



Magnolia Public Schools

Special Board Meeting

Date and Time

Thursday April 22, 2021 at 6:00 PM PDT

Location

<https://zoom.us/j/95789790968?pwd=SW5VQk0yQ3RhREYybXNmTHVhRXZtZz09>

Meeting ID: 957 8979 0968

Passcode: 453825

One tap mobile: +16699009128,,95789790968# US (San Jose)

All members of the public can participate by calling in using the numbers provided above.

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Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email board@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

Board Members:

Mr. Haim Beliak, Chair

Dr. Umit Yapanel, Vice-Chair

Dr. Salih Dikbas

Ms. Diane Gonzalez

Ms. Sandra Covarrubias

Mr. Mekan Muhammedov

CEO & Superintendent:

Mr. Alfredo Rubalcava

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
Opening Items			
A. Call the Meeting to Order			1 m
B. Record Attendance and Guests			1 m
C. Approval of Agenda	Vote		1 m
D. Public Comments			5 m
E. Announcements from CEO & Superintendent and Board Members			5 m
II. Closed Session			6:13 PM
A. Public Announcement Of Closed Session	FYI		1 m
B. Conference with Legal Counsel - Anticipated Initiation of Litigation ((§ 54956 (b))			
C. Report Out Of Closed Session	FYI		1 m
III. Action Items			6:15 PM
A. Resolution Approving Charter Material Revision of Magnolia Science Academy - 5	Vote	A.Rubalcava	10 m
B. Approval of College and Career Access Pathways Partnership (CCAP) Agreement between Magnolia Public Schools and Los Angeles Valley College	Vote	E.Acar	5 m
C. Approval of Updated Health and Safety Policy and Injury and Illness Prevention Plan (IIPP) COVID-19 Addendum	Vote	D.Hajmeirza	7 m
D. Approval of Updated LAUSD COVID-19 Testing & Community Engagement Services Memorandum of Understanding Agreement for MSA-2,3,4,5,8	Vote	D.Hajmeirza	7 m
E. Approval of Baseline Testing for Magnolia Science Academy-2 & Magnolia Science Academy-5 with PMH Laboratory, Inc.	Vote	D.Hajmeirza	7 m
IV. Discussion/Information Items			6:51 PM
A. Discussion Regarding the Creation of the MPS Development Committee	Discuss	Nominating/Governance Committee	15 m
V. Closing Items			7:06 PM
A. Adjourn Meeting	Vote		1 m

Cover Sheet

Resolution Approving Charter Material Revision of Magnolia Science Academy - 5

Section: III. Action Items
Item: A. Resolution Approving Charter Material Revision of Magnolia
Science Academy - 5
Purpose: Vote
Submitted by:
Related Material:
MSA-5 Budget and Assumptions for 2021-22 through 2022-23 (Excel Format).xlsx
Charter Material Revision of Magnolia Science Academy - 5 (updated 4.22.21).pdf



Board Agenda Item #	III A: Action Item
Date:	April 22, 2021
To:	Magnolia Public Schools Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, CEO & Superintendent
RE:	Resolution Approving Charter Material Revision of Magnolia Science Academy - 5

Proposed Board Motion

I move that the MPS board approve the resolution that authorizes the following: (1) Material revision submission of Magnolia Science Academy-5's Charter Petition to the Los Angeles County Office of Education, (2) All supporting documentation included in the submission, and (3) Authorize the MPS CEO and Superintendent to take the necessary actions needed to complete the revision process.

Introduction

The Los Angeles County Office of Education (LACOE) allows charter operators to amend their charter petitions if the school wishes to make any substantial changes to their educational program, governance, organizational structure, or location. After reviewing Magnolia Science Academy-5's (MSA-5) Los Angeles Unified School District's (LAUSD) Prop. 39 offer to relocate to Chatsworth High School, approximately eight (8) miles away, it became apparent that MSA-5 needed to find a separate facility within the city of Reseda to prevent any impact to the 290 students and families we serve, especially amid the COVID-19 pandemic where students have suffered through trauma and instability.

Many efforts have been made to LAUSD for MSA-5 to stay at its current site but have proven unsuccessful. Therefore, as LACOE currently authorizes MSA-5, MPS pivoted quickly to find solutions and decided to request a material revision of MSA-5's charter to reflect a new location at Magnolia Science Academy-1's (MSA-1) site, only one (1) mile away for the 2021-22 school year.

Background

The Los Angeles Unified School District currently authorizes charter schools to occupy unused space on district campuses as part of Prop. 39. The Proposition requires any charter school occupying shared space on a district campus to submit a yearly application to continue using their current facilities. MSA-5, who currently shares space with a district campus, has requested to stay at their current site for the 2021-22 school year. Unfortunately, LAUSD issued a final Prop. 39 offer relocating MSA-5 to Chatsworth High School, eight (8) miles away.

Considering the trauma and instability of our students and families this year due to the COVID-19 pandemic, it is crucial now than ever to ensure that students once again have that stability as they prepare for coming back on campus for the hybrid reopening. This move will impact MSA-5 as they will be entering an entirely new community and student population.

This is not the first time the District has unnecessarily moved MSA-5. MSA-5 was initially located in an LAUSD Prop. 39 site in East Hollywood and was later relocated by LAUSD to the city of Reseda in 2015. As a result, MSA-5—a high-performing school while at the East Hollywood location—had to relaunch and re-build the school the following school year as a brand-new school at its new location sixteen (16) miles away.

The resolution being approved addresses the request for a material revision to MSA-5’s charter petition to reflect MSA-1’s location at 18220 and 18238 Sherman Way, one mile away from MSA-5 for the remainder of MSA-5’s charter term July 1, 2021, to June 30, 2023.

Analysis (If applicable)

- NA

Budget Implications

- No budget implications.

Exhibits (attachments):

- Resolution Approving Charter Material Revision – Magnolia Science Academy 5.....3
- MSA-5 Budget and Assumptions for 2021-22 through 2022-23.....5
- Material Revision Cover Letter.....14
- Bylaws.....18
- Board Minutes Approving Bylaws.....32
- MSA-5 Facilities Narrative.....35
- MSA-5 Material Revision Revised Charter.....38
- MSA-5 Academics.....244
- MSA-1 Amended and Restated Lease Agreement.....247
- Lease Agreement.....302
- MSA-5 Memorandum of Understanding reg. Co-location with MSA-1.....351
- MSA-1 Certificate of Occupancy.....354

**RESOLUTION OF THE BOARD OF DIRECTORS
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
DBA MAGNOLIA PUBLIC SCHOOLS
A California Public Benefit Corporation**

Resolution No. 20210422-01

Concerning Submission to the Los Angeles County Office of Education
a Request for Material Revision of the Magnolia Science Academy 5 Charter

RESOLUTION APPROVING CHARTER MATERIAL REVISION – MAGNOLIA SCIENCE ACADEMY 5

WHEREAS, the Board of Directors (“Board”) of Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”), which operates the Magnolia Science Academy 5 charter school (“MSA-5”), finds it in the best interest of MSA-5 and in furtherance of its educational and charitable purposes to submit a request for material revision of the MSA-5 charter, as authorized by the Los Angeles County Board of Education for the term of July 1, 2018, to June 30, 2023, and with oversight provided by the Los Angeles County Office of Education (collectively, the “County”) and as provided for in Education Code Section 47607.

NOW THEREFORE, BE IT RESOLVED, that MPS, together with MSA-5, shall prepare a material revision of the MSA-5 charter for submission to the County; and

BE IT RESOLVED FURTHER, that MPS authorizes its Chief Executive Officer & Superintendent, Alfredo Rubalcava, to sign the request for a material revision, execute related documents, and otherwise act on behalf of MPS and MSA-5 with respect to the material revision application process; and

BE IT RESOLVED FURTHER, that MPS directs the Chief Executive Officer & Superintendent to work with the County on the details of the material revision submission, and authorizes the Chief Executive Officer and Superintendent to amend the material revision application, if necessary, based on the best interests of MSA-5; and

BE IT RESOLVED FURTHER, that the nature and scope of the changes associated with the material revision of the MSA-5 charter are:

1. To move from MSA-5’s current facilities, located at 18230 Kittridge Street in Reseda, California, which are occupied under agreement with the Los Angeles Unified School District pursuant to Education Code Section 47614 and Title 5, California Code of Regulations sections 11969.1-9, to facilities located one (1) mile away, at 18220 Sherman Way and 18238 Sherman Way, where MPS currently operates Magnolia Science Academy 1; and
2. To update the MSA-5 charter for any new laws enacted since the charter was last renewed pursuant to Education Code Section 47607(b).

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a special Board meeting this 22 day of April 2021.

Board Member	Vote
Mr. Haim Beliak	
Dr. Umit Yapanel	
Mr. Mekan Muhammedov	
Dr. Salih Dikbas	
Ms. Sandra Covarrubias	
Ms. Diane Gonzalez	

AYES:

NOS:

ABSTENTIONS:

ABSENT:

By: _____
Haim Beliak, Chair

Magnolia Science Academy - 5 Budget Summary

REVENUE SUMMARY	<u>2021-22</u>	<u>2022-23</u>
LCFF Entitlement	3,356,388	3,521,553
Federal Revenue	221,143	218,715
Other State Revenues	445,182	455,085
Other Local Revenues	25,000	25,000
Total Revenue	4,047,713	4,220,353
EXPENDITURE SUMMARY	<u>2021-22</u>	<u>2022-23</u>
Certificated Salaries	1,475,000	1,519,250
Classified Salaries	262,000	269,860
Benefits	669,710	689,801
Books and Supplies	230,950	242,498
Services and Operating Exp.	1,246,022	1,285,825
Capital Outlay & Depreciation	45,000	50,000
Total Expenditure	3,928,682	4,057,233
Surplus / Deficit	119,032	163,119

Magnolia Science Academy -5 Budget Projections

LCFF Entitlement

		<u>2021-22</u>	<u>2022-23</u>
8011	State Aid	\$ 2,216,833	\$ 2,328,099
8012	EPA Entitlement	\$ 309,001	\$ 323,616
8096	InLieu Prop Taxes	\$ 830,554	\$ 869,837
Total LCFF Entitlement		3,356,388	3,521,553

Federal Revenue

		<u>2021-22</u>	<u>2022-23</u>
8181	Sped Ed IDEA	\$ 35,520	\$ 37,200
8290	All Other Federal Revenue	\$ 55,600	\$ 55,600
8290	Title I	\$ 105,541	\$ 99,175
8290	Title II	\$ 14,040	\$ 13,194
8290	Title III LEP	\$ -	\$ -
8290	Title III IMM	\$ 942	\$ 1,047
8290	Title IV	\$ 9,500	\$ 12,500
Total Federal Revenue		221,143	218,715

Other State Revenue

		<u>2021-22</u>	<u>2022-23</u>
8311	Sp Ed AB 602 Revenue	\$ 177,600	\$ 186,000
8550	Mandate Block Grant	\$ 10,284	\$ 9,112

8560	State Lottery Revenue	\$	56,548	\$	59,222
8590	SB740 Facility Grant	\$	165,750	\$	165,750
8590	Other State Revenue	\$	35,000	\$	35,000
Total State Revenue			445,182		455,085

Local Revenue			<u>2021-22</u>		<u>2022-23</u>
8699	Other Revenue	\$	25,000	\$	25,000
Total State Revenue			25,000		25,000
Total Revenues			4,047,713		4,220,353

EXPENDITURES DETAIL

Certificated Salaries			<u>2021-22</u>		<u>2022-23</u>
1100	TeacherSalaries		1,190,000		1,225,700
1300	Cert Adminis		285,000		293,550
SUBTOTAL - Certificated Salaries			1,475,000		1,519,250

Classified Salaries			<u>2021-22</u>		<u>2022-23</u>
2100	Instructional Aides		105,000		108,150
2200	Classified Support		76,000		78,280
2400	Clerical & Tech		81,000		83,430
2900	OtherClassStaff		-		-
SUBTOTAL - Classified Salaries			262,000		269,860

Employee Benefits			<u>2021-22</u>		<u>2022-23</u>
3101	STRS		249,570		257,057
3202	PERS		60,024		61,825
3301	OASDI/Med		41,431		42,673
3401	HlthWelfare		265,000		272,950
3501	UnemployIns		8,685		8,946
3601	WorkersCmp		45,000		46,350
SUBTOTAL - Employee Benefits			669,710		689,801

Books & Supplies			<u>2021-22</u>		<u>2022-23</u>
4100	Text&CoreCurric		10,000		10,500
4200	BooksOthRefMats		5,000		5,250
4300	Materials and Supplies		12,500		13,125
4315	OthrSupplies		15,000		15,750
4320	Office Supplies		18,000		18,900
4335	PE Supplies		20,000		21,000
4340	Educat Software		35,000		36,750
4345	NonInstStdntSup		19,000		19,950
4346	TeacherSupplies		12,000		12,600
4400	NonCapEquip-Gen		10,250		10,763

4430	OfficeFurnEqp<5k	18,500	19,425
4440	Computers <\$5k	25,500	26,775
4464	Equipment (Pre-Cap)	15,000	15,750
4720	Food:Other Food	15,200	15,960
SUBTOTAL - Books and Supplies		230,950	242,498
Services & Other Operating Expenses		<u>2021-22</u>	<u>2022-23</u>
5101	CMO Fees	503,458	528,233
5205	Conference Fees	2,000	2,100
5210	MilesParkTolls	500	525
5215	TravConferences	1,500	1,575
5220	TraLodging	500	525
5300	DuesMemberships	5,000	5,250
5450	Other Insurance	30,000	31,500
5500	OpsHousekeeping	3,000	3,150
5510	Gas & Electric	22,000	23,100
5610	Rent & Leases	442,000	442,000
5620	EquipmentLeases	8,000	8,400
5630	Reps&MaintBldng		-
5800	ProfessServices	19,000	19,950
5810	Legal	4,500	4,725
5813	SchPrgAftSchool	5,000	5,250
5819	SchIProgs-Other	4,000	4,200
5820	Audit & CPA	9,000	9,450
5835	Field Trips	8,000	8,400
5840	MarkngStdtRecrt	8,000	8,400
5850	Oversight Fees	33,564	35,242
5857	Payroll Fees	12,000	12,600
5860	Service Fees	5,000	5,250
5861	Prior Year Services		-
5863	Prof Developmnt	7,500	7,875
5864	Prof Dev-Other	12,000	12,600
5869	SpEd Ctrct Inst	25,000	26,250
5870	Livescan	500	525
5872	SPED Fees (incl Encroachment)	-	-
5875	Staff Recruiting		-
5884	Substitutes	40,000	42,000
5890	OthSvcsNon-Inst	9,000	9,450
5900	Communications	2,000	2,100
5920	TelecomInternet	15,000	15,750
5930	PostageDelivery	4,000	4,200
5940	Technology	5,000	5,250
SUBTOTAL - Services & Operations		1,246,022	1,285,825
Capital Outlay & Depreciation		<u>2021-22</u>	<u>2022-23</u>
6100	Site Imp (Pre-Capitalization)		-
6400	EquipFixed		-

6900	Depreciation	45,000	50,000
	SUBTOTAL - Cap Outlay & Dep.	45,000	50,000
Other Outflows		<u>2021-22</u>	<u>2022-23</u>
7310	Indirect Costs		-
7438	Interest Expense		-
	SUBTOTAL - Other Outflows	-	-
	TOTAL EXPENDITURES	3,928,682	4,057,233
	Surplus/Deficit	119,032	163,119

Magnolia Science Academy - 5		
Base Grants	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	7,702	7,702
Grades 4-6	7,818	7,818
Grades 7-8	8,050	8,050
Grades 9-12	9,329	9,329
Grade Level Supplement (Grade Span Adjustment)	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	801	801
Grades 9-12	243	243
Base Grant & Grant Level Supplement (Grade Span Adjustment)	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	8,503	8,503
Grades 4-6	7,818	7,818
Grades 7-8	8,050	8,050
Grades 9-12	9,572	9,572
For Supplemental Grant Calculation	<u>2021-22</u>	<u>2022-23</u>
School Unduplicated Annual %	89.53%	89.68%
School Unduplicated Rolling %	90.00%	90.00%
Supplemental Grant Factor %	20.00%	20.00%
Supplemental Grant Addition %	18.0%	18.0%
For Concentration Grant Calculation	<u>2021-22</u>	<u>2022-23</u>
Local District Unduplicated %	88.00%	88.00%
Effective Unduplicated Rolling %	88.00%	88.00%
Concentration Grant Threshold	55.00%	55.00%
Concentration Grant Eligible %	33.00%	33.00%
Concentration Grant Factor %	50.00%	50.00%
Concentration Grant Addition %	16.5%	16.5%
Supplemental Grant	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	1,531	1,531
Grades 4-6	1,407	1,407
Grades 7-8	1,449	1,449
Grades 9-12	1,723	1,723
Concentration Grant	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	1,403	1,403
Grades 4-6	1,290	1,290
Grades 7-8	1,328	1,328
Grades 9-12	1,579	1,579
Base + Grade Level Supplement + Supplemental + Concentration	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	11,437	11,437
Grades 4-6	10,515	10,515

Grades 7-8	10,827	10,827
Grades 9-12	12,874	12,874

LCFF	<u>2021-22</u>	<u>2022-23</u>
EPA Base Rate	5,723	5,723
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	19.00%	19.00%
In-Lieu of Prop Tax	2,923	2,923
Year Established (This is used for EPA calculation)		

Federal Revenues		
Federal Sped IDEA SELPA	El Dorado	El Dorado
Federal Sped IDEA rate for El Dorado	125.00	125.00
Federal Sped IDEA rate for LAUSD	207.29	207.29
Title I	349.01	349.01
Title II	46.43	46.43
Title III LEP (# of EL for all Magnolia Schools)		
Title III LEP	114.40	114.40
Title III IMM	104.70	104.70
Title IV	12,500.00	12,500.00
Other Federal Revenue		

State Revenues		
State SpEd AB602 rate for LAUSD	656.35	656.35
State SpEd AB602 rate for El Dorado	625.00	625.00
ERMHS Tier 2	3,300.00	3,300.00
Mandate Block Grant K-8	16.86	16.86
Mandate Block Grant 9-12	46.87	46.87
Lottery Non-Prop 20	150.00	150.00
Lottery Prop 20	49.00	49.00
SB740 Facility Grant	165,750.00	165,750.00
ASES After School Grant	35,000	35,000

ENROLLMENT		
	2021-22	2022-23
Grades TK		
Grades KN		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6	50	50
Grade 7	46	50
Grade 8	50	50
Grade 9	40	40
Grade 10	36	40
Grade 11	46	40
Grade 12	28	40
Total Enrollment	296.00	310.00

ADA Rate	96.00%	96.00%
English Learner Count (EL Students)	89	93
Immigrant Student Count	10	10
ERMHS SEIS Count		

AVERAGE DAILY ATTENDANCE (ADA)		
	2021-22	2022-23
Grades TK-3	-	-
Grades 4-6	48.00	48.00
Grades 7-8	92.16	96.00
Grades 9-12	144.00	153.60
SUBTOTAL ADA	284.16	297.60

UNDUPLICATED PUPIL PERCENTAGE		
	2021-22	2022-23
Enrollment	296	310
Unduplicated Pupil Count	265	278
	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
Single Year Unduplicated Pupil %	89.53%	89.68%
3-yr Unduplicated Pupil Percentage (%)	90.00%	90.00%
Local District Unduplicated (%)	88.00%	88.00%

		2021-22		
		Average		
		# of employees	Salaries	Total
1100	TeacherSalaries	17	\$ 70,000	\$ 1,190,000
1300	Cert Adminis	3	\$ 95,000	\$ 285,000
SUBTOTAL - Certificated Salaries		20		1,475,000
2100	Instructional Aides	3	\$ 35,000	\$ 105,000
2200	Classified Support	2	\$ 38,000	\$ 76,000
2400	Clerical & Tech	1.5	\$ 54,000	\$ 81,000
2900	OtherClassStaff			
SUBTOTAL - Classified Salaries		7		262,000
Employee Benefits				
		<i>Notes</i>	<i>rates</i>	Total
3100	STRS		16.92%	\$ 249,570
3200	PERS		22.91%	\$ 60,024
3300	OASDI/Med	1.45%	7.65%	\$ 41,431
3400	HlthWelfare	Annual per emp	\$ 10,000	\$ 265,000
3500	UnemployIns		0.50%	\$ 8,685
3601	WorkersCmp	Annual per enrmt	\$ 90	\$ 45,000
3701	Other Retirement			
3901	OthBenes			
SUBTOTAL - Employee Benefits				669,710

Summary of Funding

	2021-22	2022-23
LCFF Breakdown		
Base Grant	2,460,528	2,580,998
Grade Span Adjustment	34,928	37,256
Supplemental Grant	449,182	471,286
Concentration Grant	411,750	432,012
Total LCFF	3,356,388	3,521,553
EPA	309,001	323,616
In-Lieu Property Tax	830,554	869,837

Base Grants	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	\$0	\$0
Grades 4-6	\$375,264	\$375,264
Grades 7-8	\$741,888	\$772,800
Grades 9-12	\$1,343,376	\$1,432,934
Total	\$2,460,528	\$2,580,998

Grade Level Supplement (Grade Span Adjustment)	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	\$0	\$0
Grades 9-12	\$34,928	\$37,256
Total	\$34,928	\$37,256

Supplemental Grant	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	-	-
Grades 4-6	67,547.52	67,547.52
Grades 7-8	133,539.84	139,104.00
Grades 9-12	248,094.68	264,634.32
Total	\$449,182	\$471,286

Concentration Grant	<u>2021-22</u>	<u>2022-23</u>
Grades TK-3	\$ -	\$ -
Grades 4-6	\$ 61,919	\$ 61,919
Grades 7-8	\$ 122,412	\$ 127,512
Grades 9-12	\$ 227,420	\$ 242,581
Total	\$411,750	\$432,012



April 23, 2021

Via Hand Delivery

Los Angeles County Office of Education
Superintendent of Schools
Debra Duardo, M.S.W., Ed.D
9300 Imperial Highway
Downey, California 90242

Re: Magnolia Science Academy 5 – Material Revision Submission

Dear Superintendent Duardo:

Magnolia Science Academy 5 (“MSA-5” or the “Charter School”) hereby requests a material revision to its charter, authorized by the Los Angeles County Board of Education for the term of July 1, 2018 to June 30, 2023, and with oversight provided by the Los Angeles County Office of Education (collectively, the “County”). Specifically, MSA-5 requests to **move from its current facilities** located at 18230 Kittridge Street in Reseda, California, which are occupied under agreement with the Los Angeles Unified School District (the “District”) pursuant to Education Code Section 47614 and Title 5, California Code of Regulations Sections 11969.1-9 (collectively, “Proposition 39”) to facilities located **one (1) mile away** at 18238 Sherman Way and 18220 Sherman Way, where Magnolia Educational & Research Foundation, dba Magnolia Public Schools (“MPS”) currently operates a grade 6-12 sister school known as Magnolia Science Academy 1 (“MSA-1”). 18220 and 18238 Sherman Way are owned by MPM Sherman Way LLC, a subsidiary of Magnolia Properties Management, Inc., which is a public charity under Section 509(a)(3) of the Internal Revenue Code (“Code”) and a “Type I supporting organization” formed and operated exclusively to support MPS. MPS operates MSA-1 at the Sherman Way sites under a lease with MPM Sherman Way LLC.

Reason for the Request for Material Revision

MSA-5 has been co-located at its current site, Reseda Senior High, since 2015. Indeed, MSA-5 considers the current co-location arrangement to be ideal, as there is suitable classroom space to deliver the Charter School’s educational program and the MSA-5 and Reseda Senior High administrators enjoy a collaborative working relationship. Unfortunately, on April 1, 2021, the District issued a final Proposition 39 offer of facilities to MSA-5 for the 2021-22 school year, whereby the District will move MSA-5 from Reseda Senior High to Chatsworth Charter High School, approximately **eight (8) miles away**. As you can imagine, a move of eight miles, into an entirely new community, carries the high likelihood of devastating MSA-5’s stable student population.

This is not the first time the District has unnecessarily moved MSA-5 a great distance. In 2015, the District moved MSA-5 from a Proposition 39 co-location in East Hollywood to its current site at Reseda Senior High, a move of more than sixteen (16) miles. The impact on the MSA-5 community was devastating, because its students and families, most of whom are Hispanic and socioeconomically disadvantaged and include a high population of students with disabilities, could not attend a school so far removed from their home and work communities. MSA-5 had to effectively re-launch the Charter School and re-build in the Reseda community. Therefore, the only way that MSA-5 can avoid the disastrous impact that another “re-launch” will have on its students and families and, in particular, to continue supporting students and families who need even more stability as a result of the COVID-19 global pandemic, including by re-opening in-person instruction, is to remain located in and serving the Reseda community. Accordingly, MSA-5 requests that the County approve its request to relocate to 18238 Sherman Way in Reseda.

Impact of the Request for Material Revision

The facilities at 18220 Sherman Way are new facilities, completed in 2019. MSA-5’s space will include a total of 13 classrooms for the five (5) middle school grade groups and seven (7) high school grade groups. MSA-5 will also have use of the additional spaces at the MSA-1 facilities such as common areas and rooftop access, amongst other areas. The facilities have a total capacity of 1,300 students, which is sufficient for approximately 715 MSA-1 students and 300 MSA-5 students. The intent is for MSA-5 to open the 2021-22 school year at 18238 Sherman Way.

There will be no staff impact as all staff at MSA-5 will continue to be employed at the new location. With enrollment, we anticipate that we will naturally lose some students during the move to MSA-1 and enroll a lower number of sixth-grade students who attended the local elementary schools south of MSA-5. We do not plan to enroll students as the school will be in a new location. The space allocation at the new site will not be impacted as described in the Facilities Narrative included in the submission packet. Additionally, there will be a minimal fiscal impact due to the lower enrollment numbers and a possible Prop.39 Pro Rata share cost (Chatsworth High School). We are proactively working with the Los Angeles Unified School District (LAUSD) to waive the Pro Rata share that will go into effect on May 1, 2021.

The Charter School shall comply with all applicable legal requirements pertaining to charter school facilities. The fiscal impact of this material revision is reflected in the revised budget that is included in this material revision request, as noted below.

Charter Elements to be Revised Due to the Request for Material Revision

Aside from a reasonably comprehensive description of new requirements of charter schools enacted into law since MSA-5’s charter was last approved, MSA-5 anticipates that only minor revisions to the charter elements will be needed to reflect the Charter School’s proposed new site located just one (1) mile away from its current site and that serves the same students, families, and overall community. Specifically, MSA-5 anticipates minor revisions to the General Information, Target Population, and Facilities sections of Element 1; the site descriptions

contained in Element 4; the student recruitment strategies described in Elements 7 and 8; and the facilities description contained in the Miscellaneous Provisions section of the charter.

Contents of the Material Revision

In accordance with Education Code Section 47607 and the County's requirements, MSA-5 has enclosed the attached documents as part of the material revision request:

1. Cover letter addressed to the Los Angeles County Superintendent of Schools requesting a material revision to the charter
2. Attachment of supporting documents: Certificate of Occupancy, Lease Agreement, Revised Bylaws, Facilities Narrative and School Performance Data
3. Board-approved budget and assumptions/narrative that reflect the impact of the revision
4. Redlined charter petition
5. Evidence that the Charter School's governing board has approved the submission of the material revision request and supporting documentation

* * *

MSA-5 submits this material revision request to the County, pursuant to Education Code Section 47607, for the County Board's consideration. By signing below, I confirm that I wish to submit this material revision request to the County and certify that MSA-5 will comply with all laws applicable to charter schools in California. We look forward to working with the County during consideration of the material revision request. Please feel free to contact me via email arubalcava@magnoliapublicschools.org should you have any questions.

Sincerely,



Alfredo Rubalcava

Chief Executive Officer & Superintendent

cc: David Downing, Coordinator III, Charter School Office

Enclosures
MPS Revised Bylaws and Board Minutes
MSA-5 Facilities Narrative
MSA-1 Certificate of Occupancy

MSA-1 Lease Agreement

MSA-1 Updated Lease Agreement

MSA-5 MOU with MSA-1

MSA-5 Academic Data

MSA-5 Revised Budget and Assumptions

MSA-5 Revised Budget and Assumptions Board Approval Draft Minutes

MSA-5 Revised Charter Petition

MSA-5 Material Revision Board Resolution

MSA-5 Material Revision Board Approval Draft Minutes

AMENDED AND RESTATED BYLAWS
OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. **NAME.** The name of this corporation is Magnolia Educational & Research Foundation.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is 250 East 1st Street, Suite 1500, Los Angeles, 90012 California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purposes of this corporation are to provide community support in educational and research areas, which include, but are not limited to the following: managing, operating, guiding, directing and promoting public charter schools; conducting scientific research at K-12 schools and colleges to identify and implement successful education practices; promoting and discovering the research modules in scientific areas with applied and practicable methods to promote prospective scientists; coordinating international conferences/competitions in various fields of academic study. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts, liabilities and all charter obligations of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for the public and/or charitable purposes of managing, operating, guiding, directing, promoting, and/or supporting one or more California public charter schools that serve students in grades K-12 and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and

employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS. The number of directors shall be no less than three (3) and no more than eleven (11), unless changed by amendments to these bylaws. The exact number of directors shall be fixed within these limits by a Resolution of the Board. All directors shall be designated by the existing Board of Directors.

