

Hamilton, La Vonne  
Research Analyst

Harris, Darrell  
Custodian

Harris, Michael  
Director

Harvey, Howard Custodian	Livingston, Kim Custodian	Reed, Stanley Maintenance Assistant
Havlac, Frank Maintenance Assistant	Madriz, Martha C. SFP Program Technician	Rice, Maria Financial Aid Technician
Hollier, Blanchie Plant Facilities Assistant	Manyweather, Laura Acting Tech Prep Coordinator	Roberts, Ronald Custodian
Holmes, Darryll Men's Physical Education Facilities Assistant	Martinez, Aracely Senior Office Assistant	Robertson, Jerome SFP Technician
Holmes, Malik Custodian	Mayo, Gary Plumber	Robinson, Brian Stock Control Assistant
Hussain, Syed Khaled Student Serv. Specialist	Mayorga, Erica SFP Director	Rodriguez, Ernesto Financial Aid Technician
Ignant, Ronnie Custodian	Mendez, Joseph SFP Program Specialist/ Workforce Development & Corporate Relations	Silva, Ricardo Electrician
Johnson, Mackenzie Secretary, BSS	Morgado, Osmin Instructional Assistant Information Technology	Stayton, Wynton Physical Science, Laboratory Technician
Jones, Maisha N. Financial Aid Technician	Owens, Yvonne Instructional Assistant	Stewart, Chauncine Senior Secretary
Jones, Linda SFP Program Technician	Ozan, Christzann Custodian	Tabor, Daniel Foundation Executive Director
Jones, Philip Gardener	Paniagua, Oscar Admissions & Records Assistant	Tatum, Ronald Stock Control Aide
Jordan, Debbie SFP Technician	Perez, Bridget Assistant Bookstore Manager	Taubr, Alex Instructional Media Assistant
Karchikyan, Grayr Maintenance Assistant	Piernas, Leilani Admissions & Records Assistant	Tello, Jose L. Painter
Koziar, Katherine Program Specialist	Pierson, Anthony Custodial Supervisor	Tippens, Traci Senior Secretary
Knight, Wilbert Assistant Coach	Prompongsatorn, Voragit Custodian	Torres, Angela Admissions & Records Assistant
Le, Frank Gardner	Quach, John Instructional Assistant Information Technician	Tucker, Yvette Admissions & Records Technician/ Veterans

