



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2004-2005

- 1. COLLEGE: Los Angeles Southwest College
2. SUBJECT (DISCIPLINE) NAME (40 characters, no abbreviations): Administration of Justice
3. COURSE NUMBER: 67
4. COURSE TITLE: Community Relations I
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

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.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course explores the roles and relationships of Administration of Justice practitioners, their agencies and the public. Role expectations of each party for themselves and each other will be examined, development of positive relationships between members of the system and the public will be discussed.

- 8. COLLEGE COURSE APPROVAL DATE: 10/20/1995
COLLEGE OUTLINE APPROVAL DATE: 06/14/2005

- 9. UPDATES (check all applicable boxes):

- Content Last Update: 12/10/04
Objectives Last Update: 12/10/04
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Removal of advisory, AJ 1

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:

	Hours per week (based on 18 weeks)	Total Hours 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
Total:	3	54	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

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: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

Corequisite: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

Advisories: **None** (If yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (for official use only)

12. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 6803 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: <i>If applicable</i> , 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 (<i>If applicable</i>): upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
1. Why Community Relations: The impact of role expectations	8	1. Discuss and analyze the interrelationships and role expectations among the various Administration of Justice practitioners, agencies, and the public.
a) The Job of a Police Officer:The Citizens Point of View		
b) The Job of a Police Officer:The Police Officer's Point of View		
2. The Community Structure/Power Distribution	4	2. Describe and examine how the professional image of an Administration of Justice agency benefits the development of positive relationships between members of the system and the public.
3. The Structure of the Administration of Justice System.	5	3. Assess the impact of security concerns on Civil liberties and rights
a) Law Enforcement, Judiciary and Corrections		4. Judge the effect of officer discretion on law enforcement consistency and fairness in law enforcement
b) The Culture of Policing and Officer Safety		5. Discuss and differentiate between empirical assessments of police effectiveness and citizen assessments of police tactics as a measure of police effectiveness
4. The Criminal Justice System and The Community	9	6. Discuss, debate and differentiate between loyalty and condoning improper police behavior
a) The role of Administration of Justice Agencies and their impact on the public		7. Discuss, differentiate and assess the impact of police militarization and community policing on community relations
b) The Police Mission Gone Awry		8. Discuss and illustrate the distinctions between high police motivation and vigilantism
c) The Failure of Law Enforcement Management: Organization, Supervision and Silence Across the Ranks		9. Identify factors that inhibit public disclosure of police
5. Minority Groups In The Community	3	
6. Sharing Power With The Institutions of Government: Who Will Police the Police?	5	
7. Human Relations Problems and Police Processes	6	
a) Citizen Behavior Skills		
b) Making a Complaint Against the Police		
8. Who is Responsible for Community-Police interactions: Developing positive relations	5	
9. Community Relations Programming:		

<p>Bridging the Gap Between Citizens and Police</p> <ul style="list-style-type: none"> a) Community Policing b) Cultural Diversity Training c) Citizen Police Academies d) Hiring and Promotional Process e) Methods of Conflict resolution <p>10. National and Global trends in ethnic/race relations in Criminal Justice Administration.</p>	<p>6</p> <p>3</p>	<p>corruption</p> <ul style="list-style-type: none"> 10. Compare and contrast proactive and reactive tests of officer integrity 11. Examine and appraise the efficacy of Civilian-police review boards as instruments of police oversight 12. Describe and apply "best practices" of citizen behavior when interacting with police 13. Describe and use appropriate procedures for registering citizen dissatisfaction/complaints 14. Discuss and assess the role of police unions/associations in exacerbating and improving police community relations <p>Student Learning Outcomes (SLO's): As a result of this learning experience a student can:</p> <ul style="list-style-type: none"> 1. Compare and contrast the interrelationships and role expectations among the various Administration of Justice practitioners, agencies, and the public. 2. Analyze, evaluate and describe how the interrelationships between the community and the criminal justice system might result in friction. Suggest specific strategies that would improve relations. 3. Demonstrate knowledge of vocabulary, concepts and paradigms used in criminal justice administration. 4. Inventory and examine ethnic/race relations between the South Central Los Angeles Community and Criminal justice practitioners. 5. Propose and design methods to facilitate inter ethnic/racial problem solving in conjunction with criminal justice practitioners.
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Total lecture hours*		54
COURSE CONTENT AND SCOPE -- Laboratory: If <u>applicable</u> , 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 - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>) ²
Total lab hours*		0

*Total lecture and laboratory hours (which includes the final examination) must equal totals on page 1.