The Board of Directors commits to designating at least one (1) director who resides in each county where this corporation operates a charter school. The Board of Directors shall strive to recruit directors representing parents and the charter school communities, from diverse professional and ethnic backgrounds and commits to designating at least one (1) director representing parents at all times.

Section 4. RESTRICTION ON EMPLOYEE DIRECTORS. No current employees of the corporation may serve on the Board of Directors.

Section 5. DIRECTORS' TERMS. Each director shall hold office for five (5) years and until a successor director has been designated and qualified. The terms of directors shall be staggered as determined by the Board. Staggering has been accomplished by the Board appointing directors on different dates. Staggering shall be maintained as directors shall be appointed to fill vacant seats at the expiration of each staggered term.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to nominate qualified candidates for designation to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee shall make its report at least seven (7) days before the date of the designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. Any member of the community may also refer a potential candidate to the Board for consideration.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be designated, no corporation funds may be expended to support a nominee.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution

of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by a simple majority of directors then in office at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. QUORUM. A majority of the directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the directors at the meeting shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 15. COMPENSATION AND REIMBURSEMENT. Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

Section 16. **CREATION AND POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board; or
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected.

Section 17. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 18. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 19. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 20. **COMPLIANCE WITH CONFLICTS OF INTEREST LAWS.** The corporation shall comply with applicable conflict of interest laws, including the Political Reform Act of 1974 (Chapter 1 (commencing with Section 81000) of Title 9 of the Government Code) and Govt. Code § 1090 et seq.

ARTICLES VIII MEETINGS

Section 1. **PLACE OF BOARD OF DIRECTORS MEETINGS.** The Board of Directors will designate that a meetings be held in the county in which the greatest number of pupils enrolled in Magnolia Public Schools reside which is in compliance with the Ralph M. Brown Act and Education Code Section 47604.1((c)(4)(A). The Board of Directors will establish a two-way teleconference location at each of the corporation's charter school sites and each resource center in compliance with the Ralph M. Brown Act and Education Code Section 47604.1(c)(4)(B).

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 2. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act. ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 3. **REGULAR MEETINGS.** Regular meetings of the Board of Directors shall be held on the second Thursday of each month, unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer or a majority of the Board of Directors. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 5. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the corporation, or as may have been given to the corporation by the director for purposes of notice, or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the corporation reside.
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 7. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

ARTICLE X OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and Chief Financial Officer, who shall be known as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article X Section 4, of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the

corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special and, if special, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 13. VICE-CHAIRMEN. One Vice-Chairman of the Board of Directors will be assigned to each county in which a charter school operated by the corporation is located.

**ARTICLE XI
CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** In compliance with Government Code Section 1090 et seq., the corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the corporation's directors are directors and have a material financial interest).

**ARTICLE XII
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the corporation's Conflict of Interest Code and applicable law have been fulfilled.

Section 2. **AGAINST NEPOTISM.** If a member of an officer's or employee's immediate family is to be hired to work in a position directly subordinate or supervisory to the officer or employee, that fact should be disclosed in advance to the Board of Directors so that a determination can be made whether to permit an exception to the normal prohibition against nepotism.

**ARTICLE XIII
LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XIV
INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238

(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XV INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XVI MAINTENANCE OF CORPORATE RECORDS

- Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:
- a. Adequate and correct books and records of account;
 - b. Written minutes of the proceedings of the Board and committees of the Board; and
 - c. Such reports and records as required by law.

ARTICLE XVII INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

**ARTICLE XVIII
REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** The corporation shall comply with the reporting requirements of Corporations Code Section 6322.

**ARTICLE XIX
BYLAW AMENDMENTS**

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws. The Board of Directors may only amend these Bylaws provisions fixing the authorized number of directors or establishing procedures for the nomination or appointment of directors by unanimous vote of all directors then in office. This section may only be amended by the unanimous vote of the all the directors then in office.

**ARTICLE XX
FISCAL YEAR**

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation; that these amended and restated bylaws, consisting of **13** pages including this "Certificate of Secretary", are the bylaws of this corporation as adopted by the Board of Directors on September 22, 2019; and that these amended and restated bylaws have not been amended or modified since that date.



9/23/2019

Ms. Barbara Torres
Secretary

APPROVED



Magnolia Public Schools

Minutes

Board Retreat

Date and Time

Sunday September 22, 2019 at 9:00 AM

Location

MPS Home Office: 250 E. 1st St. Ste.1500 Los Angeles, CA 90012

Board Members:

Dr. Saken Sherkhanov, Chair

Mr. Haim Beliak, Vice-Chair

Ms. Diane Gonzalez

Ms. Sandra Covarrubias

Dr. Umit Yapanel

Mr. Serdar Orazov

Dr. Salih Dikbas

Mr. Shohrat Geldiyev

CEO & Superintendent:

Mr. Alfredo Rubalcava

Directors Present

D. Gonzalez, H. Beliak, S. Covarrubias, S. Dikbas, S. Geldiyev, S. Orazov, S. Sherkhanov, U. Yapanel

Directors Absent

None

I. Opening Items**A. Call the Meeting to Order**

S. Sherkhanov called a meeting to order on Sunday Sep 22, 2019 @ 9:25 AM at MPS Home Office: 250 E. 1st St. Ste.1500 Los Angeles, CA 90012.

B. Record Attendance and Guests

All Board Members participated in person.

C. Pledge of Allegiance

B. Torres, MPS Board Secretary, led the Pledge of Allegiance.

D. Approval of the Agenda

D. Gonzalez made a motion to approve the agenda as presented.

S. Covarrubias seconded the motion.

The team **VOTED** unanimously to approve the motion.

E. Public Comment

A. Rubalcava, MPS CEO & Superintendent, updated the board on the opening of the new MSA-1 building and renewal updates. No other public comments were made.

II. Information/Discussion Item(s)

A. Board Handbook Review

A. Rubalcava, MPS CEO & Superintendent, presented the draft MPS Board Handbook to the board. They discussed improvements and set a completion date of July 2020.

B. Charter 101

A. Rubalcava, MPS CEO & Superintendent, presented facts on charter schools to the board. The board had the opportunity to ask general questions about the charter school sector.

C. Trainings for Board Members

D. Rymer, YMC attorney, gave the board a presentation pertaining to student discipline which included information on due process, investigations, search and seizure, suspension and expulsion procedures. J. Simmons, YMC Partner, informed the board on the new governance laws that would be in effect January 1, 2020 and how these will affect MPS. His presentation included changes to the Brown Act and Conflict of Interest law compliance, SB 126 provisions and other major bills that can impact operations if signed by the Governor. Board Members asked general questions along with questions specific to MPS.

III. Action Item(s)

A. Approval of Revised Bylaws, Conflict of Interest Code and Policy

A. Rubalcava, MPS CEO & Superintendent, informed the board that the changes reflected in the new Conflict of Interest Code, Conflict of Interest Policy and MPS Bylaws reflect the changes in governance explained by the attorneys as shown in the redline version of the documents. The board wanted to ensure that the changes would not take effect until January 1, 2020, which is when MPS is required to comply with the new governance mandates.

S. Orazov made a motion to approve the revised MPS Bylaws, Conflict of Interest Code and Conflict of Interest Policy effective January 1, 2020 to comply with SB 126.

H. Beliak seconded the motion.

The team **VOTED** unanimously to approve the motion.

IV. Closing Items

A. Adjourn Meeting

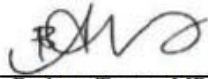
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:29 PM.

Respectfully Submitted,
S. Sherkhanov

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation; that these minutes, consisting of 3 pages, were approved by the Board of Directors on October 10, 2019.

Executed on October 11, 2019 at Los Angeles, California



Barbara Torres, MPS Secretary



MSA-1 AND MSA-5 FACILITIES NARRATIVE

Magnolia Science Academy – 5 (“MSA-5”) is a charter middle/high school authorized by the Los Angeles County Office of Education. From 2008 to 2014, MSA-5 was co-located at Bancroft Middle School under a Prop 39 award from the Los Angeles Unified School District. For the last five (5) years commencing with the 2015-16 school year, MSA-5 has been located at 18230 Kittridge Street in Reseda at Reseda Senior High under a Prop 39 award from LAUSD. Unfortunately, and surprisingly given the COVID-19 pandemic which has upended the lives of school communities, for the 2021-22 school year, LAUSD declined to offer MSA-5 the same facilities at 18230 Kittridge Street and instead has offered MSA-5 facilities at Chatsworth Charter High School, more than eight (8) miles away from its current location. Despite repeated requests by MPS to LAUSD to allow MSA-5 to remain at 18230 Kittridge location for another year in order to not disrupt the lives of MSA-5’s students, such requests have fallen on deaf ears.

MSA-5 is committed to staying in its current neighborhood where it has successfully built a high performing school. Consequently, in lieu of accepting LAUSD’s Prop 39 offer to relocate to Chatsworth and to best serve its community, MSA-5 believes it is in its best interest to relocate to the facilities operated by Magnolia Science Academy-1 (“MSA-1”) at 18220 Sherman Way and 18238 Sherman Way in Reseda for the 2021-2022 school year. MSA-1’s facilities, consisting of two (2) buildings, one of which is for middle school grades and one of which is for high school grades, is located 1 mile away from MSA-5’s current location and is close to where most of MSA-5’s students reside.

MSA-1’s campus has 20 classrooms in the middle school building and 20 classrooms in the high school building. MSA-1 also has additional outdoor space, including a large parking lot behind the middle school building that will be transformed from a surface parking lot to a recreational space with green open space, a basketball and volleyball court, restrooms and changing rooms and a shade structure. This site improvement project is in progress and presently is in design development. It is expected to be completed in time for the fall 2021-22 school year. See attachment A for the site improvement plan. The MSA-1 high school building also has rooftop space available that can be used either for instruction or recreation.

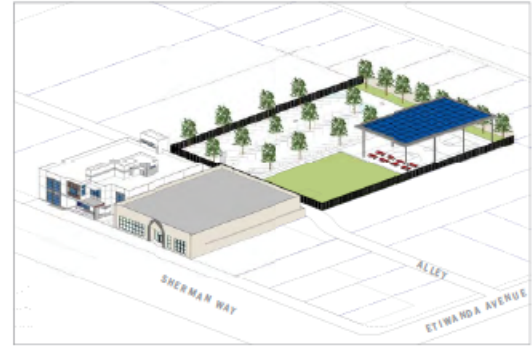
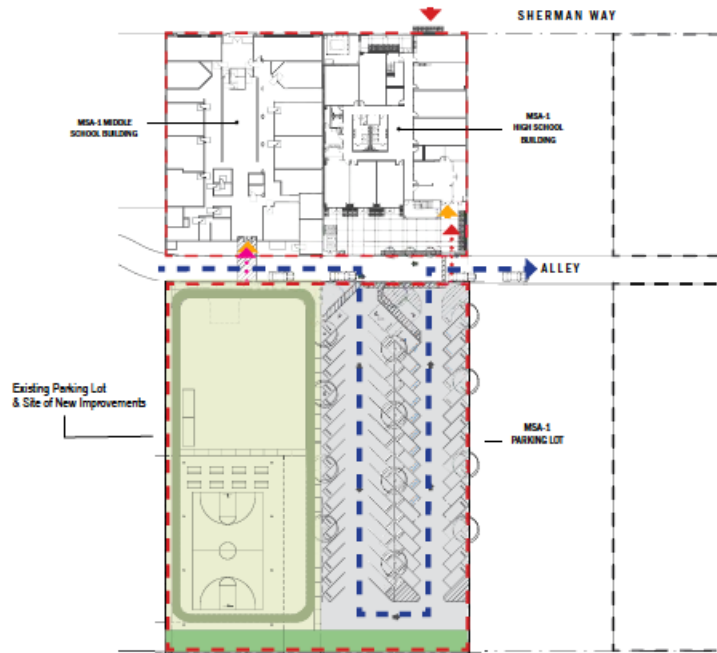
Currently, there are 15 grade groups in middle school and 13 grade groups in high school (see chart) at the MSA-1 Campus. MSA-5 will add their 5 middle school grade groups and their 7 high school grade groups to MSA-1’s campus. Accordingly, MSA-5 will occupy a total of 13 classrooms and MSA-1 will occupy a total of 27 classrooms.

MSA-5	
Grade	No of Students
6	30
7	53
8	53
9	49
10	38
11	45
12	28
Total	296

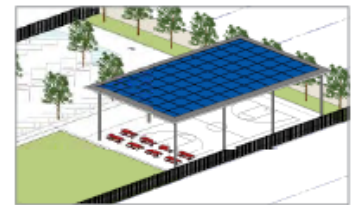
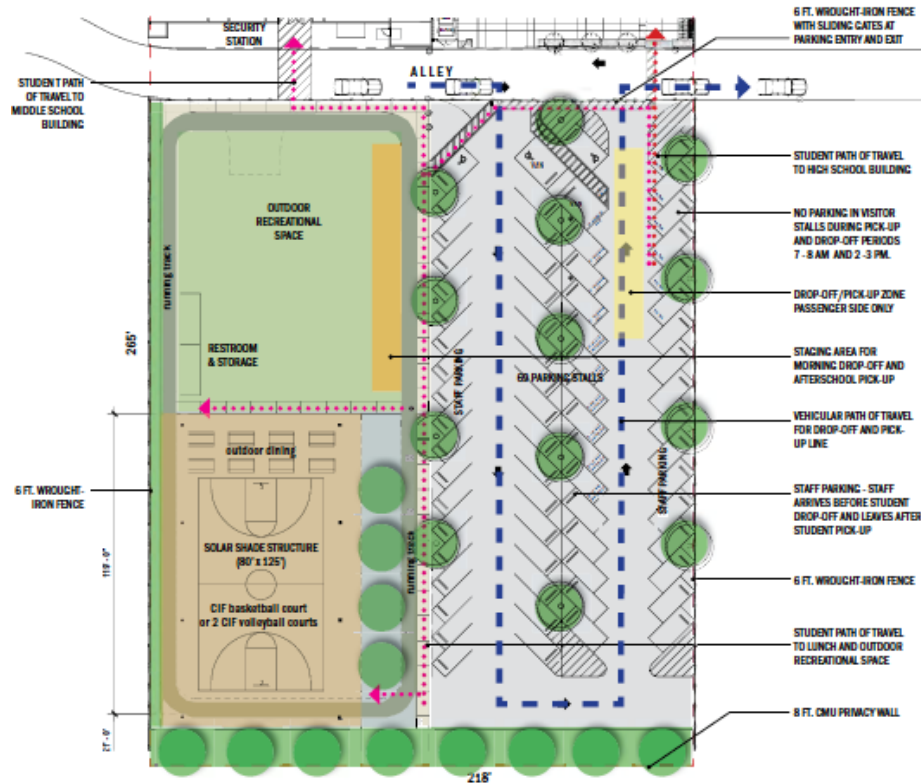
MSA-1	
Grade	No of Students
6	135
7	135
8	135
9	110
10	89
11	80
12	76
Total	760

While most if not all schools within LAUSD boundaries are expected to fully re-open for in-person instruction in the 2021-22 school year, both MSA-5 and MSA-1 anticipates to continue offering distance learning for the 2021-22 school year due to the COVID-19 pandemic, as permitted by the California Department of Education (CDE) and California Department of Public Health (CDPH).

Magnolia Public Schools has engaged the services of a real estate broker to identify additional facilities. We have identified additional facilities at 18700 Sherman Way and at 18115 Sherman Way (across the street from MSA-1). Moreover, MSA-1 is presently pursuing opportunities to expand its current facilities footprint by acquiring adjacent parcels.



- MSA-1 SITE
- ▲ MAIN CAMPUS ENTRY
- ▲ STUDENT ENTRY
- ➡ DROP-OFF / PICK-UP LOOP



MAGNOLIA SCIENCE ACADEMY-5



***CHARTER SCHOOL RENEWAL PETITION FOR
A FIVE-YEAR TERM (JULY 1, 2018 – JUNE 30, 2023)***

**SUBMITTED ON APPEAL TO THE
LOS ANGELES COUNTY OFFICE OF EDUCATION
BOARD OF EDUCATION
NOVEMBER 17, 2017**

**MATERIAL REVISION SUBMITTED
APRIL 23, 2021**

by

MAGNOLIA PUBLIC SCHOOLS
250 E. 1st Street Suite 1500
Los Angeles, CA 90012
Office: (213) 628-3634
Fax: (714) 362-9588

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AFFIRMATIONS, ASSURANCES, AND DECLARATIONS

Magnolia Science Academy ("MSA-5" or the "Charter School"), operated by Magnolia Educational and Research Foundation, dba Magnolia Public Schools ("MPS"), to be authorized by the Los Angeles County Board of Education ("LACBOE") and overseen by the Los Angeles County Office of Education ("LACOE") (hereinafter, collectively, the "County"), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(~~ed~~)(1)]
- MPS declares that it shall be deemed the exclusive public school employer of the employees of MSA-5 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(~~bc~~)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(~~de~~)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(~~de~~)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(~~de~~)(2), admission to the Charter School shall not be determined according to the place of residence of the student or ~~his or her~~ of that student's parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(~~de~~)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(~~de~~)(2)(C). [Ref. Education Code Section 47605(~~de~~)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(~~de~~)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a the Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold required for the teacher's certificated assignment. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(~~e~~e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(~~e~~d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

ELEMENT 1: THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated, by the charter school,~~ and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

Mathematics Placement

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

WASC Accreditation

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as the pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction,

teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

General Information

<ul style="list-style-type: none"> The contact person for Charter School is: 	Chief Executive Officer <u>& Superintendent, Caprice Young, Ed. D. Alfredo Rubalcava</u>
<ul style="list-style-type: none"> The contact address for Charter School is: 	250 E. 1st Street Suite 1500 Los Angeles, CA 90012
<ul style="list-style-type: none"> The contact phone number for Charter School is: 	(818) 705-5676
<ul style="list-style-type: none"> The proposed address, or target community by Zip Code, of Charter School is: 	<u>18230 Kittridge St., 18238 Sherman Way and 18220 Sherman Way</u> Reseda, CA 91335
<ul style="list-style-type: none"> The location is in LAUSD Board District: 	6
<ul style="list-style-type: none"> The location is in LAUSD Local District: 	West
<ul style="list-style-type: none"> The grade configuration of Charter School is: 	6-12
<ul style="list-style-type: none"> The number of students in the first year will be: 	298
<ul style="list-style-type: none"> The grade level(s) of the students in the first year will be: 	6- 12
<ul style="list-style-type: none"> Charter School's scheduled first day of instruction in 2018-2019 is: 	August 14, 2018
<ul style="list-style-type: none"> The enrollment capacity is: (Enrollment capacity is defined as the total number of students who are enrolled in Charter School regardless of student residency.) 	460
<ul style="list-style-type: none"> The type of instructional calendar will be: 	Traditional
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	8:00 am to 3:08 pm
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2018 to June 30, 2023

COMMUNITY NEED FOR CHARTER SCHOOL

Magnolia Science Academy-5 (MSA-5 or Charter School), is a classroom-based charter school serving students in grades 6–10, growing to 6-12, with a curriculum emphasis on science, technology, engineering, arts and math (“STEAM”). Originally founded in 2008 – and here requesting a third five-year charter term – MSA-5’s mission is to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. We offer a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and

inspiring for our students. Classroom instruction at MSA-5 is supplemented by tutoring, after-school programs, and school-to-university links.

MAGNOLIA PUBLIC SCHOOLS

MSA-5 is a high-performing charter school in Reseda operated by Magnolia Educational & Research Foundation (“MERF”), *dba* Magnolia Public Schools (“MPS”),¹ a non-profit public charter school management organization dedicated to establishing and managing high-quality public charter schools in California. The vision of MPS is to help reverse the tide of U.S. students falling behind their peers in other nations in critical subjects like math and science. MPS strives to graduate students who come from historically underserved neighborhoods as scientific thinkers that contribute to the global community as socially responsible and educated members of society. MPS educational approach is based on the conviction that STEAM education is essential to improving our modern society’s knowledge base and adaptability to the fast pace of ever-changing technological advancements. Historically, the number of African American and Latino students pursuing careers in STEAM fields has been very low. Research suggests that a significant cause of these low numbers is that students have inadequate exposure to intensive STEAM curricula.² MPS strives to address the shortage by inspiring and preparing students to choose career paths in science and technology.

MPS was first established in August 1997 to organize volunteer science, technology, engineering, and math (“STEM”) based tutors for middle and high schools in Los Angeles, and later partnered with Culver City Unified School District to provide tutoring for students all around Los Angeles County. MPS also started a free tutoring program in the Sherman Oaks/Van Nuys Area of the San Fernando Valley. These successful programs led MPS to establish its first charter school, Magnolia Science Academy-1, and go on to successfully replicate our educational program and philosophy at nine other charter schools throughout California. Today we have a total of five charter schools authorized by Los Angeles Unified School District, three authorized by Los Angeles County Office of Education (“LACOE”), one authorized by San Diego Unified School District (“SDUSD”), and one state-authorized charter school in Santa Ana. Combined, MPS charter schools now serve more than 3,950 students annually in grades TK-12.

For the past 9 years, MSA-5 has had a clear STEM focus. MPS Leadership and its Board of Directors are now committed to expanding on this success and have begun to make the shift towards a strong STEAM focused organization during the 2016-17 school year. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential. As the arts are more widely embraced, we believe that authentic connections and through lines between multiple disciplines will be made visible, and strategies will emerge to support authentic integration.

The MPS program aims to improve students’ performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEAM fields. MSA-5’s recent achievements include the following highlights, detailed more extensively below:

1. MSA-5 moved from a Proposition 39 co-location in Hollywood to another Proposition 39 co-location in Reseda – more than 15 miles away -- before the 2014-15 school year. The school was

¹ For more information on Magnolia Public Schools visit www.magnoliapublicschools.org.

² Z. Zacharia and A. C. Barton, "Urban middle-school students' attitudes toward a defined science," *Science Education*, vol. 88, no. 2, pp. 197-222, Mar. 2004.

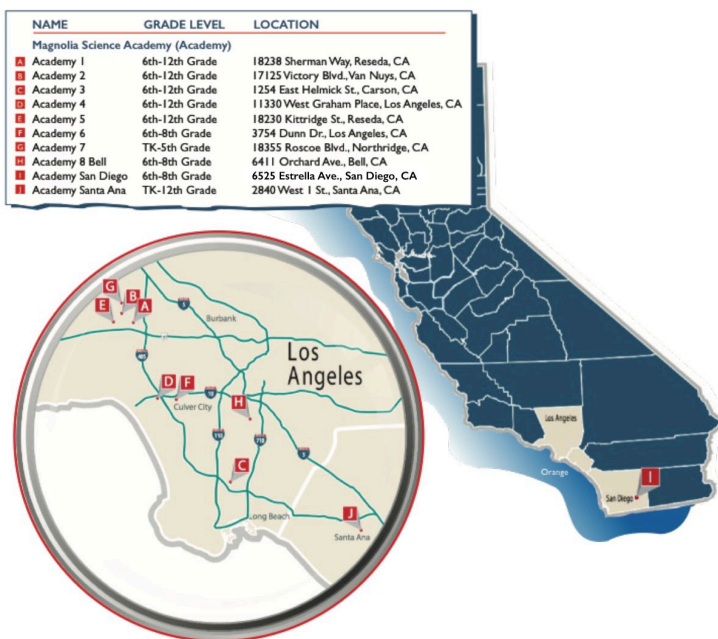
effectively “re-launched”; student enrollment dropped from 240 in grades 6-11 in 2013-14 to 105 students in grades 6-8 in 2014-15. In 2015-16 we added 9th grade, and currently, MSA-5 has 210 students in grades 6-10; we have a waitlist for grades 6-9.

2. MSA-5’s current 2017-18 enrollment includes 87% Hispanic/Latino, 3% African American, 6% White, 73% FRPL, 21% Special Education, and 9% English Learner population.
3. On the 2016 SBACs, MSA-5’s percentage of students who Met/Exceeded standards in both ELA and Math more than doubled over our 2015 rates, growing from 18% to 41% in ELA and from 6% to 16% in Math. While we have significant room for increased growth, we are encouraged by these results.
4. Our students have participated in numerous competitions and won numerous honors:
 - a. Two 3rd place awards in the Magnolia STEAM Expo and two Art awards
 - b. Awarded the Natural History Museum Sea Mobile Experience
 - c. Our Boys Basketball team had an undefeated season
 - d. 48 students received tickets to Magic Mountain from the Read to Achieve Program
 - e. We entered a team for the first time in the competitive First Lego League Robotics competition
 - (1) Received Judges Special Award 2016
 - (2) Magnolia Public Schools, Best Rookie of the Year 2016
 - f. One student received AMC 8 Honor Roll qualification
5. MSA-5 currently is operating the CADETS Program, an option 3 COP grant that helps 6th grade students coming from a Special Day Classroom transition into the mainstream classroom; seven students with moderate/severe disabilities are currently in this program.
6. MSA-5 joined the Foundation for Interscholastic Youth Athletics for middle school sports in 2016-17 for Flag-Football, Girls Volleyball, Boys and Girls Basketball, and Soccer (co-ed). Our Girls Basketball team won the girls Valley Division in 2016-17.
7. Since 2016-17 school year, 39% of our families – 168 individual families – have participated in Home Visits with our administrators and teachers, ensuring a strong home-school connection and support for these students.
8. 96 new laptops were purchased in 2016-17 to ensure a 1:1 ratio and greater efficiency and technology access across the school.
9. MSA-5 established a high school community service program in 2016-17, where students volunteer within the school. To date, 11 students have volunteered more than 20 hours.
10. MSA-5’s suspension and expulsion rates have been 0% over the past two years, directly related to our restorative justice approach to student behavior. The goal is to teach our students to be reflective and provide them with alternative options and tools to see things from multiple perspectives. There is also a focus on relationship building which teaches the student how to function in a social setting.
11. According to survey results through Panorama Education, MSA-5 showed a 10% increase in average approval with parents to 84% and 16% increase in overall satisfaction with students to 74%.

CURRENT LOCATIONS AND GRADE LEVELS OF MPS SITES

MPS currently operates 10 charter schools in California. The figure below shows the current locations and grade levels of these sites.

Grade Levels and Locations of Magnolia Science Academies



MSA-5'S PERFORMANCE DURING THE CURRENT CHARTER TERM MEETS RENEWAL CRITERIA

Based on its specific record of performance, MSA-5 has and will continue to meet the needs of the community it serves.

ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

According to current California law and County Board policy, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: **MSA-5’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.**

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

We start with the locations of MSA-5’s students. The map below shows where our students live – predominantly in close proximity to our campus in Reseda.