Walker, Cassaundra  
Academic Scheduling  
Specialist

Ward, Deborah  
Administrative Assistant

Warren, Shakeeba  
SFP Technician

Williams, Mark  
Custodian

Williams, Sheryl  
Financial Aid Technician

Xie, Aubrey  
Assistant Computer Network  
Specialist

Zamora, Genaro  
Gardener

Zamora, Robert  
General Foreman

## Adjunct Faculty

Adams, E., Developmental Communication  
Adelman, H., Basic Skills  
Adkins-Jackson, P., Anthropology  
Adsit, R., Geology  
Agak, G., Biology  
Aguet, D.J., Child Development  
Ajao, L., Nursing  
Akpofure-Ojose, M., Nursing  
Alexander, A., Music  
Albertson, E., Computer Applications & Office Technology  
Alcocer, B., Physical Education  
Allmond, B., Nursing  
Amos, B., Physics  
Amos, G., Child Development  
Anebere, F., Computer Applications & Office Technology  
Arora, Y., Biology  
Arutyunyan, A., Mathematics  
Atkins, S., Counselor  
Atkins, S., Psychology  
Austin, N.N., History  
Ayetin, A.A., Computer Science  
Backlar, N., Child Development  
Bahadorani, N., Biology  
Bakeer, K., Child Development  
Barrueta, L., Counselor  
Barlow, C., Administration of Justice, Sociology  
Barrio De Mendoza, M., Spanish  
Barsegian, G., Mathematics  
Bartels, D., Art  
Bellamy, L.G., Real Estate  
Bellin, E., Mathematics  
Bennitt, B., English as a Second Language (Noncredit)  
Billingslea, N., English  
Biteng, C., Nursing  
Blagdon, O., American Sign Language  
Blake, E., Counselor  
Blyther, R.R., Mathematics, Real Estate  
Bowman, J., Law  
Braun Carranco, M., English as a Second Language  
Brennan, M., Anatomy  
Brian, T., Counselor  
Briones, C., English as a Second Language (Noncredit)  
Brooks, K., Psychology  
Brooks, K., Counselor  
Brown, C.A., Real Estate  
Brown, R.D., Cinema  
Bullock, C., Theater  
Campbell, A., Administration of Justice  
Campos, L., Counselor  
Carbonell, J., Mathematics  
Castellon, H., Vocational Education  
Cavanaugh, M.A., Philosophy  
Chang, F., English as a Second Language (Noncredit)  
Chang, Y., Mathematics  
Chaney, V., Political Science  
Chastek, M., Computer Science  
Chee, G., History  
Chen, G., Mathematics  
Chevchyan, G., Personal Development  
Chiappelli, G.D., Spanish  
Childress, C., Computer Science  
Chilin, M., Vocational Education  
Cobbs, H., Librarian  
Cochran, T., Computer Science  
Corneal, S.A., American Sign Language  
Cox, K.M., Law  
Cranon-Charles, A., Political Science  
Crenshaw, G., Psychology  
Culver, A., English  
Cummings, R.A., Music  
Dammena, D.W., Mathematics  
David, A., Anthropology  
De, R., Physics  
De La Cruz, N.L., Nursing  
Della Rocca, G., Mathematics  
DeFrance, R., English  
Diaz, J., History  
Donovetsky, G., Humanities  
Dotson, K.D., Speech  
Dowd, T., Counselor  
Drawbond, J., English  
Duru, D., Administration of Justice  
Eagle, R., Physics  
Eckersley Jr., D.S., English  
Egipciaco, M., Psychology  
Elfarissi, H., Anatomy  
Embry, G., Psychology  
Engle, S., English as a Second Language (Noncredit)  
Epps, R., Personal Development  
Escobar, M., History  
Escudero, L., Microbiology  
Esmaeili, A., Mathematics  
Evans, L., Art  
Factor, H.J., English  
Fairclough, M., English as a Second Language (Noncredit)  
Felix, J., English  
Fetler, E.J., English  
Fielding, L.L., Geography  
Fields, S.T., Child Development  
Firpo, N., English  
Flores, C., Basic Skills  
Foreman Asberry, S.A., Computer Science

