



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: **Course Update**, 2009-2010

1. **COLLEGE:** Los Angeles Southwest Community College
2. **SUBJECT:** PSYCHOLOGY
3. **COURSE NUMBER:** 043
4. **COURSE TITLE:** PRINCIPLES OF GROUP DYNAMICS I
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

This course is an introduction to the dynamics of group interaction with an emphasis upon the individual's first-hand experience as the group studies itself. Under supervision, the factors involved in problems of communication, effective Theory/Practices skills, and individual growth will be highlighted.

7. CLASS SCHEDULE COURSE DESCRIPTION:

This course is an introduction to the dynamics of group interaction with an emphasis upon the individual's first-hand experience as the group studies itself. Under supervision, the factors involved in problems of communication, effective Theory/Practices skills, and individual growth will be highlighted.

8. **INITIAL COLLEGE APPROVAL DATE:** N/A
9. **LAST UPDATE DATE:** 4/20/2010
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
Totals In Protocol:	Lecture: 3	Lecture: 54	

	Lab: 0	Lab: 0		
	Total: 3	Total: 54	Total: 3	

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
--	---------	--------	--------------	-------	--------------------------

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date
--	---------	--------	--------------	-------	--------------------------

ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date
--	---------	--------	--------------	-------	--------------------------

12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

This course is an introduction to the (1) dynamics of group interaction with an emphasis upon the (2) individual’s first-hand experience as the group studies itself. Under (3) supervision, the factors involved in (4) problems of communication, (5)effective Theory/Practices skills, and (6)individual growth will be highlighted.

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
1. Introduction, syllabus, and requirements	3	1. Review the syllabus and the course requirements.
2.Principles of Group Dynamic process; subjective, objective, assessment of physiology (SOAP); –Pre-test	3	(2) Examine Principles of Group Dynamic Process: historical and practical groups counseling.
3. Theoretical Perspectives: Theory	3	(3) Select identified psychological perspectives and approaches to group counseling
4. Experiential Interactions: In-class group sessions In-class Group Session progress notes	3	(4) Design processes of group sessions.
5. Communication Factors: Problems and Solutions	6	(5) Analyze areas of active listening in group dynamics using Progress Notes Method SOAP.
6.Theoretical Perspectives: Theory	3	(6) Formulate theoretical perspectives used in counseling.
7. Communication Factors: Effective and Reflective Listening & In-class group session and progress notes	12	(7) Relate reflective listening to the main ideas, major details as verbal and written techniques.
8. Experiential Group & Individual Dynamics In-Class Sessions	3	(8) Role Play leading small groups and group membership (in-class assignment).
9. Experiential Perspectives: In-Class Group Sessions and progress notes	3	(9) Appraise first-hand experiences acquired at treatment facility.
		(10) Role play – Define/Describe counselor characteristics “method” technique.

10. Establishing Counselor Characteristics.	6	(11) Practice applications of the Progress Notes method/technique and variety.
11. Effective Theory/Practices Skills & In-class group session with progress notes	3	(12) Practice the initiation to develop small group interactions.
12. Individual Factors and Diversity	6	(13) Describe and discuss differential features of SOAP and cultural issues which may alter approaches taken in diverse ethnic and cultural group composition.
13. Midterm and Final Examinations (Post-test)		
Total:	54	
Total Hrs In Protocol:	54	

1. (Cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
Total:	0	
Total Hrs In Protocol:	0	

1. (Cont'd) SLO:

Course
 Program
 Institutional
 (Check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX
Course/Program/Institutional Title: Psych 43
Faculty/Staff Participants: D. McNamee; Dr. Sandra Lee, Chair

The student will... (outcome)	As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
<p>1. As a result of this learning experience the student will identify, define and evaluate the ten characteristics of an effective counselor</p> <p>2. Students will compose case notes based upon observation of in-class small group dynamic sessions and written reflection/ essay assignments.</p> <p>SLO REVIEW, 3-26-10,GY</p>	<p>2.Pre-test and Post-test</p>	<p>1.Embedded Assessment Measures Midterm and Final examinations with expected level of competency @ 70% or above</p> <p>2. CA and National State Established Written Formats and Guidelines</p>	<p>Spring 2010</p> <p>Spring 2101</p>	<p>To be determined</p> <p>To be determined</p>

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

COUNSELING SESSION SUMMARY NOTES (SOAP Notes)

SOAP - Subjective, Objective, Assessment, Plan.

Counselor: _____

Session Date: _____

Time: _____

Client(s) Name: _____ **Session #:** _____

Client Description:

Subjective Complaint:

Objective Findings:

Assessment of Progress:

Plans for Next Session:

Needs for Supervision:

RUBRIC

You should write with depth and provide thoughtful responses

OUTCOME ASSESSED	UNSATISFACTORY		LIMITED		SATISFACTORY		HIGH		VERY HIGH	
	1	2	3	4	5	6	7	8	9	10
1	Is not aware that a text is constructed in a particular way		Demonstrates an awareness of the context surrounding a text, but does not explore it		Demonstrates an awareness of the context surrounding a text, and makes some minimal comment		Demonstrates an awareness of the context surrounding a text and how this influences the meaning made		Is very aware of the impact that context has on the production of meaning and how it influences interpretation	
2	No response is made to the issues/concepts raised in the texts		Analysis conveys little evidence of a Theory/Practices response to the issues/concepts raised in the text.		Analysis conveys some evidence of a Theory/Practices response to the issues/concepts raised in the text		Analysis conveys evidence of a Theory/Practices response to the issues raised in the text. Student demonstrates that he/she is beginning to develop new ways of reflecting on their Client		Analysis conveys extensive evidence of a Theory/Practices response to the issues raised in the text. Student demonstrates Theory/Practices growth and a Psychological	
3	Uses incorrect grammar and syntax consistently		Demonstrates some evidence of correct spelling, grammar and punctuation etc.		Demonstrates few errors in spelling, grammar and punctuation etc.		Has a good command of Standard English		Has a very good command of Standard English and writes with some flair and originality	
4	Does not reflect on own work at all and no examples are provided		Reflects on own work and improvement on occasion but does not provide many examples at all		Demonstrates an ability to reflect on own work but examples provided are minimal		Demonstrates an ability to reflect on own work. Provides examples consistently. Begins to demonstrate good meta-cognition.		Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples	
5	Student makes no reference to what is heard in class or outside class		Student makes minimal reference to what is heard in class or outside class		Reflection alludes to what student has heard in class and outside the classroom situation		Reflection indicates that student is listening well in class and outside the classroom situation		Reflection indicates that student is listening well in different contexts and is able to relate what is heard to what is read	
7/8	Is not comprehending or reflecting on what is read or viewed		Demonstrates some basic comprehension of texts but does not make connections with the bigger picture.		Comprehends the surface level meaning of texts and begins to relate issues to general knowledge and experience of other texts		Is able to make inferences and comprehends deeper meaning on most occasions. Relates texts and issues raised to other texts consistently		Is able to make inferences well and comprehends deeper meaning consistently, demonstrating insight and their relevance to the Client and society	
9	Student is not able to		Student is not		Student is learning to		Student is consistently		Student is clearly	

	express opinions and responses due to severe problems with writing	developing their ability to express arguments or opinions	develop and express arguments, opinions and responses in his or her writing	expressing arguments, opinions and responses in his or her writing	expressing arguments, opinions and responses in his or her writing
10	Very little effort was made to attempt all tasks set	Little effort was made to attempt all tasks set	Work demonstrates that some effort was made to attempt all tasks set	Work demonstrates that much effort was made to attempt all tasks set	Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative

RAW SCORE: _____/100

PERCENTAGE: _____%

GRADE: _____

Essential Academic Skills: Reading and Communication

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Group Psychotherapy with Addicted Populations: Covering the Key Areas of Group Psychotherapy for Chemically Dependent Persons [Philip Flores](#) (Author), [Bruce Carrot](#) (Author) (2007).
[Becoming Naturally Therapeutic A Return to the True Essence of Helping](#). Jacqueline Small. (2007).

3. READING ASSIGNMENTS:

If applicable, reading assignments in this course may include but are not limited to the following:

[Counselor Magazine](#).

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

[Exams- essay and multiple choice, journal, library research paper, reaction papers](#).

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

[Journal, library research paper, reaction papers, essay exams](#).

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Outside papers must be typed which for most involves computer word processing.

8. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Library research papers involve culling and presenting information from other sources.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (Homework):

Out of class assignments may include, but are not limited to the following:

Journal, library research paper, reaction papers, essay exams.

10. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Through exams- essay and multiple choice, journal, library research paper, reaction papers, and participation, students will be evaluated to ensure they have met the stated course objectives.

11. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following.

- Discussion
- Activity
- Field Experience
- Independent Study

- Purposeful Collaboration**
- Other (Please Explain)**

12. SUPPLIES:

List the supplies the student must provide.

[Exam forms \(Scantron\), note-taking materials, textbook.](#)

13. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

[Cultural diversity is of direct relevance to the course curriculum and is included therein.](#)

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERTHEORY/PRACTICES

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.

Exercising Leadership: Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.

Negotiating: Working toward agreement that may involve exchanging specific resources or resolving divergent interests.

Working with Cultural Diversity: Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

Acquiring and Evaluating Information: Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.

Organizing and Maintaining Information: Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.

Interpreting and Communicating Information: Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

Using Computers to Process Information: Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

Understanding Systems: Knowing how social, organizational and technological systems work and operating effectively with them.

Monitoring and Correcting Performance: Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

Improving or Designs Systems: Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

Selecting Technology: Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.

Applying Technology to Tasks: Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.

- **Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **Yes**

a. If yes, the course will be a **requirement** portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

[Certificate in Chemical Dependency Counselor](#)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. **Area Requested: **None****

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. **Area Requested: **None****

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: No b. UC Approval Date:	c. Transferable to the California State University: Yes d. College Approval Date:
---	--

2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?: **No**

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPT/DIVISION NAME: **Behavioral and Social Sciences**
2. DEPT/DIVISION CODE: **2**
3. SUBJECT CODE: **825**
4. SUBJECT ABBREVIATION: **PSYCH**
5. RECOMMENDED MINIMUM QUALIFICATION AREA:
6. ABBREVIATION FOR TRANSCRIPTS: **GROUP DYNAMICS 1**
7. DEGREE CREDIT:

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. GRADING METHOD: **LETTER GRADE**
9. REPETITIONS: # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. PRIOR TO TRANSFERABLE LEVEL:

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. CREDIT BASIC SKILLS:

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. CROSS REFERENCE:

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

--

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Liberal Arts and Sciences

Note: A course's Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): 2001.00

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): E

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:
b.	Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input type="checkbox"/> Outline Update	College: 4/20/10			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. ORIGINATOR: McNamee

2. DEPARTMENT: 2

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:



By additional funds. Describe:



By deleting courses from the college catalog and course database. List specific courses to be deleted:



By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: Psy 1,1 SECOND YEAR: Psy1,1 THIRD YEAR:



By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. METHOD OF SUPPORT

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

--

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

--

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date