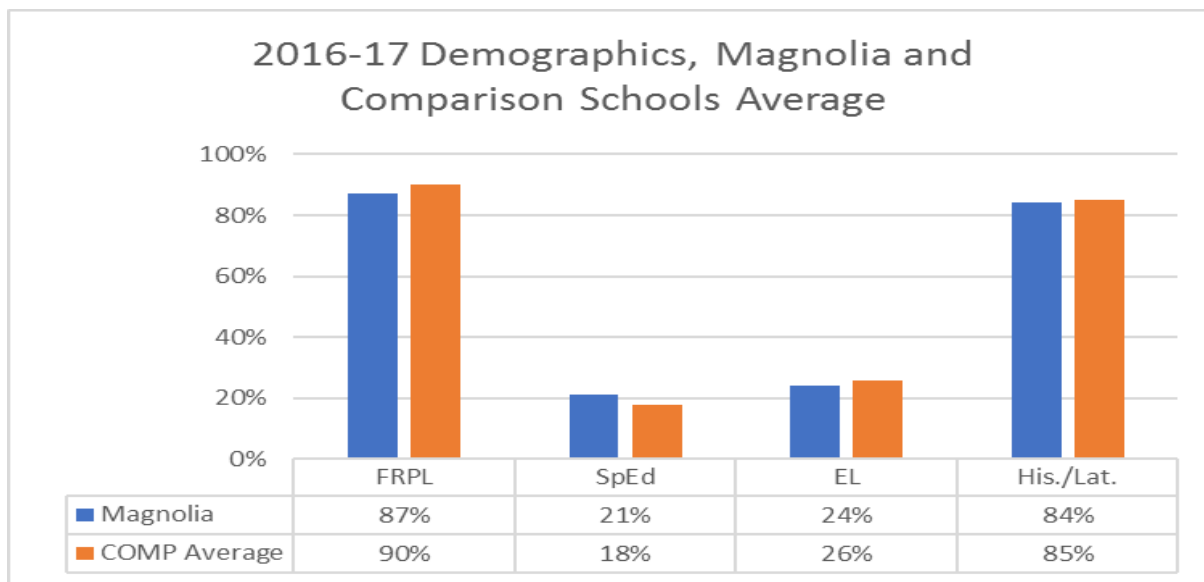


Based on an analysis of the students’ residence addresses and the 2016-17 Data Set provided by LAUSD’s Charter Schools Division (CSD Data Set), the following table lists the top home district middle schools our students would otherwise be required to attend (since MSA-5 has not yet had high school graduates or test data on our high school students, high school comparison/resident schools are not provided):

School	Grade Level	# of students	% FRL	% SpEd	% ELs	% Hisp	% AA	% White	% Asian
William Mulholland MS	6-8	1269	90%	16%	22%	87%	3%	6%	2%
Northridge MS	6-8	829	90%	22%	31%	82%	3%	6%	5%
John A Sutter MS	6-8	803	90%	19%	28%	84%	3%	3%	6%
Average			90%	18%	26%	85%	3%	5%	4%
MSA5	6-10	187	87%	21%	24%	84%	3%	8%	2%

(dq.cde.ca.gov/Dataquest)

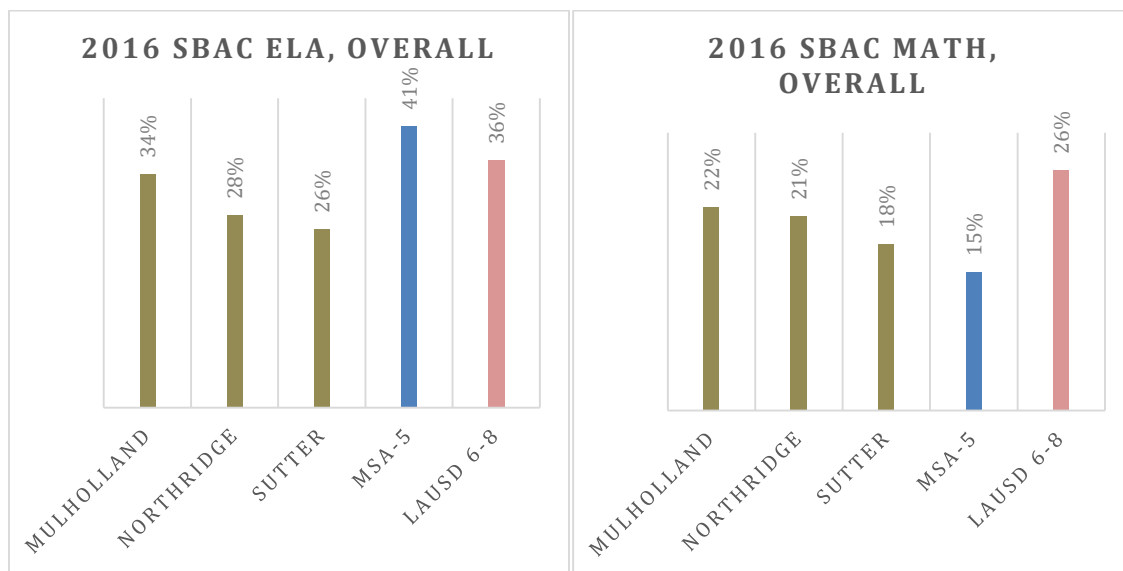
The demographics of the schools MSA-5 students would otherwise attend (collectively, “Comps” or “Comp Schools”) include very similar percentages across the statistically significant student groups. As a quick snapshot, here is where MSA-5 compares to the demographics of schools our students would otherwise attend:



(<http://dq.cde.ca.gov/dataquest/>)

Smarter Balanced Assessment Consortium (“SBAC”)/California Assessment of Student Performance and Progress (“CAASPP”) Results

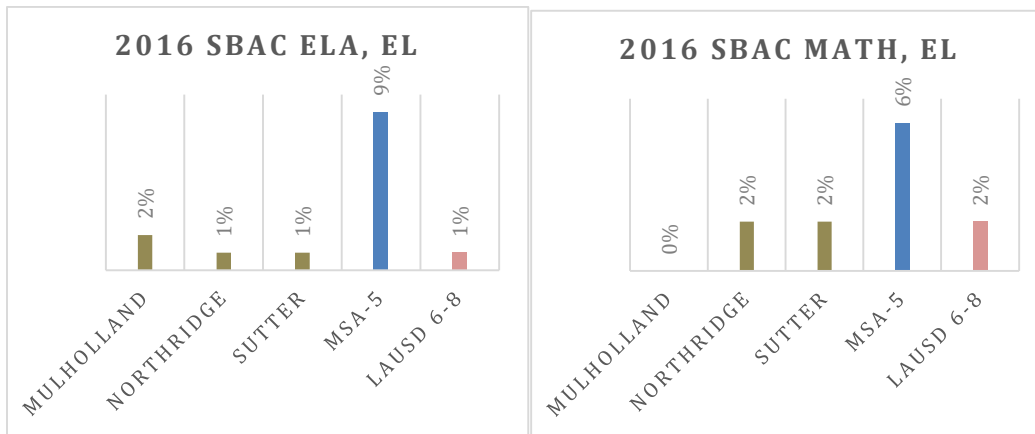
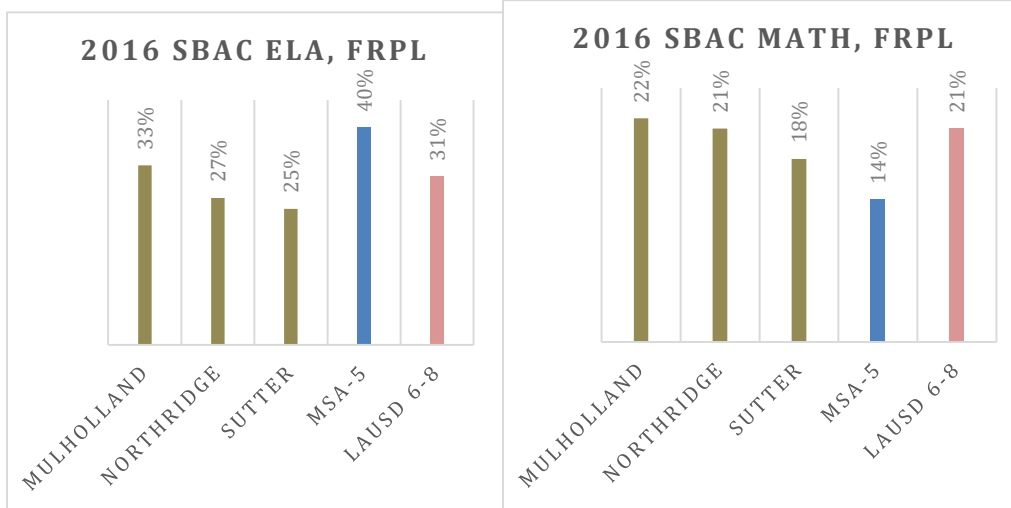
On the 2016 SBAC in English Language Arts (“ELA”), MSA-5’s middle school students outperformed the comparable schools with 41% Met/Exceeded standards (more than double the 2015 rate of 18%) compared to 26-34% of the students at the resident comparable schools and 36% across LAUSD (grades 6-8). In Math, while our 15% Met/Exceeded rate is lower than the Comps, this is a significant improvement over 2015’s 7% Met/Exceeded rate.

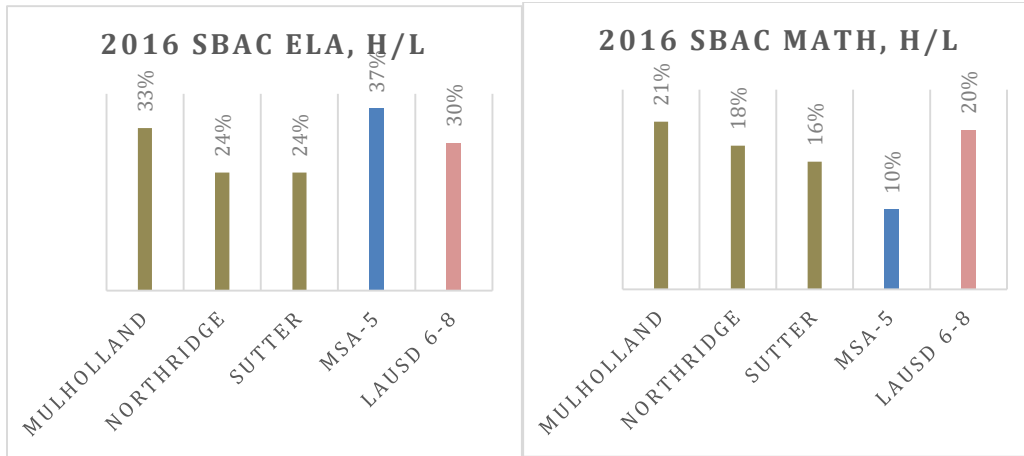


(<http://dq.cde.ca.gov/dataquest/>)

Beyond this strong schoolwide performance particularly in ELA, our FRPL, EL and Hispanic/Latino student groups are each performing the same or better than their peers at other schools, as well as

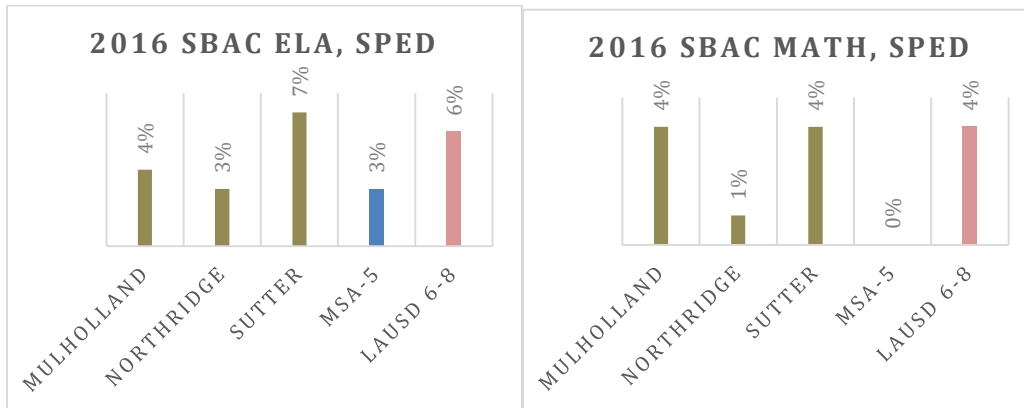
District and state averages. As illustrated in the charts below, in both ELA and Math, MSA-5 middle school Hispanic/Latino (27% Met/Exceeded in ELA and 20% Math) and Socioeconomically Disadvantaged students (28% ELA and 21% Math) outperformed LAUSD averages and all of the comparable resident middle schools. The same is true for these student groups at the high school level (64% ELA for Hispanic/Latino and 27% Math; 63% ELA for SED and 28% Math). Our Special Education and EL students did struggle on these more complex CAASPP assessments, similar to their peers across the district and state, though we are working to improve this performance significantly as detailed below.





(<http://dq.cde.ca.gov/dataquest/>)

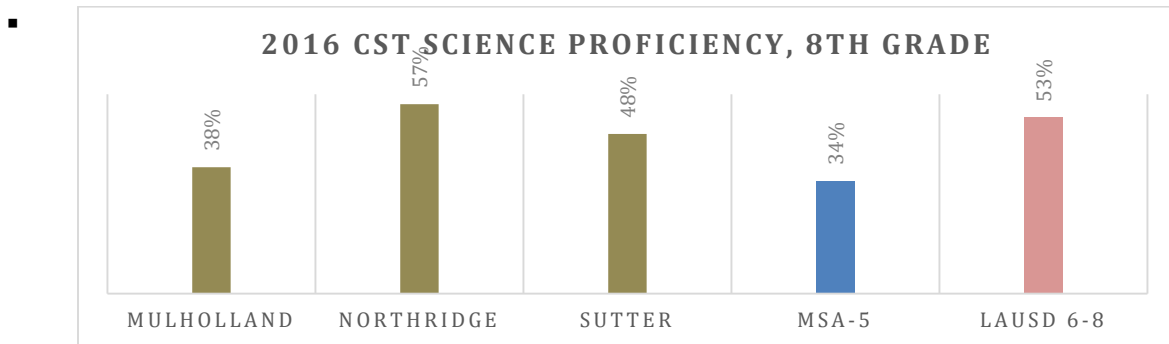
MSA-5 has a statistically significant SpEd group, at 22% of its population (including students with moderate/severe disabilities); 45 out of the school’s population of 211 students receive Special Education services.



(<http://dq.cde.ca.gov/dataquest/>)

California Standards Tests (“CST”) – Science

MSA-5’s 8th grade 2016 CST Science Proficiency rate of 34% is comparable to William Mulholland MS (38%), though lower than the other Comps and LAUSD.

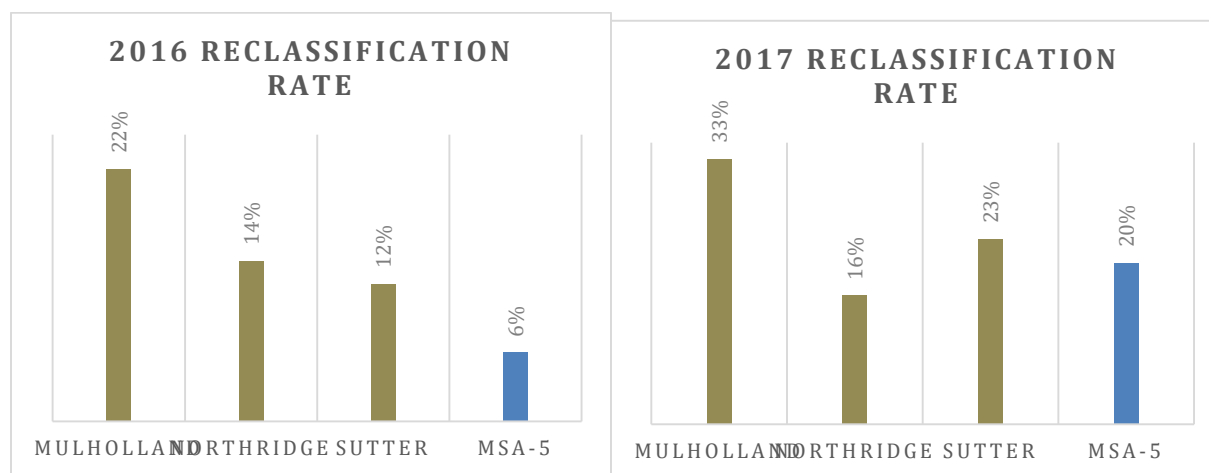


(<http://dq.cde.ca.gov/dataquest/>)

Going forward, as part of our 2017-18 action plan, we are focused on providing more training for teachers on the new NGSS and aligning our instructional and educational experiences in preparation for the new California Science Test (CAST) assessment model, including implementing science testing in our benchmark assessment cycle.

English Learner Re-Classification Rates

MSA-5 focuses heavily on re-classification of English Learners, including support for Long Term English Learners (“LTELs”) (see below for a detailed discussion of the English Learner program). In 2015-2016, MSA-5 reclassified 6% of ELs and in 2016-2017, 20% -- higher than LAUSD as a whole (16.6% in 2014-15 and 12% in 2016-17).



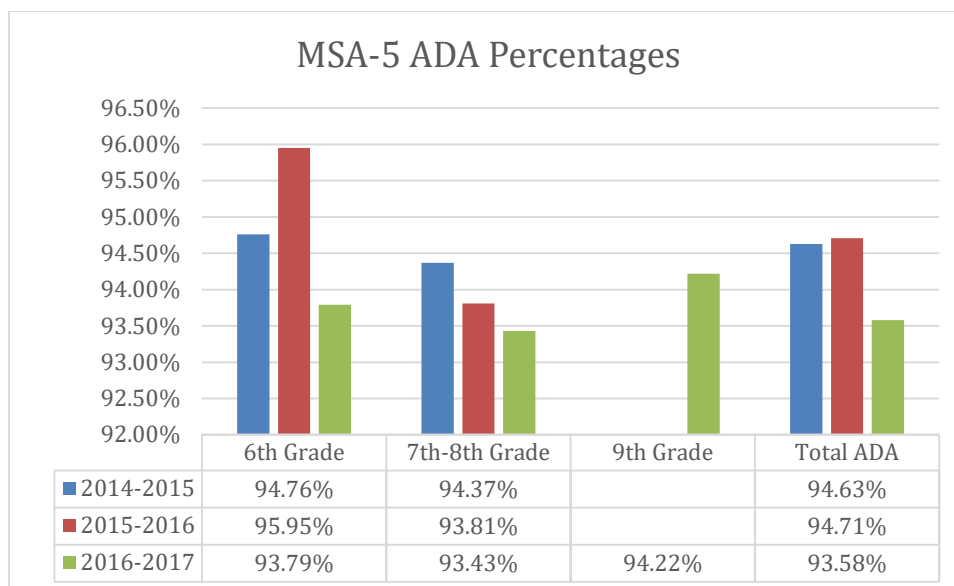
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We attribute this significant increase to a renewed focus on our English Learners both across the consortium and at the school site level. MPS has hired an EL Coordinator that provides coaching and professional development to teachers of English Learners to help support the students’ academic achievement. We have also assigned site level EL Coordinators to help monitor the progress of our English Learners, as well as facilitate interventions and action plans for struggling students.

Additionally, we have introduced a new ELD/ELA curriculum (McGraw Hill’s StudySync) with designated and integrated components that are aligned with the CA ELD standards and framework. Lastly, for reclassification, we use the four criteria required by law. However, for the basic skills assessment requirement, students have multiple opportunities to demonstrate their proficiency through either their NWEA MAP assessment, or the SBAC assessment. This has enabled more students to demonstrate English proficiency and for the school to reclassify more EL students this past year.

Student Attendance Rate and Chronic Absenteeism

MSA-5’s student attendance rates have been consistent and strong over the charter term, the average daily attendance (“ADA”) has ranged from 93.58-94.63% the past three years, slightly below the targeted rate of 95%. We are continuing to work with parents by scheduling meetings and making home visits to families with attendance issues, and offering incentives to students to increase ADA.



(Current SIS)

Chronic Absenteeism unfortunately has been a challenge for MSA-5, with rates increasing from 12.84% in 2014-15 to 22.04% in 2016-17. As noted above, we are trying to reduce chronic absenteeism via communication with families, including home visits, and incentives and awards for individuals and groups with outstanding attendance. Also, attendance is a topic covered in various courses such as Life Skills and Advisory where students discuss the importance of the positive and negative effects of absences, and how each person is a valuable member of the Magnolia community. Furthermore, if and when a student has a high number of absences, the parents/guardians are contacted by the Main Office, Teachers, and/or Administration through phone calls, letters, and/or Home Visits.

Suspension/Expulsion Rate Thanks to our restorative justice program, MSA-5's student suspension and expulsion rates have decreased from 18 suspensions (6.9%) and one expulsion in 2012-13 to zero suspensions or expulsions over the past two years:

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Suspension number	18	9	2	0	0
Suspension rate	6.9%	3.5%	1.6%	0.0%	0.0%
Expulsion number	1	0	0	0	0
Expulsion rate	0.4%	0.0%	0.0%	0.0%	0.0%

(http://dq.cde.ca.gov/dataquest/)

And well below LAUSD and state rates:

Rate	Los Angeles Unified			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.30	0.91	0.93	4.36	3.80	3.65
Expulsions	0.02	0.01	0.02	0.10	0.09	0.09

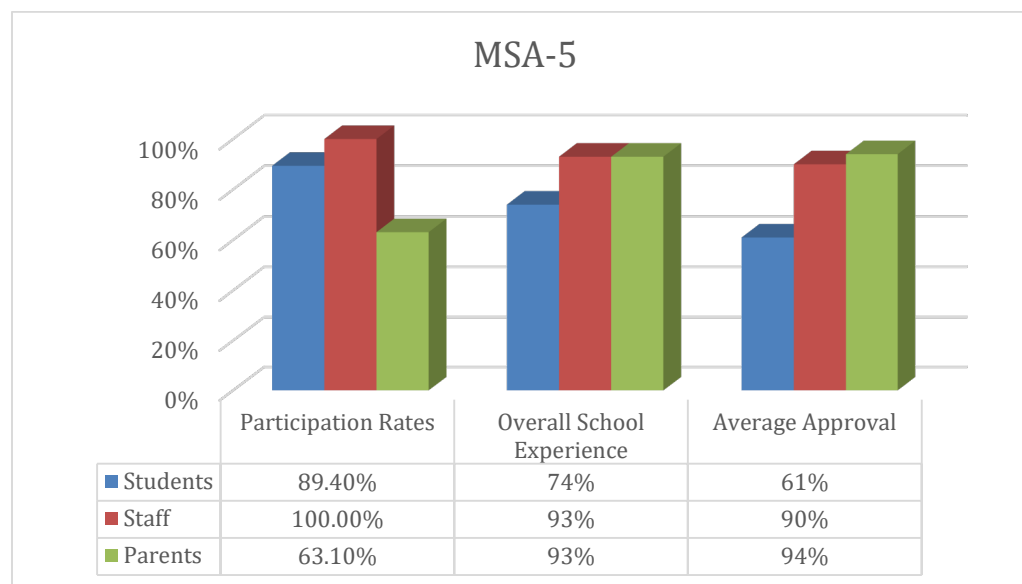
(http://dq.cde.ca.gov/dataquest/)

Parent Involvement

MSA-5 has a strong home-school connection. In 2016-17, MSA-5 administrators and teachers conducted 65 home visits (39%) to talk with students and their families about the Charter School, the student's goals and progress, and family concerns. Many of the students visited were seniors or students who were struggling. We are striving to increase this program moving forward and ultimately would like to have home visits for all students. Often, home visits reveal new ways or opportunities that school can offer to a student in order for him/her to thrive more.

Stakeholder Satisfaction

MSA-5 now annually surveys students, staff and parents to gauge satisfaction levels and solicit crucial feedback for our operations. In 2016-17, 89% of students, 100% of staff, and 63% of parents participated in the stakeholder satisfaction survey. These results are shared with the entire school community, including the Board. We are pleased that staff and parents both reported high levels of satisfaction, though we note that according to the survey, student satisfaction rates needs to be increased. In most cases our students selected "neutral" in their responses and did not state that they were unsatisfied or disagreed with the statements in the survey, yet we are working to increase overall satisfaction. MSA-5 is going to be utilizing Student Leadership to help assess student needs and requests, discussing areas of improvement with the School Site Council, and continuing in the 2017-2018 school year, we will be offering a revised after school program for Middle School students. Our after school program will be managed by [arc](#), a California Department of Education approved high-quality after school program provider.



(Panorama Education 2016-17 Survey Results)

Annual LAUSD Charter Schools Division Oversight Visits

Finally, our most recent annual Oversight Visit Report from the Charter Schools Division (CSD), issued January 12, 2017 is favorable:

SUMMARY OF RATINGS (4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	3	3	2

The report notes several highlights:

- MSA-5's percentage of students who Met or Exceeded in ELA is at a rate similar to the District average for the majority of student groups with 37% of the Latino, 40% of the Socioeconomically Disadvantaged, 9% of the English Learner student groups Met or Exceeded in ELA with an average of 4 percentage points, 7 percentage points, and 5 percentage points, respectively.
- The Charter School has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree. Overall, the school serves Students with Disabilities (SWD) well as is evident through ongoing active IEPs and service reports.
- The Charter School has a highly-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns. Discussions with leadership and binder review provided evidence of home visits that are conducted by MSA-5 personnel. There are multiple avenues for parental involvement, should parents wish to join such as: the Parent Task Force (PTF), Coffee with the Principal, governing board meetings, English Learner Advisory Council, School Site Council.
- MSA-5's fiscal condition is stable. The Charter School had positive net assets of \$1,077,515 and net income of \$222,243. The 2016-2017 Preliminary Budget projects positive net assets of \$1,170,838 and net income of \$93,323.

Per Audit Reports:

Net Assets:

- i. 2015/16: \$1,077,515
- ii. 2014/15: \$885,572
- iii. 2013/14: \$889,514
- iv. 2012/13: \$ 563,719

Net Income / (Loss):

- i. 2015/16: \$222,243
- ii. 2014/15: (\$34,242)
- iii. 2013/14: \$325,795
- iv. 2012/13: \$261,640

(LAUSD CSD Annual Oversight Visit Report, January 12, 2017.)

As detailed extensively below, MPS has made significant steps in the past three years to address both LAUSD and state concerns about operations and finances, fully implementing all recommendations made by the State Auditor satisfactorily.

SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

In 2016, MSA-5 was awarded the Program Development Grant through Charter Operated Programs. The CADETS program supports Moderate/Severe special education students who previously were in Special Day Classes make the transition to an inclusive setting in general education classes. In their elementary school Special Day Classes, these students received as much as 1,800 minutes of pull out services to meet their learning and behavioral needs. When placed in an inclusive setting, even with support, these students often lack the academic skills they need to be successful. Furthermore, 6th grade students are also faced with the difficult transition from elementary school to middle school where they must be responsible for maintaining a new schedule, moving between multiple teachers, learning new rules and procedures in different classes, and staying organized and responsible for differing assignments.

With the distinct goal of empowering students to realize their academic, social, and individual potential, the six pillars of the CADETS program seek to help students become successful in fully included classrooms:

- **Character Development:** Students will develop trustworthiness, respect, responsibility, fairness, caring, and citizenship.
- **Academic Preparedness:** Students will achieve their individual academic potential.
- **Developing Peer Relationships:** Students will cultivate the social skills necessary to build and maintain peer relationships.
- **Expanding Interests:** Students will explore their interests and develop talents that will carry them into adulthood.
- **Thoughtful Dialogue:** Students will develop expressive and receptive vocabulary.
- **Successful Inclusion:** Students will utilize these new skills and apply them successfully in a fully included classroom.

The CADETS program is a comprehensive, three phase program to transition students out of the self-contained environment into the general education setting:

Weeks 1-10: Students receive intensive small group instruction in the four content areas in a self-contained classroom in order to build foundational knowledge and teach students good study habits and organizational skills. This time allows students to adjust to the middle school setting, while still receiving the individualized attention they require. Their elective classes are held with their non-disabled peers so that students can work on social development and peer relationships. The special education teacher closely collaborates with the general education teachers in order to align curriculum and keep pace with the content standards, however, students are receiving instruction at their skill level. During this phase, students are building up their study skills, homework habits, and learn appropriate classroom procedures, so that when they begin phasing into the general education setting, they will be prepared to receive instruction.

Weeks 11-20: Once students have built up their foundational skills and are able to fluidly utilize their new study habits, they transition into the general education setting for two of their core classes, science and social studies. As these classes are more project-based, students are better prepared to apply their newly learned skills to this setting. During this phase the special education teacher and aide support students in the general education classroom to ensure students keep pace with the class curriculum and are given the academic and social support they require.

Weeks 21-37: In this phase, students fully transition to the general education setting with the support of the aide and the special education teacher within the general education classroom. Individualized plans are created to track students in this transition phase of the program.

The service delivery model(s) for the CADETS program consists of a “Command Staff,” or a team of professionals, including a program-dedicated Special Education teacher, a Resource Department Chairperson, a School Psychologist, an Edge Coach, and a program dedicated aide. Additional members include general education teachers and other DIS providers as appropriate. The team is involved in direct instruction, collaboration, and consultation.

- i. *Direct Instruction* – Recruits receive instruction in the academic core curriculum from the Special Education teacher with an emphasis on academic skill building with support from the program aide. CADETS students receive training in executive functioning skills by a number of partners. The Edge Coach teaches goal-setting, planning, and monitoring. The CADETS team focuses on time management and study skills. Social Skills are reinforced by the School Psychologist through direct instruction.
- ii. *Collaboration* – The Command Staff collaborates with the general education teachers, school administrators, and parents for the purpose of planning, developing, and implementing lessons, activities, strategies, and interventions to meet the individual needs of the recruits. Planning time is scheduled in order to adjust or add to the programs in place.
- iii. *Consultation* – The school psychologist, Edge Coach, and Resource Dept. chair provide consultation support to teachers, school staff, and parents. This support includes trainings, assistance, coaching, and regularly scheduled Command Staff meetings focused on strategies and interventions appropriate to meet the needs of CADETS students. Team meetings focus on program development and implementation as well as monitoring of student progress.