Freedman, J., English  
 Garcia, J.A., Sociology  
 Garnett, F., Health  
 Gebru, A., Basic Skills  
 Ghaffari, A., Basic Skills  
 Gizaw, A., Mathematics  
 Glaze, E., Computer Applications & Office Technology  
 Gomez, C., English as a Second Language (Noncredit)  
 Gomez, E.A., Child Development  
 Gonzalez, C, Counselor  
 Gonzalez, R.C., English as a Second Language (Noncredit)  
 Graves, L.P., Mathematics  
 Gray, K., Sociology  
 Gromova, I., Mathematics  
 Grood, J.A., Personal Development  
 Haas, J.T., Physical Science  
 Hall, L., Mathematics  
 Hall-Johnson, J., English  
 Han, S., Chemistry  
 Haney, B., English  
 Harley, N., English as a Second Language  
 Harrington, K.A., Theater  
 Harris, M., Sociology  
 Harutyunyan, A., Mathematics  
 Haye, M.J., Nursing  
 Haynes, S., Psychology  
 Henderson, J., Physical Education  
 Herrington, S., Computer Science  
 Ho, H., Basic Skills  
 Holland, H., Computer Science  
 Holt- Carter, B., Nursing  
 Hood, P.K., ESL & Civics (Noncredit)  
 Horne, D.L., History, Political Science  
 Howells, M., Basic Skills  
 Hubert-Lytal, S.S., Biology  
 Hyacinth, O., Nursing  
 Isaac, C., English  
 Isaac, L., English  
 Jackson, J., Theater  
 Jaglin, E.G., English as a Second Language (Noncredit)  
 Jarrett, W., Counselor  
 Jiang, J., Mathematics  
 Johnson, S.L., Mathematics  
 Jones, M., Sociology  
 Jones, M., Personal Development  
 Koransky, I.H., Physiology  
 Korkhmazyan, N., Mathematics  
 Lai, I., Mathematics  
 Lanier, M., Counselor  
 Le, M., Anatomy  
 Leonard, D., Theater  
 Lewis, M., Administration of Justice  
 Lewis, P., Speech  
 Lindsay, G., Librarian  
 Loera, M., Spanish  
 Londono, D., English as a Second Language (Noncredit)  
 Lozada, C., English  
 Mak, P.M., Microbiology  
 Malone, M., Education  
 Manyweather, L., Business  
 Marshall, A.M., Computer Applications & Office Technology  
 Martirossian, M., Mathematics  
 Maschler, K., Computer Science & Office Technology  
 Matthews, J., Computer Science & Office Technology  
 McCants-Reed, D., Speech, Law  
 McClain, S., English  
 McCollum, P.H., Librarian  
 McDuffie, A.L., English  
 McLeod, H.L., Speech  
 McNamee, D.L., Psychology  
 Minasian, A., Mathematics  
 Mitchell, D.E., History  
 Mitchell, T., Health, Physical Education  
 Moffett Webster, M.A., English as a Second Language  
 (Noncredit)  
 Moghadam, R., Economics  
 Monroe, R., Child Development  
 Montgomery, J.K., Child Development  
 Morimoto, C., Computer Applications & Office Technology  
 Nagaya, M., Biology  
 Nash, B., Mathematics  
 Naqvi, H.H., Biology  
 Ndoley, M.N., French  
 Nichols, G., Theater  
 Norwood, P., English  
 Oganyan, K., Mathematics  
 Olsen, B.D., Anatomy  
 Omuson, V., Nursing  
 Oswald, S., Biology  
 Page, C., Basic Skills  
 Patel, M., Computer Science  
 Patvakanyan, Y., Mathematics  
 Perret, J., Computer Applications & Office Technology  
 Peters, S.L., Philosophy  
 Phelps, C., Learning Skills  
 Porter, P., Sociology  
 Possemato, F., English  
 Powe, G., Computer Applications & Office Technology  
 Powell, W., History  
 Radomski, J., English as a Second Language (Noncredit)  
 Ramirez, A., ESL & Civics (Noncredit)  
 Reed, J.K., English as a Second Language (Noncredit)  
 Resendiz, R., Anatomy & Biology  
 Rhodes, A., Physical Education  
 Rhymes, R., Sociology  
 Roberts, M.T., English



