



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 College
2. **SUBJECT:** PSYCHOLOGY
3. **COURSE NUMBER:** 064
4. **COURSE TITLE:** INTRODUCTION TO ALCOHOL AND DRUG ABUSE
5. **UNITS:** 3
6. **CATALOG COURSE DESCRIPTION:**

This is a survey course on alcohol and drug use abuse. The history, classification, impact, and treatment of psychoactive drugs and drug topics are covered. Public policies and social attitudes on alcohol and drug abuse, as well as mental health and drugs, are also examined.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This is a survey course on alcohol and drug use abuse. The history, classification, impact, and treatment of psychoactive drugs and drug topics are covered. Public policies and social attitudes on alcohol and drug abuse, as well as mental health and drugs, are also examined.

8. **INITIAL COLLEGE COURSE APPROVAL DATE:** Before 2000
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:

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..(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.')
1. Introduction to course, syllabus, assignments and class structure.	3	1. List the expectations for the class and describe classroom conduct policies.
2. History of psychoactive drugs: defining drugs and the concept of addiction	3	2. Analyze the different theories and definitions of addiction.
3. Classifications of psychoactive drugs using the Schedule of Drugs and DEA. Classifications and Central Nervous System components. Laws, DEA and the four major classes of drugs.	6	3. Identify the symptoms and psychotropic effects of the four major classes of drugs.
4. Theories of treatment and addiction process; Philosophies of different perspectives.	6	4. Compare and contrast the theories of treatment and addiction. Evaluate philosophies of the different perspectives.
5. Treatment of psychoactive drugs approach overview and environments	6	5. Analyze the different treatment modalities used with substance abuse disorders.
6. Societal Attitudes: Physical, behavioral and psychological impact of drug substances metabolism and elimination, and topics.	3	6. Evaluate societal attitudes towards drug addiction.
7. Impact – Public policies and of drug abuse: ethics and socio-cultural dynamics for intervention and treatment differences.	3	7. Assess impact of public policies and the socio-cultural factors that affect prevalence and incident rates of drug use.
8. Mental Health and Drug Dynamics– Evaluative analysis and group work.	3	8. Outline the referral process to mental health agencies.
9. Rehabilitation and recovery, different strategies and the evolution of the process.	6	

10. Public policies: special considerations and treatment plans, ethical dilemmas and medication issues	6	
11. Prevention approaches and issues	3	
12. Midterm and Final Examinations	6	
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:

The student will.. (outcome) 1. Construct an organized term paper to demonstrate a topic from the major drug categories. 2. Student will analyze and examine the different drugs categories. Assessing the three major drug classifications effects and side effects upon the human body systems. SLO REVIEW, 03/26/10, GY	As measured by the following method.. (assessment strategy) By rubric 2. Embedded assessment	And, if applicable, scored by the following learning rubric. (provide attachment) 1. Rubric see below 2. Embedded assessment: Midterm Examination	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation) 1. Fall 2009 1. Fall 2009 average score equals 90 per cent. This is above average expectation 2. Spring 2010 or next time taught	Recommendations to improve teaching and learning. (modifications)
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RUBRIC FOR EVALUATION OF PRESENTATIONS/REPORTS

1- Fails to meet standards, must be revised	2- Meets standards, satisfactory, may revise	3- Exceeds standards, commendable
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Identifying Information

1- missing many(>3) essential elements; incorrect theory and/or misrepresentation of facts; lacks appropriate topic & sequence	2- student, assessments of info accurately completed, listed, current services & current language appropriate for topic/header & pagination	3- includes info major topic & spoke in jargon language for the basic to extent of variety of programs beyond general nature of topic	Rating:
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Purpose of Evaluation

1- vague statement of topic(s) & referral	2- descriptive statement of the topic(s); questions are "standard"	3- concise, precise, descriptive statement of the topic(s) <i>in context</i> with specific <i>individualized</i> questions to be addressed	Rating:
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Procedures: Selection

1- Reflect a "standard battery" uninformed by individual presenting topic(s); missing ecological or authentic tools; inappropriate tools for student's ethnolinguistic background; missing legally mandated procedures.	2- Authentic and appropriate to topic(s); procedures listed fully (e.g., observation type & place, full test names, names & roles of interviewees); language of procedures listed when home language other than English; translator named (if used); addresses all areas	3- procedures are appropriate to topic(s), Hs, & individual situation; efficiency is apparent (i.e., only those procedures necessary to respond to the situation are used)	Rating:
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Procedures: Chronology

1- Order of procedures failed to match process: written explanation for sequence of procedures & implications skewed.	2- at least 60% of procedures are in a chronological order that reflects a strong research of topic.	3- Chronology of procedures reflects logical generation-and specific examples.	Rating:
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Reliability-Validity Statement