In 2016-17, 7 students participated in the CADETS program and successfully transitioned into general education classes. On the 2017 summative SBAC exam, on average, CADETS students were able to increase their ELA scores by 10.85 points and 12.16 points in Math; in 2017-18 we have 11 CADETS students and will continue to monitor their growth.

SUCCESS OF THE SCHOOL’S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

As detailed throughout this charter petition, MSA-5 is providing a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. Strong evidence via test scores, external evaluations, and in the future, graduation and A-G completion rates, and more demonstrate the success of MSA-5’s rigorous program and efforts to create the next generation of STEAM leaders. MSA-5’s college going culture ensures students will graduate prepared to thrive in college.

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY HAVE BEEN/WILL BE IMPROVED

Financial and Operational Challenges

In 2014, Magnolia Public Schools encountered some significant challenges, including a dispute with LAUSD over the non-renewal/revocation (later reversed) of two of our schools, leading to a Settlement Agreement between LAUSD and MPS (“Settlement Agreement”). As described by the State’s Auditor:

In recent years the academies and the Foundation have been the subject of scrutiny by the Los Angeles Unified School District (LAUSD)—the authorizing entity for eight of the 11 academies. In June 2014 LAUSD rescinded its conditional approval of two academies’ charter petitions. We found that LAUSD may have acted prematurely as its decision was based on a summary of draft findings that did not provide key context about the financial situations of those academies and it did not provide sufficient time for the Foundation to respond to its criticisms. To ensure its academies remained open, the Foundation took legal action against LAUSD. In March 2015 a settlement agreement between the two parties resolved this litigation and resulted in the renewal of the academies’ charters.

Elaine M. Howle, CPA, California State Auditor, *Magnolia Science Academies, Report 2014-135R*, May 2015 (www.auditor.ca.gov).

The Settlement Agreement imposed specific criteria for MPS to meet over a defined timeline relating to governance and operations matters. **MPS (MERF) has satisfied all of these criteria.** Specifically:

- MERF Terminated its contract with ACCORD, effective June 30, 2015; MERF agrees to not enter into any future contracts with ACCORD for the purpose of providing services to any LAUSD authorized charter school operated by MERF.
- MERF modified the governance structure to include staggered Board terms and the addition of five new Board members (two more than required); the Board now has nine members instead of four;
- Changed the MERF policy and practice of fund transfers between schools and the network office;
- Made significant leadership changes with the addition of:
 - a **new Chief Executive Officer/Superintendent (“CEO”)**: Our CEO has an extensive history leading school systems, philanthropic, business, governmental and community-based organizations engaged in transformational work. From 1999-2003 she served on the Board of LAUSD. She earned her doctorate in education from UCLA, her M.P.A. from USC and her B.A. from Yale University.
 - a **new Chief Financial Officer (“CFO”)** : Our CFO has more than 30 years of experience in accounting and finance where 20 years is with California public school system and government fund accounting. She has significant experience and familiarity with the California school account structures, coding and system software and programs.
 - a **new Chief Operating Officer (“COO”)** : Our COO started his career as a 6-12 Math teacher. He taught math for 11 years. Then he became a dean of students, and the principal of a charter school in Phoenix, Arizona. He was a startup principal for a brand new school and lead that school for three years then moved to Arizona to be the principal of Magnolia #2 for 3.5 years until he moved to the Regional Director Position for Magnolia Schools within LA County. He is now the COO and the Regional Director for LA County Schools. He holds a Bachelor Degree in Economics and Masters in Educational Leadership.
 - a **new interim Chief External Officer (“CXO”)**: Our CXO has over twenty years of experience leading public charter schools in Los Angeles. He graduated from Otis College of Art and

Design with a BFA in Communication Arts and is currently pursuing his Master of Arts in Leadership Development at Chapman University. He previously served as the Director of Visual and Performing Arts and Communications Manager for a district-wide charter management organization (“CMO”) where he managed a team of 12 art teachers and numerous external partners across Los Angeles County.

- Ceased hiring new employees utilizing H1B visas;
- Changed auditing firms to Vavrinek, Trine, Day & Company, a highly respected and experienced firm on the state-approved list of charter school auditors;

Per the March 2015 Settlement Agreement, MERF contracted with the “Fiscal Crisis & Management Assistance Team (“FCMAT”) or equivalent” to review selected transactions as part of the Settlement’s required fiscal oversight. FCMAT reviewed July, August, May and June 2015-16. On March 8, 2017, Diane Branham, Chief Management Analyst for FCMAT, informed MERF that “Based on our other commitments, [completing the review] is not something that fits into our workload at this time.” Therefore, with the approval of LAUSD, MERF is completing the final six-months of oversight required by LAUSD (in the February 8, 2017 letter from Devora Navera Reed) through contracting with School Services of California (“SSCAL,” an entity equivalent to FCMAT), effective May 2017. The report is expected to be completed prior to October 31, 2017. MERF takes accountability and fiscal oversight seriously.

Additional changes, above and beyond those required by LAUSD include:

1. **a new Chief Academic Officer (“CAO”):** Our CAO has over fifteen years of experience teaching and leading in public and charter schools in New York City and Los Angeles. She is a Teach for America alumna and a UNCF Mellon Fellow. She is currently an America Achieves Fellow. Her extensive work as a charter school principal in South Los Angeles is chronicled in *The Urban Challenge in Education: The Story of Charter School Successes in Los Angeles*, by Joseph Scollo, Dona Stevens, Ellen Pomella. Additionally, her work around personalized literacy, on-line learning and closing the belief gap are featured in Edutopia.org and Smartblogs.com. She graduated from Dillard University with a BA in English and received her Masters of Science in Secondary Education from Pace University.
2. **a new Chief Accountability Officer:** MPS elevated our focus on compliance and accountability organization-wide through the creation of a new executive level position. Our Chief Accountability Officer ensures MPS schools have high quality accountability plans and that MPS the schools implement the programs described in their charter petition and comply with all applicable law and regulations. Our Chief Accountability Officer earned his M.S. in engineering from UCI and M.A. in school leadership from CSUDH. With teaching and administrative experience at MPS, our Chief Accountability Officer strives to ensure MPS implements best practices aligned with our vision, mission, and core values.

In addition to the Settlement Agreement, the State Auditor conducted a comprehensive and detailed review of MPS operations and finances (“State Audit”) in 2014. The State Audit resulted in 12 specific conditions for MPS to meet, issued May 2015, largely related to internal controls and management of fiscal operations. As detailed below, **MPS has “fully implemented” all of the recommendations of the State Audit as required:**

Report 2014-135R Recommendations

When an audit is completed and a report is issued, auditees must provide the State Auditor with information regarding their progress in implementing recommendations from our reports at three intervals from the release of the report: 60 days, six months, and one year. Additionally, Senate Bill 1452 (Chapter 452, Statutes of 2006), requires auditees who have not implemented recommendations after one year, to report to us and to the Legislature why they have not implemented them or to state when they intend to implement them. Below, is a listing of each recommendation the State Auditor made in the report referenced and a link to the most recent response from the auditee addressing their progress in implementing the recommendation and the State Auditor's assessment of auditee's response based on our review of the supporting documentation.

Recommendations in Report [2014-135R](#): Magnolia Science Academies: Although the Financial Condition of These Charter Schools Has Improved, Their Financial Controls Still Need to Be Strengthened (Release Date: May 2015)

Filter Recommendations to Status:

Fully Implemented

Filter Recommendations

Recommendations to Los Angeles Unified School District		
Number	Recommendation	Status
1	Consistent with their charter petition terms, the Foundation should ensure that each academy maintains the minimum required cash reserve.	Fully Implemented
2	To ensure the CMO fees it charges to its academies are accurate, the Foundation should develop procedures to ensure that CMO fees are accurately calculated and recorded, including performing regular reconciliations of the CMO fees recorded in the Foundation's and academies' general ledgers.	Fully Implemented
3	To ensure that the academies' spending aligns with their budgets, the Foundation should create and retain standardized reports with a sufficient level of detail to allow its staff and the academy principals to compare the academies' spending to their budgets.	Fully Implemented
4	To reduce the risk of misappropriation, the Foundation should ensure that it appropriately authorizes all of its expenditures and the academies' expenditures. It should also ensure that it includes sufficient supporting documentation for each expense, including documenting the purpose of each transaction.	Fully Implemented
5	To strengthen its controls over purchases that principals make at the academies, the Foundation should update its accounting manual to require academy principals to obtain written authorization before processing purchases on their debit cards that are higher than established thresholds. The Foundation should also revise its accounting manual to prohibit the use of debit cards for travel except in the case of a documented emergency.	Fully Implemented
6	To ensure that it can locate documentation supporting its expenditures and the academies' expenditures, the Foundation should develop a stronger document filing system that links all supporting documentation for expenditures to its authorization and justification included in the CoolSIS system or equivalent by using a unique identifier such as a purchase order number.	Fully Implemented
7	To strengthen its contracting process, the Foundation should define who has authority to sign vendor agreements.	Fully Implemented

Recommendations to Los Angeles Unified School District		
Number	Recommendation	Status
<u>8</u>	To increase transparency and reduce the risk of misuse of funds, the Foundation should update its policies and procedures regarding vendor selection to require that it maintain independence in its relationships with vendors.	<u>Fully Implemented</u>
<u>9</u>	To ensure that it provides proper oversight over its process for hiring employees who are not citizens of the United States and that it meets all legal requirements for the employees it sponsors, the Foundation should enhance its human resources policies and procedures and implement a centralized system to track and maintain sponsored employees' files and publicly available documentation. Moreover, the Foundation should use the centralized system to ensure that proper notification is sent to Homeland Security for any material changes to sponsored employees' employment. The Foundation should also review all of its past and present noncitizen employees' files and notify Homeland Security of any material changes that it has not previously reported.	<u>Fully Implemented</u>
<u>10</u>	To hold its management accountable for meeting their responsibilities related to the payroll process, the Foundation should continue to implement its new desk procedures of requiring review and documentation of that review at each stage in the payroll process.	<u>Fully Implemented</u>
<u>11</u>	To safeguard the funds that the academies raise, the Foundation should ensure that academy staff follow the fundraising procedures in its accounting manual, especially with regards to timeliness of bank deposits and sign-offs on cash-count forms. The Foundation should also annually train its staff to ensure compliance with fundraising procedures.	<u>Fully Implemented</u>
<u>12</u>	To ensure their compliance with state and federal laws, the Foundation should continue to develop procedures for the academies to follow when they report truancy data to Education. The Foundation's procedures should include a process for the academies to document their calculations.	<u>Fully Implemented</u>
<u>13</u>	To improve communication between the inspector general and the division, LAUSD should develop procedures for discussing relevant findings in draft form and for determining how those findings should affect the decisions that the division or the board makes.	<u>Fully Implemented</u>
<u>14</u>	To improve its process for considering whether to rescind a charter school's conditionally renewed petition, LAUSD should develop procedures to provide charter schools with a reasonable amount of time for an appropriate response or to potentially remedy concerns.	<u>Fully Implemented</u>

Source: <https://www.auditor.ca.gov/reports/recommendations/2014-135R>

Since the audit, MPS has also taken steps to strengthen financial controls and implemented all of the State Auditor's recommendations, including:

- i. The Board-approved budget is closely monitored on a daily basis by MPS Financial Analysts and adheres to all recommendations made by FCMAT.
- ii. MPS now uses a variety of systems to handle financial transactions, all designed to ensure appropriate financial controls and transparency. Prior to July 2015, MPS used QuickBooks accounting system, effective July 1, 2015, the primary financial support and reporting requirements are provided by EdTec, preeminent back-office services provider to more than 300 charter schools. EdTec maintains the general ledger through NetSuite software, including budget and actuals. EdTec also prepares interim financial reporting and compiles bank

reconciliations. Payroll records are submitted to EdTec every pay period and loaded into NetSuite. Cash disbursements, and the related approvals, are maintained in CoolSIS, a third-party software that is independent from both PayCom and NetSuite. Checks are cut by EdTec using downloads from CoolSIS, MPS' current purchasing software.

- iii. NetSuite, Paycom and CoolSIS all have been enhanced and customized for MPS since the implementation date to better serve our specific needs.
- iv. In addition, we are adding AssetWorks as a new automated system to monitor and track all our assets and technology equipment.

MPS will continue to ensure all facets of our operations, governance and programs are both strong and compliant.

Increasing Academic Achievement

We, like every school in the State, are focused on improving outcomes in ELA and Math on the new SBAC/CAASPP tests. In order to raise achievement of students across all grades, we already have taken several significant steps, including:

- Purchasing 96 laptops for use at MSA-5 and implementing the Illuminate data system
- Implementing three-times per years Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) benchmark assessments
- As noted above in an excerpt from CSD’s Site Visit Report above, we have increased support (staffing, time in the bell schedule and new curricula) for students with special needs, including ELs and Special Education students.
- Implementing three-times annual NWEA MAPs benchmark assessments
- Magnolia invested in a new Math Coach to further support our teachers and students
- Focused professional development
- Saturday School
- After-school tutoring
- Power Math/English

Going forward, we are placing a priority on providing targeted professional development, implementing McGraw Hill's Study Sync curriculum and Integrated Math Program with fidelity and monitoring and supporting the growth of all student groups, with a particular focus on increased outcomes for Special Education and EL students. MPS has partnered with the UCLA's Curtis Center to provide our math teachers with best practices for engaging students in sense making, critical thinking and mathematical modeling. Teachers also will receive tools from the Center's work writing performance tasks for Smarter Balanced. Additionally, MPS supports teacher innovation and contribution through our Teacher Symposiums, which are held twice a year. MSA-5's English, Art and Robotics teachers led and modeled best practices in this forum.

We are confident these efforts will increase proficiency levels on state assessments as well as AP exams.

Facilities

MSA-5 considers the current co-location arrangement at Reseda HS to be ideal as there is suitable classroom space to deliver the educational program. MSA-5 and Reseda HS administrators enjoy an amicable relationship. [On April 1, 2021, the Los Angeles Unified School District issued a final offer of facilities to MSA-5 for the 2021-22 school year, pursuant to Education Code Section 47614 et seq. \(“Proposition 39”\), whereby the District will move MSA-5 from its current co-location at Reseda Senior](#)

High to Chatsworth Charter High School, approximately eight (8) miles away from its current site. Beginning with the 2021-22 school year, the Charter School intends to move to 18220 and 18238 Sherman Way, Reseda, California 91335, approximately one (1) mile from its current site, and where MPS currently operates the charter school known as Magnolia Science Academy 1. The new facilities comply with all applicable legal requirements pertaining to charter school facilities. The facilities will have a total of 13 classrooms and office space to serve the enrollment projections for the remainder of the charter term, as outlined above.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

MSA-5 currently serves students in grades 6-10 (growing to 6-12), and mainly draws enrollment from Reseda, CA and neighboring communities. The 2010 U.S. census counted 74,363 residents in Reseda's 91335 ZIP code with a demographic breakdown of 43.5% Hispanic; 37.2% Caucasian; 11.2% Asian; 4.2% African American, and 3.9% other. Mexico (33.7%) and El Salvador (12.4%) were the most common places of birth for the 43.1% of the residents who were born abroad.³ The median yearly household income according to the 2011-2015 American Community Survey 5-Year Estimate is \$51,206; 22.1% of families with children under 18 lived below the federal poverty line in the past 12 months (which is just \$24,600 for a family of four).⁴ A solid majority – 67.6% -- of residents in Reseda speak a language other than English at home.⁵ According to the *L.A. Times'* Community Mapping data, during a six month period ending July 23, 2017, Reseda ranked 71 out of 209 communities tracked for the most violent crimes, with 2 homicides, 10 rapes, 96 aggravated assaults and 60 robberies during that six-month period across just 5.87 square miles.⁶

MSA-5's current enrollment thus serves more racial and ethnic minorities than the immediate surrounding community (87% Hispanic/Latino, 3% African American), and we know that our FRPL numbers (73%) do not fully reflect the severe economic challenges many of our students and their families face.

Educational Interests, Backgrounds, and Challenges

Current research indicates that English Learners, students with disabilities, and socioeconomically disadvantaged students are the most rapidly growing student groups in California, specifically in charter schools, yet are among the lowest in educational attainment (Gandara, 2013). One in five children or adolescents in the U.S. are of Hispanic origin and are intensifying their impact on educational and work settings (Pino, Martinez-Ramos, & Smith, 2012). Minority students from low socioeconomic status (SES) backgrounds and first-generation American students are the least likely to be prepared for, enroll, and persist past their first year in a university (Garcia, 2010).

³ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁴ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

⁵

<http://maps.latimes.com/neighborhoods/neighborhood/reseda/?q=Reseda%2C+CA+91335%2C+USA&lat=34.2035088&lng=-118.5389414&g=Geocodify>

⁶

<http://maps.latimes.com/neighborhoods/neighborhood/reseda/crime/?lat=34.2035088&q=Reseda%2C+CA+91335%2C+USA&lng=-118.5389414#six-months>

While Title I federal legislation and increased monetary support has allowed significant student groups to improve their academic proficiency, ELs, students with disabilities, and low income students continue to lag behind other major student groups, more specifically Caucasian and Asian Americans (Romo & Salas, 2003).

The disconnect between these student groups' academic achievement, size of population, and disproportionate under-representation in higher education can be attributed to a variety of factors including lack of parental involvement, not understanding the educational system and its requirements, school barriers, and racial perceptions (Conchas, 2001, 2006; Conchas & Goyette, 2001; Fry, 2002; MacDonald, 2004).

The charter school movement evolved as an effort to counter consistently failing schools; to create a marketplace within the school system where parents could choose where their children could attend school (Knaak& Knaak, 2013). In particular, charter schools developed to implement innovative teaching strategies in an environment free of some of the bureaucracy found in larger school districts (National Alliance for Public Charter Schools, n.d.). As lack of access to a quality education and preparedness to college continues to be a pervasive issue, a growing number of educational leaders has begun to develop theme-based charter schools and alternative approaches to educating students.

For fifteen years, Magnolia Public Schools have provided a STEM, and now STEAM, focused education to address the needs of underrepresented communities. At MPS, ALL STUDENTS have access to high quality and effective STEAM-based Common Core State Standards ("CCSS") and Next Generation Science Standards ("NGSS") aligned instruction, along with engaging elective and enrichment programs that support their learning and development.

ENROLLMENT PLAN

MSA-5 enrollment will grow at MSA-5 as the school adds grades in high school in each year (in 2017-18, the school enrolls grades 6-10). By 2019-20, MSA-5 will reach a full enrollment span of 6th-12th grade, growing to a projected 460 students by the fifth year of this charter term.

Projected Grade-level Enrollment at MSA-5					
	2018-19	2019-20	2020-21	2021-22	2022-23
6	60	90	90	90	90
7	60	60	85	85	85
8	60	60	60	81	81
9	60	60	60	52	52
10	33	60	60	52	52
11	25	33	60	50	50
12	-	25	33	50	50
Total	298	388	448	460	460

Goals and philosophy

MISSION AND VISION

MPS provides a college preparatory educational program emphasizing science, technology, engineering, arts and math in a safe environment that cultivates respect for self and others.

MPS' vision is that graduates of Magnolia Public Schools are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

MPS has identified the following core values, which are reinforced through the Life Skills curriculum, student learning outcomes ("SLOs"), and all school activities:

Excellence

Academic excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster academic excellence through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation

Students will have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long-term resilience and connection.

STUDENT LEARNING OUTCOMES

The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from MSA-5. Our schoolwide SLOs are embedded in our curriculum, including Life Skills, our instructional practice, core values, and daily culture at the Charter School.

MSA-5 graduates will be:

SCHOLARS who:

- Think critically.

MSA-5 graduates will be:	
	<ul style="list-style-type: none"> ▪ Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning). ▪ Apply, analyze, identify, synthesize and evaluate information and experiences. ▪ Connect the skills and content learned across the curriculum and evaluate multiple points of view. ▪ Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem. ▪ Utilize problem-solving techniques during conflict resolution and can compromise.
INDEPENDENT SCHOLARS who:	<ul style="list-style-type: none"> ▪ Exhibit the ability to integrate technology as an effective tool in their daily lives. ▪ Use technology effectively to access, organize, research and present information. ▪ Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community. ▪ Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science. ▪ Are self-directed. ▪ Meaningfully engage in learning activities. ▪ Make informed decisions on their learning pathways. ▪ Know their readiness levels, interests, and backgrounds. ▪ Understand their own learning styles and intelligence preferences. ▪ Reflect on their learning. ▪ Accept and integrate feedback. ▪ Adapt to change.
COMMUNITY FOCUSED CITIZENS who:	<ul style="list-style-type: none"> ▪ Embrace and respect cultural diversity through the understanding of our global world. ▪ Demonstrate knowledge and understanding of American and world history and the values of different cultures. ▪ Contribute to the improvement of life in their school and local community through leadership skills and participation in community projects. ▪ Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life. ▪ Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. ▪ Develop their ability to affect change in the world. ▪ Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness. ▪ Understand that outreach is a responsibility. ▪ Realize that agitation is a mechanism to activism.

AN EDUCATED PERSON IN THE 21ST CENTURY

The world in which we live and learn has a unique set of advantages and challenges. The goal of MSA-5 is to prepare students to adeptly utilize those advantages and confront these challenges with tenacity and courage. We believe that all students have social capital and can re-imagine their futures by utilizing their highest potential. We believe that engaging underrepresented communities through STEAM education will transform our society and prepare our scholars to lead in the 21st century not only as career seekers but also as career creators.

The President's Council of Advisors on Science and Technology (2010) describes the importance of middle and high school education in STEM as follows:

The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population. These have always been the Nation's most important assets. As the world becomes increasingly technological, the value of these national assets will be determined in no small measure by the effectiveness of science, technology, engineering, and mathematics (STEM) education in the United States. STEM education will determine whether the United States will remain a leader among nations and whether we will be able to solve immense challenges in such areas as energy, health, environmental protection, and national security. It will help produce the capable and flexible workforce needed to compete in a global marketplace. It will ensure our society continues to make fundamental discoveries and to advance our understanding of ourselves, our planet, and the universe. It will generate the scientists, technologists, engineers, and mathematicians who will create the new ideas, new products, and entirely new industries of the 21st century. It will provide the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world.

Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Future. Executive Office of the President, Washington, D.C., 2010. (PCAST, 2010)

All MSA-5 schools prepare 21st century scholars to adapt to new platforms and technology through personalized learning and exposure to real world task and interactions such as: national academic and STEAM competitions, internships, mentoring, STEAM clubs, college and career field trips. Building upon students' knowledge in math, science, history and literature through real world applications and experiences fosters a love of learning. Supporting life-long learning through collaboration, digital literacy, academic discourse, argumentative writing and individualized scheduling models prepares students for 21st century demands.

MSA-5 graduates also develop the social and emotional skills needed to compete in a global society. MSA-5 graduates have a growth mind-set, are resilient, reflective, and demonstrate grit, self-respect and good character. These skills are crucial to not only attending and completing college but also for graduates being able to develop and contribute their original ideas in a work place environment.

HOW LEARNING BEST OCCURS

MSA-5 firmly believes that ALL students are brilliant, and are capable of growing academically and emotionally. It is our responsibility as educators to provide scholars with the tools and contexts they need to accomplish their goals. We also recognize that all students bring a unique set of skills and

talents to the school community. Our goals for our scholars are to ensure that they are academically achieving, technologically fearless, creatively empowered, and socially and civically engaged.

Research and experience shows us that learning best occurs when students are engaged and actively involved in the learning experience, have multiple opportunities to make interpersonal connections with the world, and relate their experiences to what they are learning in school. At MSA-5, we strive to effectively facilitate student learning. Because individual needs are intrinsically motivating, we begin the process by allowing students to assess their unique learning needs and styles, and teach them how to articulate those needs through effective communication. This helps guide educators in developing their curriculum so that it is personalized and aligned to meet students at their affect level. Furthermore, MPS carefully collects and disaggregates data in order to consistently monitor and measure student growth, as well as provide immediate feedback to improve learning. We use this data to further tailor our program to meet the individual needs of our scholars.

MSA-5' rigorous CCSS-based educational program uses inquiry and project-based activities to help students acquire core academic knowledge, problem-solving skills, and critical thinking skills. We have designed our curriculum to be relevant to our student demographic, while allowing scholars to explore and connect to the world. Additionally, we believe that student output must have depth and value, in order to foster a sense of pride and accomplishment.

The educators on our team are the foundation of authentic and equitable learning. MSA-5 teachers understand that students learn best when they have multiple opportunities to work collaboratively in teams. To develop conceptual understanding in constructivist settings, MSA-5 teachers assume the role of facilitators of meaningful learning experiences rather than transmitters of knowledge. Students build on their existing knowledge as guided experiences to help them discover and develop the underlying ideas and concepts. This process not only deepens the students' knowledge, it also sparks and stimulates their curiosity and passion for learning.

In addition to our educators as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The involvement of all stakeholders helps to develop a school's culture, and its identity as a family and a community. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school.

The focus on life skills is an important element of the MSA-5 model that enhances our scholars' learning experience. Our life skills courses are supplemental and designed to empower students with critical study and organizational skills, as well as important social skills. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

In order to cultivate responsible members of society, students need to be fully engaged with their community. MSA-5 students are continuously and actively involved in various community outreach endeavors. The MSA-5 model incorporates "real life" projects that are aligned with the curriculum, and provide students with opportunities to work within their home community. This will help students move from adolescence and school to adulthood and society.

In addition to the curricular design, MSA-5 also offers an exciting after-school program that offers academic assistance to students, as well as providing a safe place for academic and social and emotional

enrichment beyond the school day. This program will promote a love of learning and accelerate a positive feeling about the school experience, as well as, nurture a sense of family in our scholars.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(Bc)(5)(A)(ii)

MSA-5 will pursue the following school-wide and student group outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, student group and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School’s annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES	
GOAL #1	
<p>All students will pursue academic excellence and be college/career ready.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/> : <input type="checkbox"/> :</p>
Specific Annual Actions to Achieve Goal	
<p>Priority 1:</p> <p>A. MSA-5 will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. MSA-5 will also annually review master schedule/teacher assignments to ensure compliance. We will support our teachers for their credentialing needs.</p> <p>B. MSA-5 will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.</p> <p>C. MSA-5 will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.</p>	
<p>Priority 2:</p> <p>D. MSA-5 will ensure curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.).</p>	
<p>Priorities 2 & 4 & 7:</p>	

- E. MSA-5 will identify ELs by proficiency level and provide ELD instruction aligned to the CA ELD standards and monitor student progress in program implementation.
- F. MSA-5 teachers will provide instruction using integrated ELD instructional strategies as outlined in the CHATS framework (detailed in the English Learner section of the charter petition) to all students, including ELs. MSA-5 will ensure that teachers participate in professional development on ELD.

Priority 2 & 4 & 8:

- G. During the school day, MSA-5 will provide additional supports and interventions to all students, including ELs.
- H. MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.
- I. MSA-5 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores and regularly review progress towards targets.

Priority 4:

- J. MSA-5 will offer individual graduation plans, outlining the classes students will take during their high school years.
- K. MSA-5 will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.
- L. MSA-5 will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.

Expected Annual Measurable Outcomes

Outcome #1: Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.

Metric/Method for Measuring: Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2: Students will have sufficient access to standards-aligned instructional materials.

Metric/Method for Measuring: Percentage of students who will have sufficient access to standards-aligned instructional materials

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: Items on facility inspection checklists will be in compliance/good standing.,

Metric/Method for Measuring: Percentage of items on facility inspection checklists in compliance/good standing

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	90%	90%	90%	90%	90%	90%

Outcome #4: Charter School will provide implementation of state standards for all students, including English learners.

Metric/Method for Measuring: Percentage of state standards implementation for all students, including English learners

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
Outcome #5: Students will meet or exceed standards on CASSPP-ELA/Literacy assessments.						
Metric/Method for Measuring: Average Distance from Level 3 on CASSPP-ELA/Literacy assessments (Grades 3-8)						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	43.1 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
English Learners	68.5 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
Socioecon. Disadv./Low Income Students	43.7 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
Foster Youth	*	*	*	*	*	*
Students with Disabilities	119.8 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
Asian Students	*	*	*	*	*	*
Latino Students	50.1 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
White Students	*	*	*	*	*	*
Outcome #6: Students will meet or exceed standard on CASSPP-Mathematics assessments.						
Metric/Method for Measuring: Average Distance from Level 3 on CASSPP-Mathematics assessments (Grades 3-8)						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	94.3 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year

					d to prior year	
English Learners	113 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
Socioecon. Disadv./Low Income Students	95.7 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
Foster Youth	*	*	*	*	*	*
Students with Disabilities	179.9 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
Asian Students	*	*	*	*	*	*
Latino Students	103.6 points below Level 3	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year	Increase by 5 points compared to prior year
White Students	*	*	*	*	*	*

Outcome #7: Students will meet or exceed their growth targets on the MAP Reading Assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP Reading Assessment.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	67%	68%	69%	70%	71%	72%
English Learners	32%	33%	34%	35%	36%	37%
Socioecon. Disadv./Low Income Students	40%	41%	42%	43%	44%	45%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	22%	23%	24%	25%	26%	27%
Asian Students	*	*	*	*	*	*
Latino Students	68%	69%	70%	71%	72%	73%
White Students	*	*	*	*	*	*

Outcome #8: Students will meet or exceed their growth targets on the MAP Mathematics Assessment.