Rocha-Gurley, M., English as a Second Language (Noncredit)  
 Rodriguez, K.R., Chemistry  
 Rollerson, T., Basic Skills  
 Rollins, J., Supervision  
 Romero, F., English as a Second Language (Noncredit)  
 Romero, R., Anatomy  
 Ruane, M.L., English as a Second Language  
 Rubio, G.H., English  
 Ruiz, D., Basic Skills  
 Ruiz, D., Counselor  
 Ruscigno, M.C., Health  
 Saafir, R., Administration of Justice  
 Sachdev, V., Chemistry  
 Samplewala, M., Computer Science  
 Sanchez, R., Learning Skills  
 Santos, S.M., Basic Skills  
 Saperston, L., English as a Second Language (Noncredit)  
 Sarkisian, E., Mathematics  
 Scott Stafford, J.R., Political Science  
 Scrivner, P., Geology  
 Serena, A., English as a Second Language (Noncredit)  
 Shaffer, C., Administration of Justice  
 Shaw, T., Child Development  
 Shea, E.A., Basic Skills, ESL & Civics (Noncredit)  
 Sheth, A., Sociology  
 Shukla, P., Mathematics  
 Simons, G.L., ESL & Civics (Noncredit)  
 Slama, J., English  
 Smiley, C., Counselor  
 Sneed, R., Psychology  
 Sokolovskiy, Y., Mathematics  
 Soleymani, S., Mathematics  
 Sorace, R., Mathematics  
 Souki, S., Biology  
 Stahl, S., Computer Science  
 Sun, G., Spanish  
 Sweeney, C.P., Humanities  
 Taouk, H., Computer Science  
 Tarnoff, S., Geology  
 Tatum, H., Health  
 Teclé, H., Microbiology  
 Thomas, J.M., Personal Development  
 Thomas, K.A., Management  
 Toft, P., Geology  
 Tucker, A., Personal Development  
 Ugas Abreus, B., Spanish  
 Umoja, A.A., Political Science  
 Unutoa, K., Accounting  
 Valderrama-Olson, F., Basic Skills  
 Valdivia, O., Computer Applications & Office Technology  
 Vanish, C.G., Mathematics  
 Vara, J.A., Physical Education  
 Vasquez, S.R., Art  
 Velez, A., Spanish  
 Verity, S.S., Anatomy  
 Viliesid, C., English  
 Viz, E., Computer Applications & Office Technology  
 Wagner, G., Cinema  
 Wahba, R., Physiology  
 Walker, M.W., Anthropology  
 Walker, D., Speech  
 Ward, H.J., American Sign Language  
 Watkins, P., Health  
 Webster, D. F., Nursing  
 Wheeler, N., Music  
 White, M.T., Nursing  
 White, S., Sociology  
 White, W., Economics  
 Williams, E.J., Nursing  
 Williams, J.T., Nursing  
 Williams, J.D., Child Development  
 Williams, M., Personal Development  
 Williams, R., Child Development  
 Wilson, D.A., Business  
 Wilson, D., Child Development  
 Wilson, E.T., Political Science  
 Woods, C., Physical Education  
 Woods, W., Personal Development  
 Wyatt, G., Music  
 Ybarra, D., History  
 Yee, D., Mathematics  
 Young, E.L., Humanities  
 Zamora, V., English  
 Zanders, C., Psychology  
 Zandieh, S., Librarian

## Faculty Emeriti

Adler, A. Jay 1994-2013  
Professor, English

Arnold, Margaret L.; 1976-1995;  
Professor of English

Avins, Alfred; 1968-1983;  
Professor of Business

Blechman, Marcella; 1971-1980;  
Professor of Office  
Administration

Bost, Joyce C.; 1980-2007;  
Professor of Nursing

Butler, Ella; 1976-1995;  
Professor of Office  
Administration

Carlan, Audrey M.; 1968-1989;  
Professor of Mathematics

Chilk, Tillie; 1971-1980;  
Associate Professor of Nursing

Cliff, Kathi 1978-2014  
Director, Child Development  
Center, Professor, Child  
Development

Cobbs, Herbert; 1989-2003;  
Instructor, Library Science

Colbert, Toni; 1971 -2004;  
Professor of Sociology

Cook, Robert; 1967-1982;  
Coordinator of Institutional  
Research

Cooper, Granville

Davis, Donovan; 1970-2003;  
Professor of Psychology and  
Anthropology

Doyle, William; 1969-1991;  
Professor of History

Dright, Lloyce; 1968-1983;  
Professor of Nursing, Counselor

Eckersley, Darrell; 1971-2004;  
Professor of English

Engberg, Charles J.; 1971-1989;  
Professor of Mathematics

Fischer, Donald; 1969-1978;  
Professor of English

Fobi, Charlene; 1976-;  
Professor of Nursing

Forge, Liz; 1976-1995;  
Director of Child Care Center

Frank, Lee; 1968-1989;  
Professor of English

Friedland, Lila; 1971-2000;  
Professor of Registered Nursing

Frisby, James R.; 1977-1995;  
Professor of English

Gabriel, Doris H.; 1968-1976;  
Associate Professor of Business

Geoghagen, Augustine; 1973-  
1992; Professor of Counseling

Green, Gaston; 1998-2003;  
Director of Upward Bound

Griffith, Hortensia; 1991-2004;  
Director of CARE Program,  
Associate Professor, Counselor