1- missing altogether or use of starter text without individualizing for the case	2- total consistency between the statement & the procedures actually used & presented throughout the report	3- total consistency plus addresses any element that may compromise reliability or validity; includes qualifications of translator (if used)	Rating:
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Response to Interventions (for Comprehensive Re-Evaluation: Effectiveness of Special Education Services)

1- Conclusions without reference to presenting topic(s), vague references to or listing of interventions, simple summaries.	2- Summary accurately reflects the precision & accuracy of the interventions & outcomes.	3- Beyond summarizing, draws conclusions about the <i>appropriateness</i> & <i>valid</i> interventions; informs recommendations.	Rating:
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Academic Skills & Classroom Performance

1- skills not operational, reliance on test scores or any other one source; discrete scores or 68% confidence intervals used; <u>grade</u> norms used exclusively; level of detail inappropriate to the situation,;	2- skills operational in context of standards & peers; at least three (1) <i>type</i> of data support any one conclusion; refers to appropriate textbook data and appendix.	3- Describes <u>skills</u> ("can do") in context of curriculum, instruction, standards, classroom, peers; clearly delineates multiple data sources; differentiates between skills attained & daily use/performance, refer to 2 types of data support .	Rating:
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Cognitive Factors and Functions

1- lack of organization or organized by test or tool (rather than concepts);	2- organized with conceptual or thematic headings informed by	3- model of cognition is congruent with the individual's profile; <i>explains</i>	Rating:
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reliance on test scores or any other one source; fails to connect standardized and dynamic data to classroom functioning; level of detail inappropriate to the situation; focus on the “can’t do”; no link to recommendations; contradictory.	student’s performance on tests or dynamic tools; sections-headings reflect model of cognition; integrates cognitive functions with standardized results; identifies relationship of cognitive factors & functions to academic skills & performance; at least three (1) <i>type</i> of data support any one conclusion; identifies thinking; and informed recommendations.	how cognitive skills/factors impact academic skill acquisition, performance & expectations (e.g., standards); describes modifiability of student’s cognitive functions; identifies strengths (2) <i>types</i> of data support any one conclusion; identifies thinking; and informed recommendations	
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Emotional-Behavioral Factors

1- scale-based organization; lack of organization; reliance on behavior rating scales or any other one source; inappropriate to the situation; no link to recommendations or contradictory.	2- factors examined & level of detail match situation; organized with conceptual or thematic headings; links factors to learning &/or course and community performance; used one (1) <i>type</i> of data support any one conclusion; refers to appropriate appendix; graph and conclusions recommendations.	3- organization is congruent with the individual’s profile & situation; <i>explains</i> how emotional-behavioral factors affect learning &/or course performance; identifies strengths on which to build interventions; course and community performance; used one (1) <i>type</i> of data support any one conclusion; refers to appropriate appendix; graph and conclusions recommendations	Rating:
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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:

Uppers, Downers, and All Arounders : Physical and Mental Effects of Psychoactive Drugs 5th edition, Daryl S. Inaba, William E. Cohen, and Michael Holstein, (November 2007).

3. READING ASSIGNMENTS:

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

Journal Articles, Internet clips, periodicals, professional magazine and current newspapers

4. WRITING ASSIGNMENTS:

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

Students will conduct research paper and reflective papers delineating the drugs the actions and treatment considerations in addiction.

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.

Students must analyze a variety of treatment and prevention programs for the effectiveness and key features.

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.

8. INFORMATION COMPETENCY:

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

Students use computer and Internet resources for research and exploration of current drug laws and programs.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (Homework):

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

Students will attend 12-Step program and evaluate this experience within perimeters of subject matter.

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 topic 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):

Examinations and presentation projects

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)

Documentaries

12. SUPPLIES:

List the supplies the student must provide.

Scrانtrons, notebooks, writing utensils, textbook(s)

13. DIVERSITY:

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

[Worldwide Articles, Reports and data on cultural substance abuse issues, recovery and rehabilitation process.](#)

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.

INTERPERSONAL

- 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 topics 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>)

Chemical Dependency Counselor Program Certificate - Program: 210440 State ID: 11795

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)

(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:
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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?:

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

1. **DEPT/DIVISION NAME:** **Behavioral And Social Sciences**

2. **DEPT/DIVISION CODE:** **02**

3. **SUBJECT CODE:** **825**

4. **SUBJECT ABBREVIATION:** **PSYCH**

5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**

6. **ABBREVIATION FOR TRANSCRIPTS:** **INTR TO ALCOHOL**

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: 2/10/89	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" 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: 02**

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: SECOND YEAR: 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:

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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