Metric/Method for Measuring: Percentage of students meeting their growth targets on the MAP Mathematics Assessment.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	64%	65%	66%	67%	68%	69%
English Learners	27%	28%	29%	30%	31%	32%
Socioecon. Disadv./Low Income Students	62%	63%	64%	65%	66%	67%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	29%	30%	31%	32%	33%	34%
Asian Students	*	*	*	*	*	*
Latino Students	62%	63%	64%	65%	66%	67%
White Students	*	*	*	*	*	*

Outcome #9: EL students will make annual progress in learning English as measured by the ELPAC.

Metric/Method for Measuring: Percentage of ELs making annual progress in learning English as measured by the ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	70.2%	71%	72%	73%	74%	75%

Outcome #10: EL students will be reclassified annually.

Metric/Method for Measuring: Percentage of ELs reclassified to fluent English proficient (RFEP) annually

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	20%	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels

Outcome #11: Graduating seniors will have passed an AP exam with a score of 3 or higher.

Metric/Method for Measuring: Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	*	*	*	*	25%	25%

Outcome #12: Students in grades 9-11 will participate in the PSAT test.

Metric/Method for Measuring: Percentage of students in grades 9-11 who will participate in the PSAT test

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #13: Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.

Metric/Method for Measuring: Percentage of students who will meet or exceed college readiness benchmarks for their grade level out of all students who participate in the PSAT test

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	*	20%	20%	20%	20%	20%

Outcome #14: Students will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.

Metric/Method for Measuring: Percentage of students who have received a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	70%	≥80%	≥80%	≥80%	≥80%	≥80%

GOAL #2

All students will become independent, innovative scholars.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Priority 7:

- M. MSA-5 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. MSA-5 will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
- N. MSA-5 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups.
- O. MSA-5 will offer an “Advanced Math” class or club to students in grades 6-8.

- P. MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will also keep its technology up to date. MSA-5 teachers will participate in PD on Blended Learning.

Priority 7 & 8:

- Q. MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.

Metric/Method for Measuring: Percentage of the programs and services outlined in the charter petition that will be provided as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2: Students will have sufficient access to all academic and educational programs provided by the Charter School.

Metric/Method for Measuring: Percentage of students who will have sufficient access to all academic and educational programs provided by the Charter School as measured by student interest surveys for elective courses and programs, master school schedule, and class rosters

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #4: Our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study.

Metric/Method for Measuring: Percentage of our graduates who will have taken a Computer/Technology class and/or experienced blended learning in their program of study

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #5: Students will create or demonstrate a STEAM focused project, experiment, model or demo.

Metric/Method for Measuring: Percentage of who have created or demonstrate a STEAM focused project, experiment, model or demo

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	85%	90%	90%	90%	90%	90%

GOAL #3

<p>All students, families, staff, and other stakeholders will feel a sense of community and connectedness.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/> : <input type="checkbox"/> :</p>
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Specific Annual Actions to Achieve Goal

- Priority 3:
- R. MSA-5 will seek parent input in making decisions for the school through quarterly SSC, ELAC, and PTF meetings.
 - S. MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs.
 - T. MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 will communicate further with the parents of students who are performing below grade level.
 - U. MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.
- Priority 5:
- V. MSA-5 will provide a safe, nurturing, and engaging learning environment for all of our students and families. Academic and socio-emotional support will be provided to address student needs.
 - W. MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.
 - X. MSA-5 will offer credit recovery classes and individual graduation plans outlining the classes students will take during their high school years, and provide support to ensure timely high school graduation.
- Priority 6:
- Y. MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion, including restorative practices.
 - Z. MSA-5 staff will acknowledge and encourage positive student behavior and improvements. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.
 - AA. MSA-5 will annually administer school experience surveys to students, parents, and staff.

Expected Annual Measurable Outcomes

Outcome #1: Charter School will hold quarterly SSC meetings.						
Metric/Method for Measuring: Number of SSC meetings per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	4	4	4	4	4	4
Outcome #2: Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.						
Metric/Method for Measuring: Number of ELAC meetings per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	2	4	4	4	4	4
Outcome #3: Charter School will hold quarterly Parent Task Force (PTF) meetings.						

Metric/Method for Measuring: Number of PTF meetings per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	5	4	4	4	4	4
Outcome #4: Charter School will hold activities/events for parent involvement.						
Metric/Method for Measuring: Number of activities/events for parent involvement per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	5	5	4	4	4	4
Outcome #5: Teachers will update SIS records daily/weekly.						
Metric/Method for Measuring: Frequency of SIS record updates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Daily/weekly	Daily/weekly	Daily/weekly	Daily/weekly	Daily/weekly	Daily/weekly
Outcome #6: Charter School will send progress reports/report cards to parents.						
Metric/Method for Measuring: Number of progress reports or report cards sent to parents per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	6	6	6	6	6	6
Outcome #7: Charter School's students will be home-visited by the teachers.						
Metric/Method for Measuring: Percentage of students who have been home-visited by the teachers per year						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	35%	25%	25%	25%	25%	25%
Outcome #8: Charter School will maintain a high ADA rate.						
Metric/Method for Measuring: ADA rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
Outcome #9: Charter School will maintain a low chronic absenteeism rate.						
Metric/Method for Measuring: Chronic absenteeism rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

All Students (Schoolwide)	14%	12%	10%	8%	6%	4%
Outcome #10: Charter School will maintain a low middle school dropout rate.						
Metric/Method for Measuring: Middle school dropout rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
Outcome #11: Charter School will maintain a low high school dropout rate.						
Metric/Method for Measuring: High school dropout rate						
APPLICABLE STUDENT GROUPS	Baseline 2014-15	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
Outcome #12: Charter School will maintain a high four-year cohort graduation rate.						
Metric/Method for Measuring: Four-year cohort graduation rate						
APPLICABLE STUDENT GROUPS	Baseline 2014-15	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	*	*	*	95%	95%	95%
Outcome #13: Charter School will maintain a low student suspension rate.						
Metric/Method for Measuring: Student suspension rate						
APPLICABLE STUDENT GROUPS	Baseline 2016-17	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	≤3%	≤3%	≤3%	≤3%	≤3%
Outcome #14: Charter School will maintain a low student expulsion rate.						
Metric/Method for Measuring: Student expulsion rate						
APPLICABLE STUDENT GROUPS	Baseline 2016-17	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	≤1%	≤1%	≤1%	≤1%	≤1%
Outcome #15: Charter School will maintain high participation rates in the school experience survey.						
Metric/Method for Measuring: School experience survey participation rates						
APPLICABLE STUDENT GROUPS	Baseline 2016-17	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Students: 89.4%	85%	85%	85%	85%	85%
	Parents: 63.1%	55%	55%	55%	55%	55%
	Staff:					

	100%	85%	85%	85%	85%	85%
Outcome #16: Charter School will maintain a high approval rating in the school experience surveys.						
Metric/Method for Measuring: School experience survey average approval rates						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Students: 61%	65%	65%	65%	65%	65%
	Parents: 94%	90%	90%	90%	90%	90%
	Staff: 90%	85%	85%	85%	85%	85%

*Student group not numerically significant at this time.

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

In addition to the Student Learning Outcomes detailed above, MSA-5 expects that at least 80% of students who have been enrolled at the Charter School for at least one full academic-year will develop at least *four* of the following *six* lifelong learning and interpersonal skills prior to graduation:

Representative measurable outcomes and assessment tools for lifelong learning and interpersonal skills

Skills	Learning Objectives	Assessment Tools
Leadership, Collaboration and Cooperation	<ul style="list-style-type: none"> ▪ Incorporate personal management skills on a daily basis. ▪ Effective participation in group decision-making processes. ▪ Work cooperatively with others and be a team player in achieving group goals. ▪ Be able to assume leadership in group tasks. 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or exhibits including group assignments.
Self-assessment and Reflection	<ul style="list-style-type: none"> ▪ Describe, analyze and prioritize personal skills and interests that they want to develop. ▪ Describe and effectively use the personal qualities they possess that make them successful members of their school and community. ▪ Recognize their intelligence types and personal learning styles and employ 	<ul style="list-style-type: none"> ▪ End of semester teacher evaluations of student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS or equivalent ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes.

Skills	Learning Objectives	Assessment Tools
	those styles in their learning and personal development.	<ul style="list-style-type: none"> Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.
Goal Setting	<ul style="list-style-type: none"> Set positive academic and non-academic goals. Apply goal-setting skills to promote academic success. Set post-secondary goals with action steps, timeframes, and evaluation criteria. Identify the skills and credentials required for a particular profession and prepare accordingly. 	<ul style="list-style-type: none"> End of semester teacher evaluations on student behaviors. Teachers' comments entered into the Student Information System, CoolSIS or equivalent Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. Portfolios of student work, reports and/or presentations scored using rubrics.
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> Implement stop, think, and act strategies in solving daily life problems. Generate alternative solutions to problems and predict possible outcomes. Apply the steps of systematic decision-making in school and life. 	<ul style="list-style-type: none"> End of semester teacher evaluations on student behaviors. Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. Portfolios of student work, reports and/or presentations scored using rubrics.
Self-discipline	<ul style="list-style-type: none"> Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. Explore career opportunities based on their identified interests and strengths. Show self-esteem based on accurate assessment of self. 	<ul style="list-style-type: none"> End of semester teacher evaluations on student behaviors. Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. Portfolios, presentations and/or exhibits of student work
Citizenship	<ul style="list-style-type: none"> Personal honesty and integrity. Courage to express their views. Love, respect and loyalty to the United States of America. Understanding and tolerance towards other societies in the world. Participate in multicultural and cross-cultural activities. 	<ul style="list-style-type: none"> End of semester teacher evaluations on student behaviors. Teachers' comments entered into the Student Information System, CoolSIS or equivalent Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. Portfolios, presentations and/or exhibits of student work, peer competitions

INSTRUCTIONAL DESIGN**CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH**

As noted above, instructional design is based on three pillars: **Academic Excellence, Innovation, and Connection.**



We believe in the analysis of learning needs and the systematic development and personalization of learning experiences. STEAM is the platform by which we enhance instruction, increase intrinsic motivation, and make learning relevant through real life connections. MSA-5 aims to utilize the latest and most innovative tools to maximize personalization and customization for a superior academic program that is tailored for a student's individual needs by which a passion for learning is created that will be sustainable for life.

Academic Excellence (Scientific Thinkers)	Innovation (Intrinsically Driven and Self-Motivated)	Connection (Socially Responsible Global Citizens)
<ul style="list-style-type: none"> a. STEAM Focus b. Learning Approaches (Experiential, Constructivist Social Learning, Inquiry and Project-Based Learning) c. Effectively Integrating Technology into Teaching and Learning d. Public Display of Excellence e. Life-long Learning 	<ul style="list-style-type: none"> 1. Data-driven Instruction to Ensure College Readiness 2. Periodic Benchmark Tests 3. After-school Tutoring 4. College Mentorship Program 5. College Tracking Program 6. Portfolio Module with Learning Targets 7. AP Courses 8. Honors 9. Individualized scheduling 	<ul style="list-style-type: none"> 10. Community Service and Volunteerism 11. World Languages 12. International Visits, Trips, Speakers 13. Home Visits 14. Students achieve self-actualization 15. Business and Industry Partnerships 16. Higher Education Collaboration 17. Internships/externships

INSTRUCTIONAL DESIGN COMPONENTS: EXCELLENCE (SCIENTIFIC THINKERS)

STEAM Focus

A significant step toward helping our students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum with a STEAM emphasis. **Science** courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from experiments they choose and create based on their interests. Science classes employ Technology in laboratory explorations and experimentation. **Technology** is a key component to our instructional delivery model. Each classroom is equipped with laptops (1:1 student to computer ratio) to enable effective blended learning strategies. Computer simulations assist in expanding the number of lab opportunities in all grade levels. A Computer Science Program fuels tech skills development, including programming and sequencing. All courses incorporate **Engineering** design process at all grades as part of the NGSS emphasis. With CA Science Framework and NGSS integration, MSA-5 all students learn about **Engineering Design**, technology, and applications of science as part of their core classes. Computer course are offered at all levels and skills are further developed in after school enrichments. Students take AP Computer courses at the High School level starting with all ninth graders taking AP Computer Science. Furthermore, Engineering is also embedded in electives offered such as robotics, architecture and design. **Arts** instruction focuses on developing students' creativity, imagination, discipline and self-expression

through drawing and fine arts, music, drama and improvisation, and dance. Students are assessed for their current knowledge and skill level in **Math** and placed in the most appropriate class (see below).

Effectively Integrating Technology into Teaching and Learning

The Technology Program is a distinguished feature of MSA-5, with highly trained faculty leading engaging instruction. The program enables students to personalize learning practice and integrate all subjects in project based learning in a fun and meaningful way. This unique program includes:

- Technology courses and curriculum that provides technology tools necessary in the 21st century and develops critical skills that help students gain acceptance to and graduate from a 4-year university with a STEAM major.
- Core class integration projects that require higher order learning and improving critical thinking skills.

Public Displays of Excellence in STEAM

MSA-5 students and faculty organize and participate in numerous STEAM competitions. Through various activities, competition days become a targeted event to arouse student interest and celebrate their peers' success. MSA-5 offers a variety of after school clubs to students to stimulate interest in and extend knowledge of various subjects covered in the classroom including Computer Applications, MathCounts, Robotics, and Science Olympiad clubs. Additionally, we are exploring implementing programs such as Project Lead The Way to sustain our ongoing efforts to integrate STEAM instruction. Parents are involved in co-facilitating after-school programs and activities.

Life-Long Learning

Based on Delors's (1996) four 'pillars' of education for the future,⁷ we believe lifelong learning may be broadly defined as: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). At MSA-5, we seek to develop diverse learning habits in our students:

Learning to know – mastering learning tools rather than acquisition of structured knowledge

Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments

Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion

Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality

MSA-5 aims to instill creativity, initiative and responsiveness in our students, thereby enabling them to show adaptability in post-industrial society through enhancing skills to manage uncertainty, communicate across and within cultures, sub-cultures, families and communities, and negotiate conflicts.

INSTRUCTIONAL DESIGN COMPONENTS: INNOVATION (INTRINSICALLY DRIVEN AND SELF-MOTIVATED)

⁷ Delors, J. (1996) Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO

Data-Driven Instruction

MSA-5 teachers and students use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, teaching strategies for all learners, and differentiated instruction. Academic, informal and formal information is taken from the following areas: MAP diagnostic data, SBAC Interim formative and summative data, student survey, and Grade Point Averages. Digital, mastery-based core academic content also permits data-driven intervention by local teachers, coaches, and EL and remediation specialists.

The online curriculum and real time assessments allow continuous and individualized pacing as well as flexibility in the number of courses students are offered. Our system generates reports that show profiles of content and skills that students are learning and tracks their progress. This system is combined with diagnostic MAP assessments provide the data necessary to build personalized, realistic, and productive learning plans on a weekly basis for every Magnolia student. Up-to-date and actionable information is an essential part of the integrated academic and social foundation of the school's culture and is requisite to adequate support for students' learning (Blum, 2004).

Research shows that low-performing students benefit from personalized learning plans that address their specific area(s) of deficiency (Archambault, Diamond, Brown, Cavanaugh, & Coffey, 2010; Black, Harrison, Marshall, & Wiliam, 2004; Blum, 2004; Clarke, 2003; Legters, Balfanz, & McPartland, 2002; Watson & Gemin, 2008).

Periodic Benchmark Tests

MSA-5 uses NWEA's computer-adapted tests, called MAP, to evaluate student learning and to differentiate instruction to meet student needs. These campus-wide tests are used to measure individual levels of student performance reflected in CCSS. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of remediation and intervention.

MAP is administered in the fall and spring of every academic year in Reading, Language Usage, Mathematics and Science. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how students are performing. The assessments adapt to the student's ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

After-School Tutoring

MSA-5 offers free after-school tutoring to all students. Our tutoring program provides students with a safe, small-group environment in which they can receive personalized attention from their teachers, as well as access the resources needed for successfully completing their assignments. Individual and small group tutoring as well as homework clubs are available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. Low achieving students' progress is quantitatively measured through NWEA MAPs, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year's academic progress within the school year.

MSA-5 After School Program Structure

Students in need of English Language Development (“ELD”) support	→	ELD tutoring:	Computer-aided grammar, vocabulary, reading, writing, listening and speaking
Students in need of core class support	→	Tutoring program for core classes:	Mathematics, Science, English-Language Arts and History-Social Science
All students	→	After-school clubs:	Advanced Math, Science Olympiad/Cool Science, Computer, FIRST Lego League, Robotics, Yearbook, World Languages, Sports, Student Council, Arts and Crafts, Homework, etc.

Students demonstrating adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs, and community trips. For those under-achieving students who do not positively respond to this teaching method, the homeroom teachers may decide to include them in different recreational activities to promote students’ interest in learning.

College Pathways Program

MSA-5 upholds the belief that college is attainable through academic success and persistence. The MSA-5 College Pathways program provides students with the emotional and instrumental support students need to graduate college and career ready. By providing timely information and guiding students through the college application process, College Advisors play an integral role in nurturing students’ college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students on how to make successful transitions from high school to their colleges of choice.

A distinguishing feature of the College Pathways program is the active participation of our students in the development and design of their future academic pathways. Our advisors work individually with parents and students on a Four- Year Plan that outlines graduation requirements, tracks extracurricular and volunteer activities, and builds students’ resumes in order to support them in the college application process. Special programming is offered to students to develop interests and build on skills needed for credentialing and certification for specific trades.

To enrich college-going activities, College Advisors and students regularly visit college campuses, research requirements, and explore financial aid and scholarship options. College advising teams work together to track UC/CSU A-G requirement completion, credits completed towards graduation, scholarship eligibility, scholarship applications, Personal Statements, progress towards college application submission, and more.

Additionally, MSA-5 is invested in monitoring the postsecondary pathways of its graduates including the transfer, persistence, and completion trends across the spectrum of institutions including 4-year universities, 2-year colleges, trade/technical schools, and the military. Our alumni network is strong with

students returning as tutors, mentors and contributors to our rich learning environment. By serving students as a tangible resource, the college mentorship program is able to greatly increase positive outcomes for its students.

COMMUNITY (SOCIALLY RESPONSIBLE GLOBAL CITIZENS)

MSA-5 believes that all change begins through partnerships between the home and school community. In our attempt to teach our students the values of community engagement, citizenship, and global awareness, we hope to engrain and cultivate a love for community, an understanding of the importance of our societal contributions, and a greater awareness of self, relative to the global community. In doing this, we affect change through our actions and interactions. We are a family and we are committed to the growth and development our students and the communities in which they live, in order to enrich the global society.

Community Service

MSA-5 students engage in community service to develop and demonstrate crucial life skills. This helps students gain “real life” experience and develop responsibility, caring and respect for others. Students are required to earn 40 hours (or the equivalent of 10 hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

Life Skills Program

Life Skills is an enrichment program that provides students with valuable skills to support academic excellence and social skill development, and includes topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness and character education. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the Life Skills topics to support our effort to inspire positive principles of conduct in future leaders. The program also enables all students, including our most “at-risk” students, to have a vision and be more specific on their goals to be successful at school and during their life.

Instructional Field Trips and Guest Speakers for Motivation

Instructional field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Instructional field trips, therefore, are an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/learning strategies. Since not all children learn in the same way, instructional field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

Visiting a research laboratory (e.g., Jet Propulsion Lab), a university campus (e.g., UCLA, USC, Caltech, UCI, and CSU-Long Beach), and meeting with scientists during these instructional field trips or through guest speakers on campus motivates our students. Especially when some of these guest speakers or people they meet during instructional field trips share the same culture with students, students find new role models. While most instructional field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be

designed to promote social and emotional development and to provide for the development of the "whole" child.

Home Visits

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school. Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, MSA-5 uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

MSA-5 teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

CURRICULUM AND INSTRUCTION

All curricula at MSA-5 is based on the California state standards, including but not limited to the Common Core State Standards, and the Next Generation Science Standards (NGSS). Teachers use the state-published Frameworks for Instructional Design in developing curriculum pacing and lesson plans.

In grades 6 through 8, students are required to take core classes in Mathematics, Science, English-Language Arts and History-Social Science. In addition, our comprehensive education program includes: electives in Math and ELA (for additional support or challenge), Languages Other than English, Visual and Performing Arts, Physical Education, Computers and Technology, Sustained Silent Reading ("SSR"), and other electives. MSA-5 offers all students one period of Life Skills per week.

All students who are English Learners receive both integrated and designated English Language Development through a state approved curriculum and the California English Language Development Standards. The program and curriculum for our school's English Learners is described in detail in the sections below.

MIDDLE SCHOOL CURRICULUM

Mathematics

The math curriculum at Magnolia is based on the *California Common Core State Standards: Mathematics* and reflects the importance of focus, coherence, and rigor as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The CCSS call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics

content as well as mathematical understanding. The CCSS in Math for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

Math instruction at MSA-5 focuses deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence is provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at MPS meets the challenges of the twenty-first century through innovation.

MSA-5 offers an integrated math pathway of courses, aligned with new CCSS Math standards and “best practices” in math learning and instruction.⁸ In determining the mathematics course placement for entering students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;
- Recommendation, if available, of each student’s prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student’s current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student’s official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

In Accelerated Pathway 1, grades 7, 8, and 9 are compacted into grades 7 and 8 (a 3:2 compaction). In Accelerated Pathway 2, grades 6, 7, 8, and 9 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

Pathway	Grade 6	Grade 7	Grade 8
Regular Pathway	Math 6	Math 7	Math 8
Accelerated Pathway 1	Math 6	Accelerated Math 7/8	Integrated Math I
Accelerated Pathway 2	Accelerated Math 6/7	Integrated Math I	Integrated Math II

⁸ Depending on students’ math backgrounds and surrounding schools’ pathways, MPS may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Pre-calculus courses replace Integrated Math I, II, III, and IV courses.

In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students.

MATHEMATICS	
MATH 6 (Core, College preparatory)	MATH 7 (Core, College preparatory)
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8 (Core, College preparatory)	ACCELERATED MATH 6/7 (Core, College preparatory)
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	This course compacts 6 th and 7 th grade standards and it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
ACCELERATED MATH 7/8 (Core, College preparatory)	INTEGRATED MATHEMATICS I (Core, College preparatory)
This course differs from the non-accelerated 7 th grade course in that it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful,	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle school grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and

and logical subject that makes use of their ability to make sense of problem situations.	geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II (Core, College preparatory)	
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.	

See additional course descriptions in the section below on High School Mathematics.

Science

The Charter School's curriculum is based on the state framework and state standards following Next Generation Science Standards. Students at MSA-5 explore NGSS-aligned Disciplinary Core Ideas ("DCI") in Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science in the cross-curricular units and programs. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas that provide more organizational development of the core idea.

The science program at MSA-5 use hands-on science curriculum that is formulated using inquiry-based research topics. From the earliest grades, students experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The middle school curriculum will ensure that science is integrated into the lessons and activities.

Inquiry and exploration are the basis of each curriculum unit in science classes. Key questions are given to students and the emphasis is on the process and the questions to be asked, rather than focusing on a finite answer or "drill and kill" activities. Students build on their understanding of science concepts,

learn to apply the scientific method, and use technology in laboratory explorations and experimentation. In the process, depth over breadth is emphasized and students become self-reliant, independent problem-solvers. We employ an integrated science curriculum, in accordance with the Next Generation Science Standards. Courses are designed to focus on development of a “scientific mind” through student use of scientific strategies. This process takes place within each unit of study via the students hypothesizing, researching, experimenting, observing and inferring.

SCIENCE	
INTEGRATED SCIENCE 6 (Core, College preparatory)	INTEGRATED SCIENCE 7 (Core, College preparatory)
<p>The major units of study for all grade six middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Exploring Earth ▪ Unit 2: Exploring Life ▪ Unit 3: Understanding Matter ▪ Unit 4: Understanding Energy <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> <ul style="list-style-type: none"> ▪ 	<p>The major units of study for all grade seven middle school students are:</p> <ol style="list-style-type: none"> 1. Unit 1: Motion and Energy 2. Unit 2: Interactions of Matter 3. Unit 3: Understanding the Universe 4. Unit 4: Earth and Geological Changes 5. Unit 5: Exploring Ecology 6. Unit 6: Heredity and Human Body Systems <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> <ul style="list-style-type: none"> ▪
INTEGRATED SCIENCE 8 (Core, Non-college preparatory)	
<p>The major units of study for all grade eight middle school students are:</p> <ul style="list-style-type: none"> ▪ Unit 1: Biodiversity and Human Impacts ▪ Unit 2: History of the Earth ▪ Unit 3: Ecosystems, Molecules to Organisms ▪ Unit 4: Ecosystems continued, Biological Evolution: Unity and Diversity <p>This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.</p> <ul style="list-style-type: none"> ▪ 	

Students at MSA-5 also have off campus field trip experiences and meet with professionals in STEAM areas during these field trips or through guest speakers on campus. These experiences deepen and enhance classroom study, and enhance students’ vision of science.

Partnership with Mount Wilson Observatory

With the Mount Wilson Observatory Institute and the Carnegie Observatories, MSA-5 has piloted the first field trips for 5-12th grades students in the history of the century old Mount Wilson Observatory. MPS’ collaboration with the Mount Wilson Observatory will put our students, most of whom who have never been ten miles from their homes, on the top of the world. Located on Mount Wilson, a 1,740-metre (5,710-foot) peak in the San Gabriel Mountains less than an hour’s drive from our neighborhood, the observatory contains two historically important telescopes: the 100-inch (2.5 m) Hooker telescope,

which was the largest aperture telescope in the world from its completion in 1917 to 1949, and the 60-inch (1.5 m) Hale telescope which was the largest telescope in the world when it was completed in 1908. It also contains the Snow solar telescope completed in 1905, the 18-meter solar tower completed in 1908, the 46-meter solar tower completed in 1912, and the CHARA array, built by Georgia State University, which became fully operational in 2004 and was the largest optical interferometer in the world at its completion. The increasing light pollution due to the growth of greater Los Angeles has limited the ability of the observatory to engage in deep space astronomy, but it remains a productive center, with the CHARA Array continuing important stellar research.

Starting in 2015-16, MSA-5 became the first K-12 educational organization to have access to this underutilized local resource. Our collaboration will include scientific explorations, which will translate to an opportunity for our students to serve as docents for other students as we jointly develop a field trip program tightly aligned to the daily instruction and curriculum in schools throughout Los Angeles. Examples of NGSS aligned piloted lessons include “The Scale of Space” and “Spectroscopy: Science through Rainbows.” Our students will sleep over under the dome of the telescope where Edwin Hubble, Milton Humason, Fritz Zwicky, Walter Baade and George Ellery Hale conducted research and discovery, replicating those experiments on the very same equipment. Students will participate first hand in the evolution of technology and how science and innovation have changed our world. They will see themselves as integral to the future of science and dig deeply into the Next Generation Science Standards with their entire imaginations. Our students will bond with the scientists from around the world collecting data for their research using the Mount Wilson equipment, blogging about the experiments as part of a globally connected learning community. The scientists will work with our students as part of a residency program by incorporating online learning and ongoing collaboration with the classroom teacher to get first-hand experience with professionals in the field. From earth science to chemistry, to physics and beyond, Mount Wilson becomes the great outdoor classroom to light our urban students’ dreams.

Our goal is to ensure that these new programs become available to all schools in Los Angeles County as our service to the greater good of excellent, inspiring science instruction in public education. We take seriously our commitment to encourage the use of different and innovative teaching methods and to Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

English Language Arts

English Language Arts curriculum is literature-based and emphasizes skills and knowledge students need as readers, writers, speakers and listeners in the 21st century. Conventions of writing are emphasized in daily written homework and lab assignments. Students taking advanced world language will also be encouraged to study works written in that language, e.g., Spanish. The curriculum incorporates a period of Sustained Silent Reading as part of the daily curriculum. Accelerated Reader by Renaissance Learning is utilized to personalize reading practice to each student’s current level, maximizing its effectiveness.