Gustafson, Adelle; 1968-1983;  
Professor of Office  
Administration

Harris, Lola Hanson; 1980-1995;  
Professor of Developmental  
Communications

Herwig, Margaret; 1968-1983;  
Professor of Physical Education

Huber, Charlotte; 1969-1975;  
Professor of English and  
Journalism

Itow, Pauline; 1980-2010);  
Professor of Child Development

Jackson, Roland; 1976-1995;  
Professor of Music

Jacobson, Marvin; 1968-2000;  
Professor, Geology

Johnson, Avery; 1998-2003;  
Counselor

Jordan, Walter; 1980-2003;  
Professor of Physics

Keeney, Phyllis I.; 1967-1995;  
Professor of Physical Education

Kier, Ralph; 1969-2000  
Professor of Accounting and  
Business

Landesman, Herbert;  
1969-1995; Professor of  
Chemistry

Landsdowne, Noblesse A.;  
1969-1978;  
Associate Professor of Zoology

**Lewis, Pat**

Levine, Ettabelle N; 1968-1983;  
Professor of Business

Lopez, Ronald W.; 1990-2007;  
Professor of History

Lott, Vivian; 1998-2006;  
Professor of Learning Skills  
and Developmental  
Communications

Love, Clara; 1989-1999;  
Professor of Registered Nursing

McAfee, Margaret B.; 1969-  
1989; Professor of Art

McClelland, Evelyn; 1981-1991;  
Professor of Nursing

Mackey, Ralph T., Sr.; 1983-  
1989; Instructor of Engineering

Maddox, Kerman; 1990-2005;  
Professor of Political Science

Maddox, Marion; 1969-1983;  
Professor of English

Marsh, L. Benson; 1969-1985;  
Professor of Prosthetics and  
Orthotics, Instructor in Health  
Education

Matthews, Jacquelyn Y.; 1978-  
2004; Professor of Computer  
Applications  
and Office Technology

McCollum, Patricia; 1977-2004;  
Professor of Library Sciences

Moore, Bessie; 1969-1983;  
Professor of Nursing

Morton, Katherine; 1969-1979;  
Associate Professor of Speech

Mulholland, William; 1967-1977;  
Mathematics Instructor

Nolcox, Noble; 1990-2007;  
Professor of English

Palmer, Earnestine; Counselor

Pang, Henry I.; 1976-1995;  
Associate Professor of  
Mathematics

Panjabi, Hari P.; 1976-1995;  
Professor of Engineering

Pape, Geraldine; 1969-1976;  
Associate Professor of English

Perez, Rose; 1969-1982;  
Professor of Library Media

Perkins, Helen E.; 1968-1984;  
Professor of Nursing

Phifer, Elaine E.; 1976-;  
Professor of Nursing

Rhodes, Anthonetta (Toni);  
1978-2011; Professor of Child  
Development

Riggs, Jan; 1976-2007;  
Associate Professor, Physical  
Education

Robinson, Alyce; 1969-1989;  
Professor of Library Science

Rubenstein, Arthur; 1970-1985;  
Professor of History

Ryner, Margaret; 1969-1985;

Professor of Nursing

Sapin, Dan P.; 1969-1995;  
Professor of Psychology

Schauer, David; 1971-1998;  
Professor of Mathematics

Scott, Roselyn; 1968-1989;  
Professor of Family and  
Consumer Studies

Seeman, Helene; 1996-2005;  
Associate Professor of Nursing

Strain, Sibyl M.; 1967-1984;  
Professor of Psychology

(Studer) Stafford, Merrilee;  
1967-1983; Professor of Speech

Sweeney, Cecily P.; 1991-2005;  
Professor of Humanities and  
Music

Tarr, Betty R.; 1968-1983;  
Professor of Chemistry

**Thomas-Robertson, Earnestine**

Thompson, James C.;  
1971-1980; Instructor Physical  
Education

Twine, Everett; 1972-1983;  
Professor of History

Verity, Suebelle S.; 1968-1995;  
Professor of Biology

Wallace, Don; Humanities

Wallace, Ruby; 1977-2004;  
Professor, Developmental  
Communications & English

Ward, Ulysses V.; 1968-1989;  
Professor of Mathematics

Ware, Mary; 1969-2000

Professor of English

Way, Lee; 1989-2007;  
Professor of Mathematics

Williams, Elizabeth; 1970-1983;  
Professor of Music

Williams, Jo Ann; 1998-2006;  
Professor of Nursing

Williams, Russell B.; 1968-1999;  
Professor of Biology

Winters, Manque; 1975-1999;  
Counseling

**Yoshida, Glenn**

Zager, Evelyn L.; 1968-1978;  
Professor of Family and  
Consumer

## 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.

**A.S.O.** — 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 (A.A. OR A.S.)** — A degree (Associate in Arts or Associate in Science) 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 1.