Bloom’s Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u> define repeat record list recall name relate underline	<u>Comprehension</u> translate restate discuss describe recognize explain express identify locate report review tell	<u>Application</u> interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	<u>Analysis</u> distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	<u>Synthesis</u> compose plan propose design formulate arrange assemble collect construct create set up organize prepare	<u>Evaluation</u> judge appraise evaluate rate compare value revise score select choose assess estimate measure

² In general “activity” courses or portions of courses are classified a “laboratory.”

2. REQUIRED TEXTS:

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

Denny F. Pace, Community Relations Concepts, 4th Edition, Copperhouse Publishing Co. 2003.

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Los Angeles Times Newspaper, Long Beach Press Telegrams Newspaper, Criminal and none criminal police reports from local Law enforcement agencies, Daniel P. Carlson, When Cultures Clash: Strategies for Strengthening Polic-Community Relations, 2nd Edition Pearson/Prentice Hall, 2005.

4. WRITING ASSIGNMENTS:

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.” Writing assignments in this course may include, but are not limited to the following:

Students will write essay examinations in class that analyze cause and effect of major events in law enforcement history. Identification questions on exams, study questions. Reasoning , clarity, the ability to draw conclusions and from judgments from past events are elements required for inclusion in the essays and exercises.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

The student will write similar types of papers to those written in class, but development and complexity of ideas will be greater, grammar will be better, and style will be tighter. Students will complete a term paper or paper with aggregate of ten (10) to fifteen (15) pages.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Students will look at the material (including the textbook) with a critical eye. Identify the problems that Law Enforcement agencies experience in their communities and offer possible solutions.
Recognition and application of general principles of legal and ethical procedures derived from field trips and class lectures.

7. 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):

Search project, essay assignments, quizzes, notebook and tests

8. METHODS OF INSTRUCTION:

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

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

9. SUPPLIES:

List of supplies the student must provide.

Notebook, pen, pencil and paper.

10. COMPUTER COMPETENCY:

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

Students will use the computer as the processing instrument and the internet as a research resource for essay assignments and reports.

11. INFORMATION COMPETENCY:

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

The Library and Learning Resource Center are important data sources for all areas of Administration of Justice.

12. DIVERSITY:

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

The students will become aware of cultural diversity during the presentation of the various course topics. Topics include race relations, ethnicity, national origin, age, sex, etc.

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) 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, ranks 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 problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT³ FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **Yes**

If yes, the course will be a **program 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 <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>).

Associate in Arts in Administration of Justice (Program ID # 02886)

Note: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria and the college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills Certificates are **not State** approved programs listed on the Chancellor's Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

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_AdmsRegs/boardrules.htm

2nd Area requested: **none** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *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_AdmsRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

University of California:

California State University:

UC **approval** date:

College **approval** date: before 1996

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

Area requested: **none**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

Area requested: **none**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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2nd Area requested: **none**

Date requested:

IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

2nd Area requested: **none**

Date requested:

CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?

College/University	Majors
CSUFresno	Criminology 35

CAN NUMBER:

CAN SEQUENCE NUMBER:

CAN Approval -- Date requested:

Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Behavioral of Social Sciences
2. **DEPARTMENT/DIVISION CODE:** 2
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 008
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **ADM JUS**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **ADM JUS**
7. **DEGREE CREDIT:** Degree Applicable
8. **CREDIT/NO CREDIT GRADING:** No
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): 0

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

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 55502(d) 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 If yes, course must be non-degree applicable

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 WITH 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, according to?

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.

16. TOP CODE – (6 digits XXXX.XX) 2105.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model)

E – Non-Occupational

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" -- Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|---------------------------------------------------------------|----------------------------------------|---------------------|
| <input type="checkbox"/> New Course | Board Approval Date: | Effective Semester: |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date: | Effective Semester: |
| <input type="checkbox"/> Course Change* | College Approval Date: | |
| <input checked="" type="checkbox"/> Outline Update | College Approval Date: 06/14/05 | |

* Changes to a course require the completion of a "Course Change Request" form and approval by the 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)

N/A – Existing Course

1. 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 courses: 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:

2. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

3. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff- List additional staff needed:

Classroom- List classroom type needed:

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

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- List Library and Learning Resources needed, including the cost and funding source for needed resources:

CERTIFICATION AND RECOMMENDATION

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

Alfred Reed

Originator

06/30/05

Date

Dr. Leonard Apenahier

Department/Cluster Chairperson

06/14/05

Date

Linda Larson Singer

Articulation Officer

07/06/05

Date

Shelley Werts

Librarian

06/14/05

Date

Earnestine Thomas-Robertson

Dean (if applicable)

06/14/05

Date

Glenn Yoshida

Curriculum Committee Chairperson

06/14/05

Date

Reggie Morris

Academic Senate President

06/20/05

Date

Leige Henderson

Vice President, Academic Affairs

06/22/05

Date

Audre Levy

College President

06/23/05

Date