MSA-5 also is using the online/blended learning Study Sync program, an intentional, connected literacy program that integrates reading, writing, and review into a comprehensive, standards-aligned platform, designed to advance critical thinking, reading, writing, language, speaking and listening skills, and address critical language standards. Study Sync's curriculum ensures rigorous, focused core ELA/ELD instruction and standards-based assessment, which draws students into texts and informational content with dramatic, movie-like previews, award-winning Study Sync® TV episodes modeling appropriate student discussion and collaboration, SkillsTV videos exploring literacy concepts with relatable student

narrators, and social media-like current events Blasts discussions. By integrating technology experiences that students crave, students gain knowledge and skills in ways that relate to their world. Learning supports are embedded throughout for all levels of learners, including reluctant and advanced readers, and EL students, with scaffolding based on students' reading abilities with customizable writing prompts, rubrics, and assessments.

The middle school reading curriculum is integrated into all content areas. Students' progress through a literature-based and CCSS-based reading and curriculum emphasizing balanced literary practices. The curriculum begins with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words for our EL students. The curriculum increases in levels to meet the needs of all students. Fluent reading and strong comprehension skills are the focus of the Charter School's curriculum. Teachers emphasize close reading and informational text.

Writing serves as an important vehicle for learning, and MSA-5 students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that students must be able to express themselves clearly through writing in every subject. As the common core writing standards phrase it, "For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt." (http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

The middle school writing curriculum is integrated into all content areas. This includes literature and science-based readings with emphasis on six traits of writing: voice, sentence fluency, organization, ideas, word choice, and conventions. Students practice various forms of writing, including personal narrative, exposition, letters, newspaper reporting, plays, poetry, short stories, biographies, directions, formal scientific reporting, scientific observation, realistic and fantasy stories. The principles and applications of correct grammar are incorporated into writing exercises.

ENGLISH LANGUAGE ARTS	
ENGLISH LANGUAGE ARTS 6 (Core, College preparatory)	ENGLISH LANGUAGE ARTS 7 (Core, College preparatory)
Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a CCSS-based goal for all students. Students' understanding of the precise meaning of words, English instruction is critical language conventions, structural features of informational text and materials, and to developing fundamental elements of literature all support greater comprehension of what they read, students' literacy and see, and hear.	In seventh grade, the English language arts CCSS establish a higher level of communication skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade students build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they are able to acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Students continue to acquire and use general academic language

	and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in their speaking and writing.
ENGLISH LANGUAGE ARTS 8 (Core, College preparatory)	
<p>In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author’s evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings.</p>	

Sustained Silent Reading Program

In grades 6 through 8, all students participate in Sustained Silent Reading for 25 minutes a day, every day.

SUSTAINED SILENT READING (SSR) PROGRAM	
SUSTAINED SILENT READING (SSR) PROGRAM (Non-core, Non-college preparatory)	
<p>MSA-5 utilizes MyOn reader, a personalized, online literacy program that helps teachers manage and monitor a student’s independent reading practice. myON is used as a reading intervention, as it generates book recommendations within each learner's target Lexile ranges. Accommodations such as audio narration to model reading fluency, highlighting text, and the use of embedded dictionaries, allow learners to develop academic vocabulary and reading fluency. Teachers have access to data related to Lexile levels which informs their teaching and supports differentiation. Once completed, the student is administered an online assessment which informs the teachers of the student’s progress. If a student continues to struggle while reading at his or her level, additional interventions are implemented. All teachers use assessment results to inform Response to Intervention (“RTI”) strategies.</p>	

History/Social Science

The History/Social Science curriculum is aligned with the state framework and offers students grounding in local, California, and United States history and an understanding of the development and operation of the three levels of government. The curriculum also introduces world history through literature, culture, arts and current events. The social science curriculum focuses on inquiry-based questions to explore topics using research and critical thinking skills. Students use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

History/Social Science courses at MSA-5 use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National

Council for the Social Studies,⁹ social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

HISTORY/SOCIAL SCIENCE	
HISTORY/SOCIAL SCIENCE 6 (Core, College preparatory)	HISTORY/SOCIAL SCIENCE 7 (Core, College preparatory)
Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. In studying this earliest history of humankind, students will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.	The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present day world maps. Students identify several major changes that took place during medieval and early modern times. Students explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Students can use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.
HISTORY/SOCIAL SCIENCE 8 (Core, College preparatory)	
The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course also explores the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.	

Intervention Courses

⁹ Source: <http://www.ncss.or/positions/powerful>

Students in need of extra support may be assigned Power English and/or Power Math courses for extra assistance.

INTERVENTION	
POWER ENGLISH (Non-core, Non-college preparatory)	POWER MATH (Non-core, Non-college preparatory)
This ELA course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level ELA course. Power English is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.	This math course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course. Power Math is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

Language Other Than English

In grades 6 through 8, students are offered languages other than English as elective courses depending on student needs/demands and availability of teachers and resources.

LANGUAGE OTHER THAN ENGLISH	
SPANISH (Non-core, College preparatory)	WORLD LANGUAGE (Non-core, College preparatory)
This series of courses is designed to teach students about the language and culture of the Spanish and Latin American people. Beginning Spanish (6 th grade) emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate Spanish (7 th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish (8 th grades) enables students to grow their skills and depth of knowledge further. All three levels of Spanish teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The Spanish classes use the Realidades series of textbooks. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.	This series of courses is designed to teach students about the world language and culture of the people where the world language is spoken. The World Language courses can include: Korean or Turkish. Beginning World Language (6 th grade) course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate World Language (7 th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced World Language (8 th grades) enables students to grow their skills and depth of knowledge further. All three levels of the world language teach students to appreciate the world culture by acquainting students with art, literature, customs, and history of the people who speak the world language. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.

Visual & Performing Arts

In grades 6 through 8, students are offered Visual & Performing Arts courses as electives.

VISUAL & PERFORMING ARTS

FUNDAMENTALS OF ART (Non-core, Non-college preparatory)
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This is a basic course in the fundamentals of art expression. The California Visual and Performing Arts Standards guide the instruction for this course. In this course students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. They analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Students also apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Health and Physical Education

In grades 6 through 8, students are offered Health and Physical Education courses as electives.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION (Non-core, Non-college preparatory)
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Courses offered in the Health and Physical Education department are designed to help the students' develop psychomotor skills such as fundamental movement patterns, sports skills, and the five components of physical fitness. In addition, students' will develop a positive self-image and the ability to work with other classmates. The curriculum includes sports such as basketball, volleyball, football, soccer, track and field, softball, cooperative/teamwork games, mile run/mile and a half run, anaerobic activities, warm-up (Jogging or J.J.), stretching, push-ups, abdominal exercises, jump-rope, fun trust/games.

The Health and Physical Education program consists of students in grades six through eight. Students will participate in skill building activities, introduction to sports and activities, and physical activities that link to the exploration of culture and history. The goal is to develop a lifelong program of activity to develop and maintain healthy habits and wellness. These courses are based on the Health and Physical Education Model Content Standards for California Public Schools.

Life Skills Program

In grades 6 through 8, students are offered Life Skills courses for one hour a week.

LIFE SKILLS

LIFE SKILLS (Non-core, Non-college preparatory)
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MSA-5 uses the "Second Step" program in middle school grades. Second Step is a classroom-based social skills program developed by the Committee for Children for students in preschool through junior high (ages 4–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors.

This program contains units on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, Career Awareness, and Character Development. Each middle school grade students attends Life Skills one period per week. Life Skills themes are integrated into broader school

wide activities including assemblies, field trips, displays, announcements, and the general curriculum. Parents are informed about the topic of the week to cultivate their involvement and support at home.

Computers & Technology

MSA-5 implements computer literacy and computer science programs. In grades 6 through 8, students are offered Computers & Technology courses as elective.

COMPUTERS & TECHNOLOGY	
COMPUTER SCIENCE & TECHNOLOGY (Non-core, Non-college preparatory)	
<p>The majority of our 6th grade students enter with almost no technology skills. As they progress into 8th grade and high school, they gain autonomy in choosing and advancing in the right tools for their projects. The 8th grade curriculum briefly introduces the topics that are taught at high school level through entry-level projects. Progression is individualized to address all students needs based on ability.</p>	
<p>In conjunction with the Computer Technology instruction, MSA-5 implements a Computer Science curriculum, which complies with Computer Science Teachers Association's ("CSTA") 'Standards for K-12 Computer Science Education.' These standards constitute a framework with three levels:</p>	
<u>Recommended Grade</u>	<u>Level</u>
<ul style="list-style-type: none"> ▪ K-5 ▪ 6-8 ▪ 9-12 	<ul style="list-style-type: none"> Level 2 - Computer Science and Community Level 3 - Computer Science in the Modern World Concepts and Practices Topics in Computer Science
<p><i>Level 2 (Grades 6–9) Computer Science and Community:</i> Middle school students begin using computational thinking as a problem-solving tool. They begin to appreciate the ubiquity of computing and the ways in which computer science facilitates communication and collaboration. Students begin to experience computational thinking as a means of addressing issues relevant, not just to them, but to the world around them. The learning experiences created from these standards are relevant to the students and should promote their perceptions of themselves as proactive and empowered problem solvers. They are designed with a focus on active learning and exploration and can be taught within explicit computer science courses or embedded in other curricular areas such as social science, language arts, mathematics, and science.</p>	
<p><i>Level 3 (Grades 8–12) Applying concepts and creating real world solutions:</i> Level 3 is divided into three discrete courses, each of which focuses on different facets of computer science as a discipline. Throughout these courses, students can master more advanced computer science concepts and apply those concepts to develop virtual and real-world artifacts. The learning experiences created from these standards will focus on the exploration of real-world problems and the application of computational thinking to the development of solutions. They are designed with a focus on collaborative learning, project management, and effective communication.</p>	
<p>MSA-5 will offer accelerated tracks on Computer Science curriculum. For students who are ready for an accelerated program, MSA will offer the Advanced curriculum in middle school where topics in Level 3 are covered.</p>	

The following summarizes the Computer Science curriculum:

- Middle school curriculum aims to provide strong skills in computer literacy and fundamentals of computational thinking. Programming and Discrete Math topics are infused into the curriculum. Programming topics are more intense in the 6th and 7th grades.
- 8th grade curriculum serves a transition between middle school and high school, topics focus on the conceptual understanding of high school electives.
- High school curriculum is composed of elective courses and AP Computer Science course. MSA-5 may provide the following elective course packages:
 - Computer Literacy
 - Computer Programming
 - Robotics
 - Web Design
 - Digital Art
 - AP Computer Science A
 - AP Computer Science Principles

HIGH SCHOOL CURRICULUM

High school curriculum offers courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, and in accordance with UC/CSU A-G requirements, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma.

Mathematics

High school students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. As described in the section above regarding Middle School Mathematics, in determining the mathematics course placement for entering students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- Statewide mathematics assessments, including interim and summative assessments through the CAASPP;
- Placement tests that are aligned to state-adopted content standards in mathematics;
- Recommendation, if available, of each student's prior year mathematics teacher based on classroom assignment and grades;
- Recommendation, if any, of each student's current grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- Final grade in mathematics on the student's official, end of the year grade report card;
- Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year.

Pathway	Grade 9	Grade 10	Grade 11	Grade 12

Regular Pathway	Integrated Math I	Integrated Math II	Integrated Math III	Electives *
Accelerated Pathway 1	Integrated Math II	Integrated Math III	Electives *	Electives *
Accelerated Pathway 2	Integrated Math III	Electives *	Electives *	Electives *

* Electives in Mathematics include Integrated Math IV/Precalculus, AP Calculus AB, AP Calculus BC, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

INTEGRATED MATHEMATICS I (Core, College preparatory)
The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle school grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II (Core, College preparatory)
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.
INTEGRATED MATHEMATICS III (Core, College preparatory)
It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions.

<p>They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into four units are as follows: 1) Inferences and Conclusions from Data; 2) Polynomial, Rational, and Radical Relationships; 3) Trigonometry of General Triangles and Trigonometric Functions; 4) Mathematical Modeling.</p>	
<p>INTEGRATED MATHEMATICS IV (Core, College preparatory)</p>	
<p>This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.</p>	
<p>PRE-CALCULUS (Core, College preparatory)</p>	
<p>In Precalculus, students extend their work with complex numbers begun in Mathematics III or Algebra II to see that the complex numbers can be represented in the Cartesian plane and that operations with complex numbers have a geometric interpretation. They connect their understanding of trigonometry and the geometry of the plane to express complex numbers in polar form. Students begin working with vectors. Students also work with matrices, their operations, and find inverse matrices. They see the connection between matrices and transformations of the plane. Students use matrices to represent and solve linear systems. Students extend their work with trigonometric functions, investigating the reciprocal functions secant, cosecant, and cotangent and their graphs and properties. They find inverse trigonometric functions by appropriately restricting the domains of the standard trigonometric functions and use them to solve problems that arise in modeling contexts. Students add ellipses and hyperbolas to their work. They also work with polar coordinates and curves defined parametrically and connect these to their other work with trigonometry and complex numbers. Finally, students work with more complicated rational functions, graphing them and determining zeros, y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, and maximum or minimum points.</p>	
<p>AP STATISTICS (Core, College preparatory)</p>	
<p>The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.</p>	
<p>AP CALCULUS AB (Core, College preparatory)</p>	<p>AP CALCULUS BC (Core, College preparatory)</p>
<p>AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst</p>	<p>AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when</p>

these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
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Laboratory Science

Students are required to take at least two years of Science, two of which are laboratory courses chosen from Biology, Chemistry, and Physics; three years are recommended.

LABORATORY SCIENCE CORE COURSES	
PHYSICS A/B (Core, College preparatory)	BIOLOGY A/B (Core, College preparatory)
The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, Investigation and Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.
CHEMISTRY A/B (Core, College preparatory)	
This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles. This course integrates curriculum which encompasses engineering design and engineering principles in alliance with the national science framework. This course also helps students learn about engineering design, technology, and applications of science as part of the curriculum.	

LABORATORY SCIENCE ELECTIVES	
AP ENVIRONMENTAL SCIENCE A/B (Core, College preparatory)	MARINE BIOLOGY A/B (Core, College preparatory)

<p>This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.</p>	<p>Marine Biology builds upon and extends biological concepts developed during earlier science courses. Students take an in-depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system.</p>
<p>AP PHYSICS B A/B (Core, College preparatory)</p>	<p>AP BIOLOGY A/B (Core, College preparatory)</p>
<p>This course parallels a non-calculus college-level physics. The course is described in the AP Physics B syllabus. The instructor is expected to follow and complete the syllabus.</p>	<p>This course is typically taken after a year of high school biology and chemistry. The course parallels a college-level introductory biology course. The course is described in the AP Biology syllabus. The instructor is expected to follow and complete the syllabus.</p>
<p>AP CHEMISTRY A/B (Core, College preparatory)</p>	
<p>This course parallels a college-level chemistry course. AP Chemistry usually follows high school chemistry and second year algebra. The course is described in the AP Chemistry syllabus. The instructor is expected to follow and complete the syllabus.</p>	

English Language Arts

Students are required to take four years of approved courses in English.

ENGLISH	
<p>ENGLISH 9 A/B (Core, College preparatory)</p>	<p>ENGLISH 10 A/B (Core, College preparatory)</p>
<p>English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.</p>	<p>English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.</p>
<p>ENGLISH HONORS 9 A/B (Core, College Preparatory)</p>	
<p>The Honors English 9 course is designed for students who show a high level of proficiency in reading, writing, and literary analysis and is preparation for AP level coursework. Honors English students will improve their written and oral communication skills while strengthening their ability to understand and examine literature in a variety of genres including: essays, novels, short stories, speeches, and poetry. Students are challenged to read complex texts, craft multifaceted arguments that are supported by the literature, and apply the knowledge that they have learned in their writing.</p>	

<p>Students will strengthen their composition skills by examining model essays in different genres by student and professional publishers. Through in-depth essay planning, organizing, drafting, and revising, students will hone their writing skills. Additionally, they will build on proper writing conventions with in-depth study of sentence analysis and structure, agreement, and punctuation.</p>	
ENGLISH 11 A/B (Core, College preparatory)	ENGLISH 12 A/B (Core, College preparatory)
English 11 courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.	English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.
AP ENGLISH LANGUAGE AND COMPOSITION A/B (Core, College preparatory)	AP ENGLISH LITERATURE AND COMPOSITION A/B (Core, College preparatory)
This course is designed to parallel college-level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics.	This course is designed to parallel college-level English courses. It enables students to develop critical standards for evaluating literature. Students study the language, character, actions, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).
ENGLISH LANGUAGE DEVELOPMENT A/B (Non-Core, Non-College preparatory)	
The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.	
JOURNALISM A/B (Non-core, Non-College preparatory)	SPEECH A/B (Non-Core, Non-College preparatory)
Journalism prepares students for work on school newspapers by fostering habits of clear, concise, written expression and by developing the ability to write interestingly. The course improves students' use of grammar, spelling, punctuation, sentence and paragraph form, style, and structure and offers basic training in techniques of interviewing and news writing. It fosters a critical attitude toward news and develops the ability to evaluate the worth of publications through wide and intelligent readings of newspapers and periodicals.	Speech develops fundamentals of effective oral delivery such as voice, diction, poise, and ease. The course develops effective organization through selection and arrangement of material, transitions, and rhetorical effect. Activities include preparation and practice in making short speeches to inform, convince, stimulate, actuate, and/or entertain. The course may include instruction in parliamentary procedure, discussion, debate, and oral interpretation.

History/Social Science

Students are required to take at least three years of History/Social Science, including World History, U.S. History, and American Government/Economics.

HISTORY/SOCIAL SCIENCE CORE COURSES	
WORLD HISTORY A/B (Core, College preparatory)	U.S. HISTORY A/B (Core, College preparatory)
This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.	This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.
AMERICAN GOVERNMENT (Core, College preparatory)	
Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.	

HISTORY/SOCIAL SCIENCE ELECTIVES	
AP GOVERNMENT AND POLITICS: UNITED STATES A/B (Core, College preparatory)	AP WORLD HISTORY A/B (Core, College preparatory)
This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.	AP World History course is designed for students to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.
AP U.S. HISTORY A/B (Core, College preparatory)	AP GOVERNMENT AND POLITICS: COMPARATIVE A/B (Core, College preparatory)

<p>This course provides students with the analytical skills and factual knowledge necessary to understand the course of United States history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past.</p>	<p>This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.</p>
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ECONOMICS (Core, College preparatory)	PSYCHOLOGY A/B (Core, College preparatory)
<p>In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. This course enriches students' understanding of the operation and institutions of economic systems. Topics include Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics, and International Economic Concepts.</p>	<p>This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.</p>
ANTHROPOLOGY A/B (Core, College preparatory)	WORLD CULTURES A/B (Non-Core, College preparatory)
<p>Students learn about human beings and their cultures by studying the two major divisions of anthropology: physical and cultural. In physical anthropology students consider the biological characteristics of human beings, their adaptation to their environment, and development in the context of various forms of animal life. In cultural anthropology students learn about the culture of specific peoples, past and present, as well as those components of culture found universally among human societies.</p>	<p>This course focuses on an investigation of one or more cultures in a geographic region of the world today; for example, cultural studies of Africa, the Middle East, Latin America, Asia, or Southeast Asia. The course covers geographic settings; the population, the stature and roles of women and minority groups; and processes of cultural change and exchange. Students learn about the cultures historical, economic, and political developments, including nation building across time. The course may include an in-depth study of one or more different cultures to expand the students understanding of cultural diversity and provide balance in the representation of ethnic groups and societies around the world.</p>
AP HUMAN GEOGRAPHY A/B (Non-core, College preparatory)	AP PSYCHOLOGY A/B (Core, College preparatory)
<p>The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the</p>	<p>The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While</p>

<p>systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012)</p>	<p>considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.</p>
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Language Other Than English

Students are required to take at least two years of a Language other than English in the same language; three years are recommended.

LANGUAGE OTHER THAN ENGLISH	
<p>SPANISH 1-2-3 A/B (Non-Core, College preparatory)</p>	<p>AP SPANISH LANGUAGE AND CULTURE A/B (Non-Core, College preparatory)</p>
<p>This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.</p>	<p>The course is designed to parallel third-year college-level courses in Spanish composition and conversation. Building upon students' prior knowledge of Spanish, the course develops the students' ability to understand and express themselves accurately, coherently, and fluently in Spanish. In the course, students develop a large enough vocabulary to understand literary texts, magazine/ newspaper articles, films, and television productions.</p>
<p>AP SPANISH LITERATURE AND CULTURE A/B (Non-Core, College preparatory)</p>	<p>WORLD LANGUAGE 1-2-3 A/B (1 and 2 Core, College preparatory, 3 Non-Core, College preparatory)</p>
<p>The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is</p>	<p>This course is designed to teach students about the language and culture of the people where the world language is spoken. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the culture by acquainting students with art, literature, customs,</p>

examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).	and history of the people where the world language is spoken.
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Computers & Technology

Students are required to take at least one year of Computers & Technology.

COMPUTERS & TECHNOLOGY	
COMPUTER LITERACY 1 A/B – Computer Science in the Modern World (Non-core, Non-college preparatory)	COMPUTER LITERACY 2 A/B – Computer Science in the Modern World (Non-core, Non-college preparatory)
In this course, students learn to use computational thinking to develop algorithmic solutions to real-world problems. They will begin to understand the different levels of complexity in problem solving and to determine when team projects might generate more effective problem solutions than individual efforts. Students will learn and use a programming language(s) and related tools, as well as appropriate collaboration tools, computing devices, and network environments. Finally, they will demonstrate an understanding of the social and ethical implications of their work and exhibit appropriate communication behavior when working as a team member.	Computer Science Concepts and Practices is a follow-up course to Computer Science in the Modern World. It is designed to harness the interests of those students wishing to further enhance their studies in the computing fields. In this course, students will begin to develop higher-level computing skills and apply them to a variety of subjects and disciplines. Students will learn how computer science impacts society and promotes change. Through the analysis of global issues, students will explore how computer science can help solve real-world problems using innovation, collaboration, and creativity. This course will also provide students with an opportunity to explore Computer Science as a potential career interest at the collegiate level.
WEB DESIGN A/B (Non-core, Non-college preparatory)	COMPUTER PROGRAMMING A/B (Non-core, Non-college preparatory)
This course introduces students to the Internet and World Wide Web. Students will study the history of the Internet, search engines, Web design process, navigation strategies, creation and editing of graphics, Web hosting services, and Web publishing. Webpage development will include coding HTML and CSS using a text editor and utilizing simple scripts to enhance webpages.	This course covers the principles and programming styles used in the design and implementation of contemporary programming languages. Students are introduced to the history of programming languages, language syntax and formal grammars, language processors such as compilers and interpreters, and generalized parsing strategies. The course focuses on particular language constructs and their realization in a variety of programming languages. A particular language such as Java Script, Java, C++ and C# are used to provide students with practical illustrations of various programming principles.
ROBOTICS A/B (Non-core, Non-college preparatory)	AP COMPUTER SCIENCE A A/B (Non-core, College preparatory)
This instructional program prepares individuals to design, develop, program, and maintain robotic devices. It includes instruction in the history and development of robotic devices; the types of robotic devices used in industry and their component makeup; computer control systems and robot computer language programming; troubleshooting techniques, especially for servomechanisms, microprocessors, and computer operation; and the integration of these devices and factors into a total manufacturing	The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

<p>system. The NGSS engineering standards addressed by this course fit within the Engineering, Technology and Applications of Science Disciplinary Core Idea. Specifically, the following NGSS standards are explored:</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p>	
<p>AP COMPUTER SCIENCE PRINCIPLES A/B (Non-core, College preparatory)</p>	
<p>AP Computer Science Principles introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles give students the opportunity to use technology to address real-world problems and build relevant solutions.</p>	

Visual & Performing Arts

Students are required to take at least one year of Visual and Performing Arts and chosen from the following categories: dance, drama/theater, music, or visual art.

VISUAL & PERFORMING ARTS ELECTIVES	
<p>AP ART A/B (Non-Core, College preparatory)</p>	
<p>This course covers the organization of art elements and principles and provides study of their application in two- and three-dimensional problems. Students analyze and use design principles in works of art from art history and many world cultures. Students learn to critique their work and the work of others and become more aware of design in their environment.</p>	
<p>MUSIC APPRECIATION A/B (Non-Core, Non-College preparatory)</p>	<p>DIGITAL ART A/B (Non-Core, Non-College preparatory)</p>

<p>This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.</p>	<p>This course helps students develop aesthetic criteria in order to create graphic art imagery using a microcomputer. The course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication. Students use the computer and digital tools to apply or formulate programs to communicate creative visual ideas, including animation, game production, and artistic aspects of Web site design. This course may also include aspects of the Cinematography/Artistic Videos course. Students study artists who practice these art forms and learn and practice critiques of these art forms.</p>
<p>PHOTOGRAPHY A/B (Non-Core, Non-College preparatory)</p>	<p>THEATRE/PLAY PRODUCTION A/B (Non-Core, Non-College preparatory)</p>
<p>This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn photographic techniques that may incorporate both traditional and contemporary (digital and multimedia technologies) traditions. They also participate in critiques and study the history of photography as a fine art, as well as the artists who use the medium of photography.</p>	<p>This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.</p>
<p>HISTORY/APPRECIATION OF THEATER ARTS/FILM A/B (Non-Core, Non-College preparatory)</p>	
<p>This course is for students who desire knowledge in the history of drama, plays, theater, and writers. The course may include the study of outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.</p>	

Health and Physical Education

Students are required to take two years of Health and P.E.

<p>HEALTH AND PHYSICAL EDUCATION I A/B (Non-core, Non-college preparatory)</p>	<p>HEALTH AND PHYSICAL EDUCATION II A/B (Non-core, Non-college preparatory)</p>
<p>This course is the first year of the high school health and physical education sequence. It includes the required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health.</p>	<p>This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas; gymnastics/tumbling, combatives, team sports, mechanics of body movement, and the effects of physical activity on dynamic health.</p>

Advisory

In grades 9 through 12, students participate in an Advisory program for 25 minutes a day, every day. Students in 11th and 12th grades also can elect take a year-long College Readiness class.

ADVISORY PROGRAM
ADVISORY 9-10-11-12 A/B (Non-core, Non-college preparatory)
Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Four-Year Plans, exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

COLLEGE READINESS 11 A/B (Non-core, Non-college preparatory)	COLLEGE READINESS 12 A/B (Non-core, Non-college preparatory)
The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.	The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School Personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

Engineering

NGSS and the new CA Science Framework includes Engineering as a Disciplinary Core Idea in teaching science. For the past two years, MPS science teachers have been using McGraw Hill Integrated Science (iScience) curriculum which encompasses engineering design and engineering principals in alliance with the national science framework. Therefore, in MSA-5 all students learn about engineering design, technology, and applications of science as part of their core classes.

MSA-5 offers a curriculum and educational plan that addresses all areas of STEAM. Our high school students take three years of science, while two are required, with a fourth year available as an elective. Students who qualify based on math performance and interests are offered AP Physics, which extends to eighth graders. Additional science electives are offered to middle students such as Science Olympiads and computers.

Technology is a key component to our instructional delivery model each room is equipped with laptops (1:1 student to computer ratio) and a blended learning model being utilized in many classrooms. Computer course are offered at all levels and are also available after school. We offer two different AP Computer courses at the High School level starting with all ninth graders taking AP Computer Science. Furthermore, Engineering is embedded in electives offered such as robotics, architecture and design. Please see the College Board approved course descriptions for an extensive explanation below:

High School Courses that Promote Engineering of STEAM include: robotics, AP Computer Science Principles, and AP Computer Science Course A.

Robotics (Course Overview from UC's A-G Management Portal)

Robotics is an intro course that will explore, via VEX robotics equipment, relationships between the field of mathematics, science, especially physics, and technology. The goal of this course is to get students interested in pursuing a field of study in STEM upon graduating from high school. The class is designed to introduce students to basic concepts, or advanced, depending upon their levels of expertise, in robotics. The class will give students the opportunity to work in groups of maximum three students in lab experiments. In these experiments, students will work together in building and testing a basic (or complex) VEX-based mobile robot.

Students will have the opportunity to learn about the historical development of robotics as a field. In addition, students will learn about programming using Robot C, and the importance of integrating different robotics sensors, and how these affect the control and mobility of their robots. The basic study of physics laws, via mathematics, and basic computer programming in Robot C, will be presented, and how these can be used to predict the basic mobile behavior of their robots, such as speed, acceleration, torque, and other key components that will affect their mobile robots.