**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.

**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**

**PROGRAMS(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** — A booklet used during registration giving the Subject Title, Course Number, Course Title, Units, Time, Instructor, and Location of all classes offered in a semester.

**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.

**SECTION NUMBER** — A four-digit class identification number which appears in the first column in the class schedule before the time of day or evening the class meets.

**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.

# Index

## A

Academic Freedom.....	206
Academic Honors.....	207
Academic Probation & Dismissal.....	24
Academic Renewal.....	25
Academic Standards and Credit Policies.....	23
Academic Standards & Dismissal.....	24
Academic Standards for Probation.....	24
Accounting Courses.....	124
Accuracy Statement.....	2
Adding Classes.....	25
Adjunct Faculty.....	223
Administration of Justice Courses.....	125
Administration of Justice Program.....	55
Admissions and Registration.....	14
American Sign Language Courses.....	126
Anatomy Courses.....	127
Anthropology Courses.....	127
Anthropology Program.....	56
Art Courses.....	128
Art Program.....	56
Articulation Agreements.....	106
Associate Degrees.....	51
Associated Students Organization.....	177
Athletics.....	180
Attendance.....	26
Auditing.....	27

## B

Basic Skills.....	130
Biology Courses.....	130
Biology Program.....	57
Board Rules.....	207
Bookstore.....	183
Bridges to Success.....	184
Business Administration Programs.....	58
Business Courses.....	131

## C

CalWORKs.....	185
CARE Program.....	186
California Residency Requirements.....	18
California State University.....	111
Cancellation of Classes.....	26
Career Center.....	186
Change of Address.....	18
Chemical Dependency Counselor Certificate.....	93
Chemistry Courses.....	131
Child Development Center.....	186
Child Development Courses.....	132
Child Development Program.....	63
Citizenship Courses.....	148
Clubs and Organizations.....	178
College Administration.....	217
College Advisory Committees.....	52
College Goals and Objectives.....	9
College History.....	12

College Information.....	9
Communication Studies Courses.....	135
Communication Studies Program.....	66
Community Services.....	199
Complaint Procedures.....	212
Compliance Officer.....	213
Computer Applications and Office Technologies Courses.....	135
Computer Applications and Office Technology Program.....	66
Computer Science & Information Technology Courses.....	138
Computer Science & Information Technology Program.....	68
Concurrent Enrollment.....	27
Consumer Information Requirements.....	201
Cooperative Education Courses.....	141
Cooperative Education.....	117
Counseling Services.....	187
Course Descriptions.....	123
Course Repetition and Activity Repetition.....	28
Credit by Examination.....	30
Credit for Courses from Non-Accredited Institutions.....	29
Credit for Prerequisites.....	31

## D

Department Chairpersons.....	216
Deputy Sheriffs Services.....	196
Direct Telephone Numbers.....	8
Disability Services.....	188
Dismissal.....	124
Distance Learning.....	20
District Policies.....	202
Dropping Classes.....	26
Drug-Free Campus.....	205

## E

eLearning.....	120
Economics Courses.....	142
Education Certificate.....	69
Education Courses.....	142
Educational Philosophy.....	10
Educational Talent Search (ETS).....	200
Electronics Courses.....	144
Electronics Technology Program.....	70
English as A Second Language Program.....	72
English Courses.....	146
English Program.....	74
English Writing Center.....	189
Enrollment Fee.....	19
Enrollment Fee Assistance.....	19
Enrollment Fee Refund Policy.....	21
Enrollment, High School Students.....	17
Equal Opportunity Policy.....	204
ESL Courses (Credit).....	148
ESL Courses (NonCredit).....	149
Extended Opportunity Programs & Services (EOPS).....	189