Students will work in small teams of three students to do research, design, program, and construct a mobile robot using VEX equipment. The goal is to have in class competitions amongst each team, and other schools at the high school or collegiate level. Provided there is enough interested among the students during their competitions, the goal is to have the most competitive teams represent the Charter School at competitions held at other schools, or colleges, who have VEX competitions at the state level. Lastly, the course will assist the students in preparing formal resumes and portfolios for the projects they develop that will include basic academic skills, communication skills, people skills, problem solving skills, and using safety whenever they are using the VEX equipment, and the usage of technology.

Robotics will introduce students to the working principles and foundational knowledge of robotics, using mathematics and basic physics principles. Students learn to control mobile robots using VEX equipment programs. The students will write robotics programs using Robot C and Easy Robot C computer programming language to perform various tasks based on the sensory information of the robot. Students will also learn the mathematics involved and basic science principles from physics associated with the various movements of their robotics.

Through hands-on problem-based projects, students will develop critical thinking, problem solving, effective communication, and cooperative skills. VEX Robotics robots are an excellent platform to engage students on collaborative learning environments where science, technology, engineering, and mathematics come together. Besides using computers so that students can learn to design their own robots, they will also have the opportunity to build their robots themselves, and will also have the opportunity to write their own algorithms. The computer algorithms written by the students will enable the robots to become autonomous. At the same time, these algorithms will give the students the opportunity to solve potential problems with their designs using mathematics and science. Students will have access to our computer labs, and they will also be able to use their own personal computers to design, and to write their presentations about their robots.

The following general concepts will be covered in robotics:

- Students will gain competence as communicators both in written and oral form, via formal resumes, power point presentations, and presenting their robot designs to their classmates or audience in attendance at various VEX competitions.

- They will engage in critical thinking, problem solving, and cooperative team work.
- Students will have a basic understanding of the core concepts in computer science and robotics:
- Computer programming in Robot C and Easy Robot C.
- Software and algorithm development for applied problem solving.
- Motion control of VEX robotics robots
- Sensor fusion and sensory data processing.
- Students will learn to ask why and how, and will develop the confidence and motivation to explore technology and science on their own.
- The following computing and robotics concepts will be covered:
- Structured programming using Robot C and Easy Robot C (which is very similar to C++).
- Motion control of robotics
- Robotics sensor fusion and sensory data processing
- Using robotics to solve applied problems and/or word problems in mathematics and science with hands-on activities.

VEX Robotics Competitions (<http://www.vexrobotics.com/vex/competition>):

This program is specifically designed to make students of robotics compete inside the classroom using VEX equipment. These competitions are an easy way to engage students to integrate all facets of STEM education into the classroom. Students also have the opportunity to not only compete against other teams in class, but they also have the ability to go to VEX competitions held during the fall and spring semesters with students from middle, high, and college level. This is an excellent opportunity to network with other students whom have robotics at their schools, and they get to see how other students design robots with the available VEX equipment. These competitions do capture the students' attention, not only in their designs, but also to their programming skills, and to find possible solutions to any flaws that their robot designs might have. During the building and competitions, the students will have with their robots, they will be learning STEM concepts. VEX robotics also has a complete curriculum that can be used with all of their VEX equipment.

AP Computer Science A (Course Overview from UC's A-G Management Portal)

Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. This course will prepare students for the end-of-course AP Exam.

AP Computer Science Principles (Course Overview from UC's A-G Management Portal)

This course is designed to provide knowledge about architecture and design in school and for a career. Students will have an understanding of using research to learn about architecture design. Students also learn about floor-plans, elevations, building models, and using the program Google Sketch-up to create their own architecture. The course will use art and technology to provide the students an opportunity to create all different types of projects in architecture. Students will design drawings by hand and apply their knowledge so that they can create images using computer based programs. We will work on new skill enhancing design problems, individually designed projects, and work on a project that incorporates knowledge of sustainability in architecture. The class will switch between computer generated architecture and hand drawn architecture. The key rationale for the elective course is to give the

students overall information about architecture and design so that they can experience the importance of the career from a personal standpoint.

Magnolia Science Academy-5's Middle School Courses that Promote Engineering of STEAM

Computer Literacy

This introductory course in computers is designed to acquaint the students with techniques for using computers. Students learn key entry skills in order to use simple word processors, mathematical or database applications, and simple graphics programming. When school resources allow, teachers may introduce students to the Internet, where they learn about different search engines, e-mail, and the variety of educational resources on the Internet.

Arts are also offered starting at the Middle School level, and are continued through High School, offering students various AP Arts courses. Our arts classes range from We currently have a partnership with the Wallis Annenberg Foundation to enhance our current arts program. Additionally, we offer arts in our after school program to allow our students to obtain more experience in this field of study.

Lastly, math is an essential component to our academic program. Starting at the beginning of our students' career, we assess students' levels to ensure proper placement and support varying from enrichment course to advanced math placement. For our High School students, we require them to take 4 years of math (while 3 is required), offering 3 AP math course and providing advanced math college course through organizations such as Johns Hopkins and Stanford for those who qualify.

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

As detailed in "Success of the Innovative Features of the Educational Program," above, Magnolia Science Academy-5 distinguishes itself from other schools by incorporating an extraordinary support program that includes home visits, extended learning (before and after-school, weekends and school vacations) and parent and community engagement. Data-driven instruction, differentiation, and targeted interventions support students in achieving success. Our unique College Mentorship Program, Life Skills and College Readiness classes help students plan for college, stay on track and get equipped with necessary skills/credentials for a desired college major.

CURRICULAR AND INSTRUCTIONAL MATERIALS

MSA-5 utilizes California State Board of Education adopted instructional materials aligned with CCSS. The MPS Home Office works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources. Current curricula includes:

Math: McGraw Hill; *Enrichment/Intervention:* McGraw Hill, ALEKS, Ironbox (6-8), Glencoe Math Accelerated, Curriculum Associates' Ready Common Core, EngageNY, Singapore Math; Renaissance Learning Accelerated Math Program

Science: McGraw Hill; Integrated iScience (6-8); McGraw Hill Biology, Physics, Chemistry (9-12);

English Language Arts/ELD: McGraw Hill; McGraw Hill Study Sync (6-12); ELD Program-National Geographic Learning, Inside (6-8), Edge (9-12); *Enrichment/Intervention:* McGraw Hill, FLEX Literacy (6-12), Renaissance Learning Accelerated Reader Program, Rosetta Stone, BrainPOP ESL

Social Science: McGraw Hill, Networks (6-12); *Enrichment/Intervention:* Teachers' Curriculum Institute's (TCI) History Alive! Middle School Program

ELD: English 3D by Scholastic (Grades: 6-12), Inside by National Geographic Learning, part of Cengage Learning (Grades: 6-9), Wonders (Grades: Elementary), Edge Reading, Writing, and Language Curriculum by Hampton Brown (Grades: 9-12), Rosetta Stone (Grades: 6-12), BrainPOP ESL (Grades: 6-12), and DuoLingo (Supplemental; Grades: 6-12).

Teachers are invited to utilize a myriad of additional resources online and in print, in consultation with the Principal and leadership team.

COMPREHENSIVE COURSE LIST**MSA-5 middle School Courses****MSA-5 High School Courses**

Name	Grade	Name	Grade	A-G
Advanced Math	6th-8th	Advisory	9th, 10th	
AP Physics 1: Algebra-Based	8th	American Government	12th	A-G
Computer Literacy I	6th	AP Calculus AB	11th, 12th	A-G
Computer Literacy II	7th, 8th	AP Calculus BC	12th	A-G
English Language Arts 6	6th	AP Computer Science A	9th-12th	A-G
English Language Arts 7	7th	AP English Language Arts & Composition	12th	A-G
English Language Arts 8	8th	AP English Literature & Composition	11th	A-G
Foreign Languages-Turkish	6th	AP Spanish Language and Culture	11th	A-G
Foreign Language - Turkish	7th	AP Spanish Literature and Culture	12th	A-G
Foreign Language - Turkish	8th	AP Statistics	12th	A-G
Fundamentals of Art	6th	AP Studio Art: 2-D Design	11th, 12th	A-G
Fundamentals of Art	7th	AP United States Government & Politics	12th	A-G
Fundamentals of Art	8th	AP United States History	11th	A-G
Grade 6 Math - Common Core	6th	AP World History	10th	A-G
Grade 7 Math - Common Core	7th	Architecture and Design	11th, 12th	A-G
Grade 8 Math - Common Core	8th	Biology	9th, 10th	A-G
History - Social Science	6th	Chemistry	10th, 11th	A-G
History - Social Science	7th	Conceptual Physics	9th	A-G
History - Social Science	8th	Consumer Math	12th	A-G
Life Skills	6th	Desktop Publishing	11th, 12th	A-G
Life Skills	7th	Digital Arts	11th, 12th	A-G
Life Skills	8th	English 10	10th	A-G
Health & Physical Education	6th	English 11	11th	A-G
Health & Physical Education	7th	English 12	12th	A-G
Health & Physical Education	8th	English 9	9th	A-G
POWER ELA	6th	English 9 (Honors)	9th	A-G
POWER ELA	7th	Fundamentals of Arts	11th, 12th	A-G
POWER ELA	8th	Integrated Math I - Common Core	9th	A-G
POWER MATH	6th	Integrated Math II - Common Core	10th	A-G
POWER MATH	7th	Integrated Math III - Common Core	11th	A-G
POWER MATH	8th	Integrated Math IV - Common Core	11th, 12th	A-G
Earth Science 6	6th	Marine Biology	11th, 12th	A-G
Life Science 7	7th	Health & Physical Education I - HS	9th	A-G
Physical Science 8	8th	Health & Physical Education II - HS	10th	A-G
Science Explorers	8th	Physics	11th, 12th	A-G
Study Skills	6th	Physics (Honors)	11th	A-G
Study Skills	7th	Psychology	11th, 12th	A-G
Study Skills	8th	Robotics	11th, 12th	A-G
Sustained Silent Reading	6th	Service	11th, 12th	
Sustained Silent Reading	7th	Spanish I	9th	A-G
Sustained Silent Reading	8th	Spanish II	10th	A-G
		Spanish III	11th	A-G
		Study Hour	11th, 12th	
		United States History	11th	A-G
		Weightlifting	11th, 12th	
		World History	10th	A-G
		Designated ELD	9th-12th	A-G

INSTRUCTIONAL METHODS AND STRATEGIES

As detailed in the preceding sections, our instructional methods and strategies are based on success with similar populations of students. All MSA-5 faculty members use the *Understanding By Design* (“UBD”) model to backwards plan instruction, including differentiation for students in need of specific supports. As noted in the section on Professional Development, we ask all faculty to read the following seminal works: The following literature will be on MSA-5 staff’s reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano’s *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson’s *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov’s *Teach Like A Champion*.

We emphasize integration of the curriculum with cross-disciplinary learning on a daily basis. Teachers strive to make learning relevant and engaging for all students by employing a constructivist, project-based approach. Methods include a frequent emphasis on real world, practical applications of learning, and employ inquiry, research, reflection, problem-solving, and critical thinking. As they master content, students learn *how* to learn. Instruction is deeply rooted in thematic integrated instruction, including application-oriented activities such as projects that require students to utilize skills and knowledge from ELA, science, math, history, the arts, computer/technology and more. Often interactive and rooted in collaboration, the approach makes assignments meaningful and engaging and concepts authentic. Technology is integrated throughout the curriculum to ensure students develop the skills needed in college and career.

HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

All courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) including the Common Core State Standards (www.corestandards.org) and Next Generation Science Standards. Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards, including new CCSS standards, CA English Language Development standards, and designing lesson plans that ensure alignment to both.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

At MSA-5, every teacher has access to dedicated computers in their own classrooms to prepare teaching activities such as class documentary movies, presentations, etc. Wireless network access is available at MSA-5. Teachers use various types of technology during classroom instruction, including computer and projector, interactive technology tools, access to educational websites such as Discovery Education, BrainPOP, Renaissance Learning, Khan Academy, just to name a few. Furthermore, the Charter School utilizes computers to support the instructional and managerial needs, such as online grades and attendance information, online homework, and student progress reports for parents using the CoolSIS or equivalent, the student information system (“SIS”).

During intervention, teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill Publisher’s resources, Curriculum Associates’ Ready Common Core program,

Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, English 3D allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on common core and California content standards/framework which have not been achieved.

Students at MSA-5 develop their ability to use technology as a tool for learning, research, observation, and communication. The school has a one-to-one ratio and uses a computer based curriculum. MSA-5 encourages parents' active use of school's technology resources by offering free tutorial sessions on how to track student's performance using CoolSIS or equivalent and providing computer access to all parents. MSA-5 is aware of the fact that, given its target population, a high percentage of students may have either limited or no access to any computer outside the Charter School. MSA-5's computer science curriculum is designed for students with limited computer experience. Students requiring extra time with a computer have the opportunity to visit the computer lab after school.

GRADUATION REQUIREMENTS

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of "C" or better and that all high school students will pass all required courses and electives with a grade of "C" or better to graduate in 4 years with a minimum of 210 credits. Each high school course at MPS is semester-based and worth 5 credits. Our high school courses are submitted to UC Doorways and once approved are A-G aligned.

MSA-5 offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the UC/CSU "a-g" requirements. Specific requirements include:

- at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. These credits can be earned in middle school, but year requirements still apply. See below.
- enrollment in a math course for at least two years in grades 9-12 for a standard diploma (state requirement) and at least three years in grades 9-12 for an advanced or honors diploma. For example; a student may take Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.
- in order to participate in any senior activities (prom, grad night, senior picnic, and graduation), students must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of senior year.
- students have to fulfill all the graduation requirements to participate in the Graduation Ceremony.

Our students have the opportunity to

MSA-5 Graduation Requirements

Subject Area	Minimum Course Requirements	STANDARD Diploma	ADVANCED Diploma	HONORS Diploma
(a) History/Social Science	Three years	30	30	30

(b) English	Four years	40	40	40
(c) Mathematics	Three years (Four years recommended)	30	40	40
(d) Science	Two years with lab required; (Three years recommended)	20	30	40
(e) Language Other Than English	Two years in same language required. (Three years recommended)	20	20	30
(f) Visual & Performing Arts	One year	10	10	10
(g) Electives*	20-30 credits depending on diploma type.	30	30	20
Physical Education	Two years required.	20	20	20
Computers & Technology	One year required.	10	10	10
TOTAL REQUIRED CREDITS		210	230	240
AP Course / College Credit Requirements	AP courses can be taken to meet minimum requirements or as elective.	N/A	20	40
Other Requirements	Minimum Cumulative GPA Required Service Learning Hours	2.00 N/A	3.25 40 hrs.	3.50 40 hrs.

*Elective / AP course offerings may change depending on student needs/demands and availability of teachers and resources.

CREDIT RECOVERY OPPORTUNITIES

When students need extra help, the following supports are provided for all students in need including all student groups and students transferring in:

- a. Summer Session Credit Recovery
- b. Online Credit Recovery
- c. Academic Support classes in English and/or Math
- d. Tutoring After School or Saturdays

Students not completing graduation requirements by the end of the summer following their 4th year are welcome to attend a 5th year or until requirements are met.

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment, counselors work with individual students to create a Four-Year Plan to meet the requirements for graduation. This plan is monitored and updated once per semester during the school year. Counselors help ensure that each student is enrolled in appropriate courses, and that each student has the support he or she needs to successfully complete graduation requirements. Minimum requirements for a standard diploma align with UC/CSU A-G requirements.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (“WASC”)

MSA-5 is accredited by WASC through June 2019. Currently, the Charter School contributes members to participate on visiting committees. MSA-5 will follow up and complete all necessary steps for accreditation beyond June 2019.

INFORMING PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

All A-G courses at MSA-5 are transferable to other public schools, and meet the rigorous requirements for admission to the UC/CSU system. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student/Parent Handbook, which is available in both English and Spanish, and through meetings with the Dean of Academics & College Advisor. Every transfer student participates in an intake meeting which includes a review of his/her transcript and tracking towards graduation. Every exiting student will also receive a transcript to provide him/her with an official record of courses completed and credits earned. In addition, the Charter School's master schedule will be informed by student needs to ensure sufficient intervention opportunities are available for the student population.

Transitional Kindergarten – N/A

Not applicable.

Academic Calendar and Schedules

ACADEMIC CALENDAR

MSA-5 announces its annual calendar before the beginning of each instructional year. Following is a detailed calendar for 2017-18, followed by a more summary draft instructional calendar for the 2018-19 school year.

MSA-5 Academic Calendar 2017-18

Magnolia Science Academy-5
 18230 Kittridge Street, Redwood, CA 91335
 Phone: (818) 705-5876; Fax: (818) 705-5627
 msa5@magnoliapublicschools.org

July 2017				
Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

August 2017				
Mon	Tues	Wed	Thurs	Fri
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2017				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2017				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2017				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2017				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Go Lobos!

January 2018				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2018				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March 2018				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2018				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2018				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2018				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15

LEGEND / DISMISSAL TIMES	
	STUDENTS RETURN
	NO SCHOOL DAY
	REGULAR DAY (DISMISSAL AT 3:18 PM)
	SHORT DAY (DISMISSAL AT 2:00 PM)
	MINIMUM DAY (DISMISSAL AT 12:53 PM)
	SCHOOL STARTS AT 8:10AM

MPS Administrative Team Training	Tuesday, Aug-02
Teacher MPS Training	Aug 3-Aug 4
Teacher In-Service	Aug. 7- Aug. 11
School Orientation for New Students & Families	Friday, Aug-11
1st Day of School	Tuesday, Aug-15
Labor Day - No School	Monday, Sep-04
Back to School Night	Thursday, Sep-07
Progress Report-1	Thursday, Sep-21
Staff PD-Minimum Day	Friday, Sep-22
Parent Teacher Conferences Day-1	Thursday, Sep-28
Parent Teacher Conferences Day-2	Friday, Sep-29
Staff PD-No School	Friday, Oct-20
Progress Report-2	Friday, Nov-03
Veteran Day - No School	Friday, Nov-10
Staff PD-Minimum Day	Friday, Nov-17
Thanksgiving Break - No School	Nov. 20-Nov. 24
Final Exams - Minimum Days	Dec 13- Dec. 15
Report Card #1	Friday, Dec-15
Winter Break - No School	Dec. 18-January 5
First Day of 2nd Semester	Monday, Jan-08
Civil Rights Day / MLK Day- No School	Monday, Jan-15
Staff PD / Minimum Day	Friday, Feb-09
Progress Report-3	Friday, Feb-16
Presidents Day- No School	Monday, Feb-19
Progress Report-3	Thursday, Feb-15
Staff PD-No School	Friday, Mar-09
Staff PD / Minimum Day	Friday, Mar-23
Progress Report-4	Friday, Mar-23
Spring Break- No School	March 26- March 30
Cesar Chavez Day- No School	Monday, Apr-02
Parent Teacher Conferences Day-1	Thursday, Apr-12
Parent Teacher Conferences Day-2	Friday, Apr-13
Memorial Day - No School	Monday, May-28
Final Exams - Minimum Days	June 5-June 7
Last Day of School	Thursday, Jun-07
Staff Wrap Up Meetings	June 7-8
Report Card #2	Friday, Jun-08
8th Grade Promotion Ceremony	TBD

CAASPP Testing	
CAASPP Testing	May of 2018
MAP Test Dates	
MAP Test 1	August of 2018
MAP Test 2	TBD

2018-19 Draft Calendar

7/31	Administrative Team Training
8/2-10	Summer In-Service for Teachers
8/11	Student/Parent Orientation
8/14	First Day of School
9/3	Labor Day – No School
11/12	Veterans Day – No School
11/19-23	Thanksgiving Break – No School
12/17-1/4	Winter Break
1/7	First Day of Second Semester
1/21	ML King Day – No School
2/18	Presidents’ Day – No School
3/29	Cesar Chavez Day – No School
4/8-12	Spring Break – No School
5/27	Memorial Day – No School
6/14	Last Day of School

SAMPLE DAILY SCHEDULES

Students attend school from 8:00 a.m. – 3:08 p.m. each day, with early release at 1:50 p.m. on Tuesday.

MSA-5 Middle School Sample Schedules**Regular Day (Monday, Wednesday-Friday)**

	Grade 6 (32.5 Credits)	Grade 7 (32.5 Credits)	Grade 8 (32.5 Credits)	Instructional Minutes
Period 1 8:00-9:05	Physical Education	Integrated Science 7	Math 8	65
Period 2 9:08-10:03	Math 6	Math 7	Physical Education	55
Nutrition 10:03-10:13				0
Period 3 10:16-11:11	English Language Arts 6	Physical Education	History-Social Science 8	55
Period 4 11:14-12:09	Computer	History-Social Science 7	Integrated Science 8	55
Lunch 12:09-12:39				0
Period 5 12:42-1:12	ELD/SSR	ELD/SSR	ELD/SSR	30

Period 6 1:15-2:10	History-Social Science 6	Spanish	English Language Arts 8	55
Period 7 2:13-3:08	Integrated Science 6	English Language Arts 7	Fundamentals of Art	55
Total Instructional Minutes (with passing periods):			388	

MSA-5 Middle School Sample Schedules**Early Dismissal Day (Tuesday)**

	Grade 6 (32.5 Credits)	Grade 7 (32.5 Credits)	Grade 8 (32.5 Credits)	Instructional Minutes
Period 1 8:00-8:52	Physical Education	Integrated Science 7	Math 8	52
Period 2 8:55-9:37	Math 6	Math 7	Physical Education	42
Nutrition 9:37-9:47				0
Period 3 9:50-10:32	English Language Arts 6	Physical Education	History-Social Science 8	42
Period 4 10:35-11:17	Computer	History-Social Science 7	Integrated Science 8	42
Lunch 11:17-11:47				0
Period 5 11:50-12:20	ELD/SSR	ELD/SSR	ELD/SSR	30
Period 6 12:23-1:05	History-Social Science 6	Spanish	English Language Arts 8	42
Period 7 1:08-1:50	Integrated Science	English Language Arts 7	Fundamentals of Art	42
Total Instructional Minutes (with passing periods):			310	

MSA-5 High School Sample Schedules**Regular Day (Monday, Wednesday-Friday)**

	Grade 9 (32.5 Credits)	Grade 10 (32.5 Credits)	Grade 11 (32.5 Credits)	Grade 12 (25.5 Credits)	Instructional Minutes
Period 1 8:00-9:05	Computer Literacy 2 (HS Grad Reqts)	Physical Education 2 (HS Grad Reqts)	English 11 (A-G & HS Grad Reqts)	English 12 (A- G & HS Grad Reqts)	55

Period 2 9:08-10:03	Spanish 1 (HS Grad Reqts)	Chemistry (A-G & HS Grad Reqts)	AP Art (A-G & HS Grad Reqts)	Robotics (HS Grad Reqts)	55
Period 3 10:06-11:01	English 9 (A-G & HS Grad Reqts)	World History (A-G & HS Grad Reqts)	Physics (A-G & HS Grad Reqts)	Marine Biology (A-G & HS Grad Reqts)	55
Break 11:01-11:11					0
Period 4 11:14-12:09	Biology (A-G & HS Grad Reqts)	English 10 (A-G & HS Grad Reqts)	AP U.S. History (A-G & HS Grad Reqts)	AP Calculus (A-G & HS Grad Reqts)	55
Lunch 12:09-12:39					0
Period 5 12:42-1:12	ELD/Advisory	ELD/Advisory	ELD/Advisory	ELD/Advisory	30
Period 6 1:15-2:10	Integrated Math 1 (A-G & HS Grad Reqts)	Integrated Math 2 (A-G & HS Grad Reqts)	Psychology (A-G & HS Grad Reqts)	American Government (A-G & HS Grad Reqts)	55
Period 7 2:13-3:08	Physical Education 1 (HS Grad Reqts)	Spanish 2 (HS Grad Reqts)	Pre-Calculus (A-G & HS Grad Reqts)	Journalism (HS Grad Reqts)	55
Total Instructional Minutes (with passing periods):			378		

MSA-5 High School Sample Schedule**Early Dismissal Day (Tuesday)**

	Grade 9 (32.5 Credits)	Grade 10 (32.5 Credits)	Grade 11 (32.5 Credits)	Grade 12 (25 Credits)	Instructional Minutes
Period 1 8:00-8:52	Computer Literacy 2 (HS Grad Reqts)	Physical Education 2 (HS Grad Reqts)	English 11 (A-G & HS Grad Reqts)	English 12 (A-G & HS Grad Reqts)	52
Period 2 8:55-9:37	Spanish 1 (HS Grad Reqts)	Chemistry (A-G & HS Grad Reqts)	AP Art (A-G & HS Grad Reqts)	Robotics (HS Grad Reqts)	42
Period 3 9:40-10:22	English 9 (A-G & HS Grad Reqts)	World History (A-G & HS Grad Reqts)	Physics (A-G & HS Grad Reqts)	Marine Biology (A-G & HS Grad Reqts)	42
Nutrition 10:22-10:32					0
Period 4 10:35-11:17	Biology (A-G & HS Grad Reqts)	English 10 (A-G & HS Grad Reqts)	AP U.S. History (A-G & HS Grad Reqts)	AP Calculus (A-G & HS Grad Reqts)	42

Lunch 11:17-11:47	I				0
Period 5 11:50-12:20	ELD/Advisory	ELD/Advisory	ELD/Advisory	ELD/Advisory	30
Period 6 12:23-1:05	Integrated Math 1 (A-G & HS Grad Reqts)	Integrated Math 2 (A-G & HS Grad Reqts)	Psychology (A-G & HS Grad Reqts)	American Government (A-G & HS Grad Reqts)	42
Period 7 1:08-1:50	Physical Education 1 (HS Grad Reqts)	Spanish 2 (HS Grad Reqts)	Pre-Calculus (A- G & HS Grad Reqts)	Journalism (HS Grad Reqts)	42
Total Instructional Minutes (with passing periods):			310		

INSTRUCTIONAL DAYS AND MINUTES

Based on the sample school calendar and bell schedules above, the following table shows calculation of the instructional minutes that will be offered at the Charter School for the 2017-18 school year.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
6	Yes	129	388	37	310	14	268	0	0	180	54000	65274	11274
7	Yes	129	388	37	310	14	268	0	0	180	54000	65274	11274
8	Yes	129	388	37	310	14	268	0	0	180	54000	65274	11274
9	Yes	129	388	37	310	14	268	0	0	180	64800	65274	474
10	Yes	129	388	37	310	14	268	0	0	180	64800	65274	474

EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 – N/A

Not applicable.

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

The Principal establishes a hiring committee that may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant subject from MSA-5. The Home Office staff joins the school-level hiring committee as needed. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and MSA-5's years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule is used in the hiring process:

- In order to recruit new teachers, the Principal with the support of Human Resources will start advertising on frequently visited websites such as <http://www.edjoin.org> and in local newspapers by the beginning of February. Referrals from MSA-5's staff and parents will also be taken into consideration.
- The hiring committee will conduct interviews during the months of February through August to hire the teachers. The hiring committee will consider the Charter School's mission and the target student population in selecting the most qualified teachers for the positions available.

PROFESSIONAL DEVELOPMENT

Professional development occurs at the organizational level and within each school. In addition to ongoing professional development activities that support efforts to increase student academic performance, MSA-5 provides all staff with multiple opportunities to grow professionally. MSA-5 assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan in our Single Plan for Student Achievement, MSA-5 determines common staff development days, and tailors staff development to individual staff needs.

PROFESSIONAL LEARNING COMMUNITIES ("PLCs")

MSA-5 is organized into Professional Learning Communities by grade level and by department. PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans in our Single Plan for student Achievement, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

We use PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

As an implementation of the PLC at MSA-5, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff will produce an annual reading list recommended by the PLCs. The following literature will be on MSA-5's staff reading list: Alan Blankstein, *Failure Is Not an Option: 6 Principles That Advance Student Achievement in Highly Effective Schools*; Dr. Robert Marzano's *Classroom Management That Works: Research-Based Strategies for Every Teacher*; Carol Ann Tomlinson's *How To Differentiate Instruction In Mixed-Ability Classrooms*, and Doug Lemov's *Teach Like A Champion*.