## F



Faculty and Administration.....	217
Family & Consumer Study Courses.....	151
Fee Exemption (Special Part-Time Students).....	17
Final Examinations.....	33
Finance Courses.....	152
Financial Aid Programs.....	41
French Courses.....	152
Freshman Year Experience.....	190
Functions of the Community College.....	11

## G

Geography Courses.....	152
Geography Program.....	75
Geology Courses.....	152
Geology Program.....	75
Glossary of Terms.....	228
Grade Request Procedures.....	23
Grades & Grade Changes.....	33
Grading Symbols & Definitions.....	34
Graduation Requirements.....	99
Greater Avenues for Independence (GAIN).....	191

## H

Health Courses.....	153
Health Center.....	191
History Courses.....	153
History Program.....	75
Honors Program.....	121
Humanities Courses.....	155

## I

IGETC Information.....	108
Incomplete Work.....	34
In-Progress Work.....	35
Instructional Programs.....	51
Instructional Television (ITV).....	122
Interdisciplinary Studies Program.....	76
International Students Admission (F-1 Visa).....	17
International Student Services.....	191

## J

Journalism Courses.....	155
Journalism Program.....	79

## K

K–12 Students Admission.....	17
Kinesiology.....	156

## L

Law Courses.....	158
Law/Paralegal Program.....	80
Learning Disabilities Assessment.....	188
Learning Skills Courses.....	158
Liberal Arts Program.....	80
Liberal Studies Program.....	84

Library.....	191
Library Science Courses.....	159
Loans (Financial Aid Programs).....	41
Lost and Found.....	197

## M

Management Courses.....	160
Map.....	4
Math Lab.....	192
Mathematics Courses.....	160
Mathematics Program.....	85
Mathematics: Computer Science Program.....	86
Student Success and Support Programs (formerly Matriculation).....	15
Microbiology Courses.....	163
Music Courses.....	163
Music Program.....	88

## N

Net Price Calculator.....	38
No Smoking Policy.....	205
Non-Resident.....	21
Non-Resident Tuition Fee.....	19
Non-Resident Tuition Refund Criteria.....	21
Nursing Courses.....	165
Nursing Program.....	88

## O

Occupational Certificates.....	51
Ombudsperson.....	213
Online Courses and Programs.....	121
Other Instructional Programs.....	117
Outreach & Recruitment.....	201

## P

Pan American Studies Program.....	92
Parking Fee.....	198
Parking Regulations.....	198
Pass/No Pass.....	32
Passage Program.....	192
Personal Development Courses.....	168
Personal Safety Tips.....	197
Philosophy Courses.....	168
Physical Science Courses.....	168
Physics Courses.....	169
Physics Program.....	92
Physiology Courses.....	169
Political Science Courses.....	169
Political Science Program.....	93
Prerequisite Challenge.....	31
President's Message.....	5
Probation.....	24
Program Requirements.....	53
Psychology Courses.....	170
Psychology Program.....	93
Publications.....	207
Puente Program.....	192

## R

Real Estate Courses .....	172
Real Estate Program.....	94
Registration.....	14
Removal from Probation .....	24
Residence Appeal.....	18
Residence Reclassification .....	18
Residency.....	18

## S

Salutatorian.....	36
Schedule of Classes .....	18
Sexual Harassment Policy .....	204
Sociology Courses .....	173
Sociology Program.....	95
Spanish Courses.....	174
Spanish Program .....	96
Standard for Student Conduct.....	207
STEM Scholars Program .....	193
Student Discipline Procedures.....	212
Student Grievance Procedures .....	212
Student Identification .....	18
Student Learning Outcomes .....	10
Student Rights and Privacy Policy .....	203
Student Services & Resources .....	182
Student Success Center .....	194
Student Success and Support Programs .....	15
Study Load Limitations.....	36
Supervision Courses.....	175

## T

Table of Contents.....	6
Telephone Numbers .....	8
Theater Courses .....	175
Theater Program.....	96
Transcripts .....	22
Transfer Center.....	194
TRIO Scholars Program.....	195

## U

Upward Bound.....	201
University of California (UCLA) .....	113
University Transfer Information .....	105
University of Southern California (USC).....	115

## V

Valedictorian .....	36
Veterans Services.....	195

## W

Withdrawal .....	35
------------------	----