SCHOOL-WIDE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (NWEA MAP, CAASSP, ~~CELDT~~/ELPAC, grades)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

5. Classroom strategies
6. Sharing promising practices
7. Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)
8. Support for students with academic challenges (IEP, 504, RTI, SSR, Accelerated Reader, Accelerated Math, Tutoring)
9. Discussion of student academic supports (peer tutoring, mentorships)
10. Long-term projects (science fair projects, English & history & math projects)
11. Integration/thematic units/horizontal alignment of the curriculum
12. Field trips
13. Discussions and strategies for students with behavioral problems
14. School/grade level wide incentive programs
15. Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap Up Meetings

MSA-5 staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

MSA-5 holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the Charter Schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

MPS believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (Dean of Academics, Principal and Chief Academic Officer). A rubric guides observation and allows for the development of constructive feedback. MPS' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

MPS administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program ("BTSA")

MPS provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

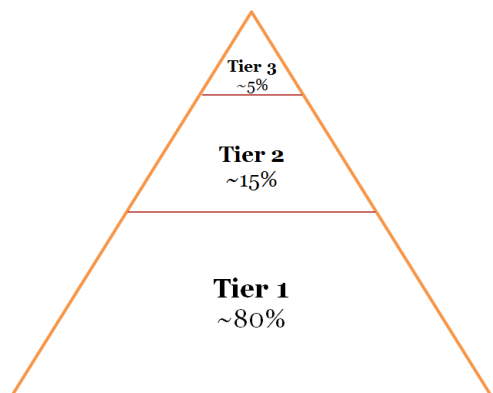
Ongoing Professional Development Program for Special Education

MSA-5 conducts ongoing in-services for special education. During the August in-service training a specialist trains our entire staff about services and programs related to students with learning disabilities. MSA-5's special education teachers train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the County and SELPA and attend a resource conference to hear from additional experts in the field of special education. In addition to the August sessions, MSA-5 conducts quarterly training sessions about special education. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute ("CPI"), prior to placement in the classroom.

MEETING THE NEEDS OF ALL STUDENTS

MSA-5 quickly identifies low-achieving students through frequent benchmark assessment and review of individual student data. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions, Accelerated Reader & Accelerated Math tests and teacher-designed tests.

MSA-5 utilizes a Response to Intervention tiered approach to student intervention and support. MSA-5 implements RTI through a Student Success Team (“SST”) process. The SST team re-evaluates the learning programs/placement of the student as part of its regular reflection cycle.



Where indicated, parents/guardians of struggling students are invited to meet with teachers to discuss possible intervention methods, and learn how they can participate in helping with their child's education. Parent-teacher meetings at the Charter School are frequently followed by home visits.

The Dedicated Time Intervention Model that is written into the schedule for the MSA-5 program is a flexible intervention that can be used with a variety of curriculum and varying schedules. The Principal idea in Dedicated Time is that a school

intentionally builds consistent math and ELA intervention time into the entire school schedule.

Various implementations are possible with the Dedicated Time Intervention Model. Implementation strategies may include:

- a. Intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- b. Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- c. Specialist, instructional assistant, and volunteer support during intervention time
- d. Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. McGraw Hill's publisher resources, ALEKS, Curriculum Associates' Ready Common Core program, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program, Achieve3000, and Buckle Down allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS and areas of growth.

Tiered intervention implementation is outlined below. Student progress is closely monitored through a well-integrated system of instruction and intervention guided by student assessment data.

Intervention Cycle and Process

MSA-5 uses the following to inform, monitor, and implement response to intervention strategies:

- Historical student data
- Data related to SBAC results and Spring MAP data from previous year
- Diagnostic data
- Fall MAP
- Progress monitoring
- Grades

- Interim Data
- Interim Block Assessment
- Interim Comprehensive Assessment
- Spring MAP
- Winter MAP (optional)

Tier 1: High- quality instruction, progress monitoring, differentiated learning, group interventions, classroom accommodations

The RTI process begins at Tier I with high quality instruction and universal screening of all children within the general education setting. Through the use of formative assessments such as the MAP test, schools establish a baseline to identify students who need additional support and struggling learners are provided classroom accommodations and differentiated instruction to meet their needs. Within Tier I, a student may receive the following supports:

- Adaptive programming in McGraw Hill’s ALEKS and StudySync
- Khan Academy
- BrainPOP ESL
- Discovery Education
- MyOn
- National Geographic
- 1:1 laptops
- Advisory/SSR

The length of time in Tier I interventions may vary, but generally do not exceed 8 weeks. During that time, schools will continue to evaluate student progress based on interim data such as Smarter Balanced Interim Block Exams, Comprehensive exams, and classroom assessments. At the end of this period, students showing significant progress are exited from interventions, while those needing more intensive supports are moved to Tier 2. A student success team is gathered to determine intensive support.

Tier 2: Targeted Interventions

Students not making adequate progress with Tier 1 interventions are matched with more intensive academic and/or behavioral support based on their needs. These services are provided by general education teachers, math and literacy coaches, and special education teachers. In small groups and within the general classroom setting, students may access:

- a) Power Classes (Math and English)
- b) Co-taught classes
- c) Push-in support
- d) Before and after school tutoring
- e) SSR/Advisory (see Course Description)

Students receiving Tier2 interventions may require a longer period of monitoring, however, it does not typically exceed a semester. Students who do not demonstrate progress are moved into Tier 3. While students who have shown significant progress are placed into Tier 1.

Tier 3: Intensive Interventions and Evaluation

In Tier 3 of the MPS RTI program, students receive individualized, intensive interventions that target specific skill deficiencies that include:

- i. All Tier 2 interventions

- ii. **Push-in and Pull-out support:** Education Specialists, Intervention Teachers, and Literacy Coaches provide push- in and pull- out support in core classes to learners receiving Tier 3 interventions. Support providers assist teachers in creating accommodations and differentiated learning experiences so that all students may access class materials. If it is deemed that students would benefit from further individualized support, they are pulled out for more intensive instruction.
- iii. **Study Skills classes:** Study Skills courses are taught by Education Specialists as an elective course for students in need of additional support in note taking, organization, exam preparation, assignment completion, and time management.
- iv. **Instructional aides in the classroom:** Instructional Aides support teachers with instruction by working individually with students, assisting in stations, clarifying instructions, and reteaching. IA's also provide behavioral support and reinforce the school's Positive Behavior Intervention and Supports ("PBIS").
- v. **Saturday School:** Students assigned to Saturday School work with teachers on foundational skills related to their coursework.
- vi. **Learning Center:** The Learning Center or Resource Classroom is designated as a space for both Special Education and General Education students to receive academic support from Education Specialists and Instructional Coaches. Students can complete assignments, test in small settings, use computers, and work with their peers on group assignments.

If the Student Success Team believes further intervention is necessary, then the student may be referred to special education or 504 services.

While Tier 3 students may access a variety of academic supports before and after school including tutoring, Saturday school, and teacher coaching, the majority of interventions are given throughout the school day to ensure that students receive the full benefits of their individualized instruction. Services in the learning center, push-in and pull-out assistance, instructional aides, and study skills classes are all provided to students during the school day.

Equitable Access to the Curriculum

MSA-5 utilizes an instructional program that emphasizes equitable access to the curriculum for all learners, including students with disabilities. These include:

Co-Teaching/Push-in/Pull-out Support- MSA-5 supports its exceptional populations by utilizing multiple methods of providing special education services. MSA-5 fosters an inclusive model of education. As such, Professional Development in the area of co-teaching allows teachers to grow their ability to educate and service students of varying abilities. In order to effectively implement a co-teaching model, special education and general education teachers are given time to co-plan and develop lessons so that students are provided appropriate supports and accommodations. Students who require additional assistance, receive services in a push-in or pull-out model where they receive more individualized attention.

Additionally, the digital formatting of our McGraw Hill curriculum allows teachers to collaborate on unit and lesson plans to ensure that all students' accommodations and needs are being addressed. This system is setup such that all students attend every class. The Special Education teacher and various paraprofessionals provide instructional support within the general education setting. This allows for all student groups to be supported while participating in the least restrictive environment throughout the day.

Embedded Supports- In addition to the on-site staff coordinated by the Special Education and/or RTI Coordinator, MPS contracts with an outside service provider to support children's learning needs, such as intervention specialists, speech and language therapists, and occupational therapists who work with teachers to provide the least restrictive and most accessible learning environment. Special education aides work directly in the classroom, providing customized support to students throughout the day, and are valuable members of the team.

Differentiated Instruction- Teachers at MSA-5 deliver a curriculum that is tailored to each student's interests and needs. This support includes accommodations, use of technology, and data-informed decisions, such as utilizing Lexile reading scores and bringing technology into the classroom.

ENGLISH LEARNERS

Magnolia Science Academy-5's endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that affects those students who are not fully proficient in English. We facilitate the acquisition and mastery of the English language as quickly as possible, while providing English Learners with access to the core content through specialized and targeted instruction, a research-based and state approved curriculum, and carefully differentiated instructional strategies. Magnolia Science Academy-5 also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

Magnolia Science Academy-5 implements a consortium-wide EL Master Plan.

Program Oversight

Consortium EL Coordinator

In order to most efficiently utilize Title III funds within the consortium, an English Learner Program Coordinator has been hired to provide direct supplemental services to ELs and teachers of ELs. The EL Coordinator supports implementation of MSA-5's EL Master Plan and program, as well as ensures that all EL services are being delivered to the member schools. Specifically, the EL Coordinator provides the following services to consortium member schools:

- Maintain, evaluate, and improve the EL Master Plan and program
- Lead the EL Coordinators at school sites, including facilitating team meetings and coordinating the EL program strategic planning process
- Oversee adoption and implementation of EL curriculum, including a newcomer program
- Oversee Title III improvement plan
- Support ELD/ELA teachers and provide appropriate professional development
- Conduct lesson demonstrations and facilitate classroom observations/walk-throughs to improve instruction for English learners
- Provide peer coaching to teachers

- Attend EL-related professional development and share resources with teachers

Teachers & Staff/Professional Development

Teachers providing specialized academic instruction for EL students at MSA-5 will hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English learners as required by law and in addition to holding the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. In addition to ongoing professional development activities, MSA-5 provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MSA-5 staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Staff also regularly analyzes student achievement data, including ~~C~~ELDT/ELPAC results. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MSA-5 staff continues to revisit for professional development. MSA-5 also schedules PD to cover the CA ELD standards, development of units of study in ELD and corresponding assessments, and integrated strategies to support ELs, as well as teacher observation and evaluation to monitor implementation of PD in the classroom. MSA staff is required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to ~~core~~-class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their children's progress

Overview of the EL/ELD Professional Development Plan for MSA-5:

Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Science Academy-5 and will include:

- ELD workshop for teachers at the MPS Summer In-Service (two-hour session with an elementary focus and a two-hour session with a secondary focus, presented by Dr. Alma Castro from CABE/Cal State Long Beach).
- Initial training for site-level EL Coordinators at the MPS Summer In-Service.
- The MPS EL Coordinator will provide an overview of the EL Master Plan, including program placement, progress monitoring, and reclassification to all MPS schools during the first two months of the academic year (approximately 5 schools per month).
- Sessions dedicated to ELD training for teachers at each MPS Teacher Symposium (Winter and Spring).
- ELD training and shared best practices at least once per month at the school-site level staff meetings.
- Every ~~core~~-teacher will be required to attend at least one third-party ELD training.
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education.

- viii. When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- ix. The MPS EL Coordinator will host two (one per semester) full day meetings for the site-level EL Coordinators.
- x. Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- xi. The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- xii. MSA-5 teachers will have an opportunity to attend a workshop that focuses on EL students who also have learning disabilities (e.g. LACOE workshops).

How the Program Will Meet the New State ELD Standards and use the Results of the **CELDT/ELPAC to Support and Accelerate Student Progress**

Our EL programs are based on the California ELD Standards. EL instruction will be grounded in the best available research on supporting ELs in an English immersion environment and guided by the CA ELD Standards and Framework. Students are expected to advance at least 1 ELD level annually as measured by the ELPAC. Additionally, teachers of ELs assess student progress towards attainment of the standards using a standards-based curriculum and assessments (Study Sync by McGraw Hill). The ELA/ELD curriculum has integrated and designated units of study built in, and these units are based on the CA ELD standards, as well as differentiated according to level. Teachers receive training on this curriculum at the beginning of the school year and also have access to webinars for development purposes.

If students are not making sufficient academic progress as indicated through ELPAC data, MSA-5 staff works together as a team to create individual action plans and modify the EL program as needed (see description of program monitoring and evaluation).

As mentioned above, we also ensure that our teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified (and hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment), and place a priority on hiring ELD teacher(s) that speak both Spanish (the majority of our ELs are Spanish speaking) and English. We also support teachers by providing regular and consistent professional development on English language development and standards, scaffolding and differentiation, program monitoring, and assessment of ELs.

Assessment:

Assessment of Initial Students - Newly enrolled students whose ELP is "To Be Determined" according to their Home Language Survey (and with no other documentation of their English language designation available) will be tested with the ELPAC. The ELPAC will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial ELPAC assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student's initial enrollment. Parents will be notified again of the student's official test results, once they are received. The official score provided by the test vendor is the score used by the Charter School to establish the student's ELP classification and placement.

Based on the initial student's performance on the ELPAC, he/she may be classified as an English Learner or an Initial Fluent English Proficient ("IFEP") student. If a student is classified as an IFEP student, he/she

will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed until he/she meets the reclassification criteria established by MPS according to state law.

Annual Assessment of Students - Students who are classified as ELs are tested annually using the ELPAC, beginning in Spring 2018. At this time, MSA-5 is awaiting further instruction from the CDE on the administration guidelines for the ELPAC.

Parent Notification and Placement of English Learners

Parent Notification: Parents of students who are administered the initial and annual ~~CELD~~TELPAC must receive notification of the following, within 30 calendar days of test administration:

1. A description of initial or annual ELP levels, and how they are determined
2. Current language classification
3. Program placement
4. Instructional program options, educational strategies, and educational materials to be used in each program
5. Reclassification criteria
6. Instructional program options for ELs with an IEP
7. Expected rate of graduation for ELs

Parents are also given the option to meet with a school administrator if they have questions regarding their child's assessment results, placement, or classification.

Using Assessment Results for Instruction: Teachers use a variety of assessments to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CA CCSS for ELA/Literacy and the CA ELD standards. MAP tests are administered at least two times a year. MSA-5 generates reports from MAP that includes student performance data for each test administration. The Charter School's leadership team and staff analyzes the student performance data and focus on addressing areas of need. Other assessments to monitor EL student progress include teacher-created ELD curricular assessments, Accelerated Reader tests, and Myon Reading tests, as well as assessments provided by the various publishers of our curriculum resources. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly	End of Unit/Quarterly	Year-End
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<p>Fall MAP Test</p> <p>ELPAC (used officially for initial assessments and to unofficially determine updated ELP for annuals)</p>	<p>Teacher created assessments</p> <p>Accelerated Reader and Myon tests during SSR</p>	<p>End of ELD curricular unit assessments (McGraw Hill Study Sync)</p> <p>Publisher provided assessments and resources</p> <p>SBAC Interim Assessments</p>	<p>Smarter Balanced ELA/Literacy test</p> <p>Spring MAP Test</p> <p>ELPAC</p>
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Provide Proficiency Levels with Meaningful Access for English Learners, Including Instructional Strategies and Interventions

All MSA-5 EL students are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level.

Designated ELD is defined by the CA ELD Framework as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” (2014) The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Secondary Designated ELD: Depending on the EL student's ELD level, he/she will be placed in either a designated ELD class, or will receive designated ELD in his/her core ELA class and/or during the Charter School's 25 minute Sustained Silent Reading (SSR) class period.

<i>Middle School - Grades 6-8</i>	
<i>Eligible Students</i>	<i>Program Description</i>
<p>ELD Levels 1-3 <i>Limited functional, somewhat functional, and moderately functional receptive and productive skills</i></p>	<ul style="list-style-type: none"> • EL students who are ELD Levels 1-3 receive one period of designated ELD. • This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas.

	<ul style="list-style-type: none"> Teacher differentiates language instruction based on ELD levels. Primary curriculum used is the designated component of McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
<p>ELD Levels 4 <i>Fully functional receptive and productive skills</i></p>	<ul style="list-style-type: none"> EL students who are ELD Levels 4 receive designated ELD in their English Language Arts class, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. Teacher differentiates language instruction based on ELD levels. ELA teacher works with site-level EL coordinator and Dean of Academics to determine which domains each student should focus on in order to reclassify. Primary curriculum used is the designated component of McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella's Academic Vocabulary Toolkit.
<i>Flexible program option: Supplemental ELD during Silent Sustained Reading period</i>	
All ELD Levels	<ul style="list-style-type: none"> Depending on the current EL population, an additional, supplemental ELD period may be provided to students. This period would take place during the Charter School's SSR period and would allow teachers to focus on language learning or domain areas of growth.

High School - Grades 9-12

<i>Eligible Students</i>	<i>Program Description</i>
<p>ELD Levels 1-3 <i>Limited functional, somewhat functional, and moderately functional receptive and productive skills</i></p>	<ul style="list-style-type: none"> EL students who are ELD Levels 1-3 receive one period of designated ELD, either during the Charter School's Advisory period, or during a non-core class. This ELD class will be scheduled so as not to interfere with a student's A-G requirements. This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. Teacher differentiates language instruction based on ELD levels.

	<ul style="list-style-type: none"> Primary curriculum used is the designated component of McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as Duolingo, No Red Ink, and Edge.
<p>ELD Levels 4 <i>Fully functional receptive and productive skills</i></p>	<ul style="list-style-type: none"> EL students who are ELD Levels 4-5 receive designated ELD in their English Language Arts class, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. Schools have the option to create a designated class for Levels 4-5 students during an Advisory class period. This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. Teacher differentiates language instruction based on ELD levels. ELA teacher works with site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. Primary curriculum used is the designated component of McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella's Academic Vocabulary Toolkit.

Integrated ELD - Grades 6-12

In addition to training on the ELD standards and framework, for integrated ELD, teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is "meant to empower teachers who haven't been formally trained in ESL with planning tools that make content comprehensible to their English language learners," while "providing ELLs with opportunities to build up their academic language" (2009) in the content classroom. Although the framework was developed for ELLs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym CHATS:

C – Content Reading Strategies

H – Higher Order Thinking Skills

A – Assessment

T – Total Participation Techniques

S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning. The MPS EL Coordinator will work with the site-level ELD Coordinators to train teachers and provide them with the resources needed to implement this framework.

Integrated ELD is built into our new curriculum for ELA (McGraw Hill's StudySync for secondary and Wonders for elementary). McGraw Hill will provide teacher training on how to use this new integrated ELD tool, and provide ongoing support as needed.

The Myon Reading Program has also been added as an option for schools interested in an alternative to the Accelerated Reader Program or Achieve 3000 Program. Myon provides access to bilingual texts and ELD support.

In addition to providing integrated ELD through the CHATS framework, teachers will use SDAIE strategies to facilitate access to the content for ELs. SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All MSA-5 teachers will be trained in SDAIE techniques (in addition to the CHATS framework).

During whole class instruction, teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons.

Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At MSA-5 teachers will employ the following SDAIE strategies to help their students:

1. Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught.
2. Provide instructions and messages in written and verbal form.
3. Build background knowledge before teaching a lesson.
4. Modify assignments for new students so that they can be successful doing a part of the class assignment.
5. Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
6. Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
7. Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
8. Provide concrete examples of words using flashcards, pictures and objects.
9. Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
10. Employ a variety of questioning strategies in order to determine the student's level of comprehension. Structure questions to student's level of language understanding.
11. Remain in continuous contact with the students by walking around the room and observing student work and behavior.
12. Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
13. Write assignments and other important information on the board.

Newcomers

14. A newcomer is defined by the U.S. Department of Education as a child or youth (ages 3-21) who was not born in any state and has not attended school in any state for more than three full academic years. At MSA-5, newcomers are identified upon enrollment in our Student Information System, and are carefully monitored by school administrators, coordinators, and teachers. Depending on the student's English language proficiency, he/she may be placed in a full-period block of designated ELD, where he/she will have an opportunity to build on foundational English language skills, as well as practice vocabulary and key concepts learned in his/her core classes. In addition to using the designated component of the McGraw Hill curriculum, a newcomer student will have access to language learning programs such as DuoLingo and Rosetta Stone, as well as BrainPop ESL, No Red Ink, and NewsELA. When possible, MPS will strive to obtain tutors that speak the student's native language to help build on prior knowledge, and provide additional clarification and support. Newcomers at MPS will have access to additional academic support through morning and after-school tutoring, Saturday school, and summer school.
- Newcomers are expected to make progress in their ELP of one level per year at MSA-5. Newcomers are carefully monitored for growth by the site-level ELD Coordinator. Newcomers are assessed at the beginning of the school year for ELP and also for proficiency in their native language via a writing sample and interview questions. If it is determined that additional academic or instructional support is needed, the site-level ELD Coordinator will work with school leaders and the MPS Coordinator to determine which programs, curriculum, or supports may be needed.
15. Newcomer students also receive targeted social-emotional support at MSA-5. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

Process for Annual Evaluation of the School's English Learner Program

Every year, the consortium EL Coordinator collaborates with teachers, school leaders, administration, and the MPS Board to review the Charter School's EL program for effectiveness. The effectiveness of our program is measured by how well it assists ELs in attaining proficiency as well as meeting academic achievement and content standards. This process includes a survey of teachers, school leaders, and other stakeholders, and an analysis of reclassification rates and assessment data to evaluate whether the EL program is effectively meeting the needs of our students.

Based on the information gathered during this process, and if needed, the program is modified and improved. An action plan is written to address areas of need. This action plan addresses various elements of the existing program, including the curriculum, designated and integrated ELD, strategies

and frameworks utilized, amount of time dedicated to ELD, student portfolios, staffing structure for ELD, and available interventions. The action plan is reviewed and discussed by the consortium academic team, and the appropriate, recommended changes are made to the EL Master Plan and Program before being reviewed and approved by the MPS Board.

Process and Specific Criteria for Reclassification

MSA-5 uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: assessment of English language proficiency (and ELPAC), comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test and/or MAP Reading test scores, teacher evaluation, and parent opinion/consultation. The established criteria for reclassification are as follows:

	Grades 6-12							
English Language Proficiency Assessment	ELPAC: Annual students will take the first ELPAC in Spring 2018. Guidance from the CDE regarding reclassification criteria is forthcoming.							
Basic Skills Assessment	NWEA MAP: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:							
		Fall	Winter	Spring		Fall	Winter	Spring
	Gr. 1	167	170	173	Gr. 6	200	204	206
	Gr. 2	173	176	179	Gr. 7	205	208	210
	Gr. 3	179	187	191	Gr. 8	208	211	212
	Gr. 4	191	197	200	Gr. 9	211	213	215
	Gr. 5	197	202	204	Gr. 10	214	216	218
					Gr. 11	217	219	221
					Gr. 12	220	222	224
	~OR~							
	SBAC: ELA/Literacy score of 2 (Nearly Met) or above							
Teacher Evaluation	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.							

Parent Consultation	Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child's eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the Charter School using a form provided by the school site.
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Process for Monitoring Progress of English Learners and Reclassified to Fluent English Proficiency ("RFEP") Students

EL students are consistently monitored by on-site EL Coordinators, teachers, and school leaders. Coordinators monitor student progress by analyzing scores and data, assessing samples of student work, and following up regularly with the student's ELA/English teachers and ELD teachers to discuss the student's progress. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, enrichment classes, meeting with parents/guardians, and the creation of an action plan to address areas of need.

As noted, teachers regularly evaluate students' ELD progress by examining data, and modify their instructional practices to better serve each student as needed. In order to document progress, EL Coordinators maintain an ELD portfolio for each of the Charter School's EL students. This portfolio is used to monitor student progress at their targeted ELD level. EL Coordinators, in collaboration with teachers, use these portfolios to collect student work samples, assessments, and monitor progress towards proficiency in English. Portfolios are reviewed regularly. The school site EL Coordinator reviews the portfolio as well as the cumulative folder for each student early in the fall semester in order to provide teachers with the most accurate reflection of the student's progress to date. The goal is for each student to progress by at least one level per year on the ~~CELDT~~/ELPAC until they can be reclassified.

The following items are the minimum requirement for ELD portfolios:

- MPS EL Progress Monitoring Form (Post Reclassification form if the student has been re-designated)
- Copies of ELPAC ~~(and, as applicable, previous CELDT)~~ and MAP scores
- Copies of SBAC scores
- Writing samples
- Interview questions for recorded oral language samples
- "Road to Reclassification" form to be filled out and reviewed by EL student

Portfolios will be maintained for a period of four years after the student reclassifies. Site level EL coordinators will monitor MAP and SBAC scores, and ELA grades using the "Post Reclassification" form found in the EL Coordinators' Google folder. If a reclassified student falls below basic on the aforementioned assessments, or receives a 70% or below in ELA, he/she will meet with the site level EL Coordinator and Dean of Academics to determine if any intervention or additional support is needed.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELs) AND/OR AT-RISK OF BECOMING LONG TERM ENGLISH LEARNERS

A Long Term English Learner (LTEL) is defined as a student who has been enrolled in a U.S. school for more than six years. MPS is committed to providing these students with the support that they need to reclassify by thoroughly assessing their academic data and providing structured and targeted ELD

instruction based on their needs and areas of growth.

All LTELs at MSA-5 are placed in rigorous courses designed to meet their college readiness requirements. They receive grade-level instruction that is taught using differentiated strategies, and are placed with English proficient students in core and elective courses.

At the beginning of the school year, school leaders and site-level EL coordinators will determine who their LTEL students are, and mark them in the student information system. They will review redesignation data, and determine what has prevented the student from reclassifying (MAP score, ELPAC score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action is created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan.

Beginning in the 2017-18 academic year, LTELs at MSA-5 (grades 6-8) will also be placed in a specialized "Power English" course for one semester. This class does not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed. LTELs in grades 9-12 will receive in-class, individualized support from a support teacher to further expedite their reclassification.

In addition to the above-mentioned supports, MSA-5 will focus on the following strategies for improving academic outcomes for LTEL students:

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary.
- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR ENGLISH LEARNERS WHO ARE IDENTIFIED AS SPECIAL EDUCATION STUDENTS

For English Learners who have special education needs, early intervention strategies must be implemented as soon as intervention support has been provided and adequate gains have not been made. Early intervention means that "supplementary instructional services are provided early in students' schooling, and that they are intense enough to bring at-risk students quickly to a level at which they can profit from high-quality classroom instruction" (Madden, Slavin, Karweit, Dolan, & Wasik, 1991, p. 594). Examples of early intervention in special education for ELs include collaborative teaching, peer

and expert consultation, teacher assistance teams, and alternative programs such as those that offer supplemental services provision and specialized instruction in the context of general education. At MSA-5, our students have access to high-quality instruction designed to help them meet high expectations. Teachers will employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; using visual supports and providing individual guidance, assistance, and instruction to fill gaps in background knowledge.

MSA-5's staff works collaboratively as a team to serve students who are dually identified. This team includes trained teachers, an EL Coordinator, the resource specialist, and a school psychologist. All parties involved work strategically with the stakeholders to assess, action plan, monitor, and support student achievement.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

MSA-5 is committed to supporting gifted and highly capable students in a safe, caring environment that promotes a college preparatory, STEAM education. Within all classes, teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group. School site academic administrators monitor student progress through our SIS system.

MSA-5's identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research-based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MSA-5 includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.

Students partake in the *Otis- Lennon School Ability Test (OLSAT)*. The OLSAT is a multiple choice test that is comprised of both verbal and nonverbal questions. It's used to measure a child's critical thinking and reasoning skills.

Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

GATE teams, comprised of the GATE coordinator or Special Education Teacher, Academic Dean, and General Education teacher, review all pieces of data and then make a determination of eligibility. All students will be monitored by our school site academic administrators through our SIS system.

Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning. Through Honors classes, AP classes and dual enrollment classes, students who demonstrate high achievement, interest and/or ability are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research.

In addition, enrichment activities supplement learning for our advanced students both within and outside the regular classroom and expose students to STEAM programs early on in their educational careers. Activities may include but are not limited to:

- Math: American Mathematics Competitions, International Mathematics Olympiad, MathCounts
- Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl
 - Academic Decathlon
 - Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, VEX Robotics

Congressional Award Program (CAP)

This voluntary mentorship program is designed to help qualified students improve their skills in academics, athletics, character education, leadership, and voluntary public service. CAP is based on a committed long-term mentor-mentee relationship that encourages and equips students for life-long learning and prepares for admission into top world and U.S. colleges. Students in the CAP program commit to program goals and requirements that include weekly, monthly, and annual benchmarks. Parents are involved and community resources are used to implement a successful program. Through this program, students are eligible to receive a bronze, silver, or gold Congressional Award.

Accelerated Pathways

Students may participate in the following advanced educational opportunities:

- AP
- Honors
- Accelerated Math
- Clubs
- GATE Identification

- Online Course Options
- Dual enrollment at Community College

STUDENTS ACHIEVING BELOW GRADE LEVEL

MSA-5 identifies low-achieving students in the first days of the academic year, and implements early intervention where indicated, pursuant to the RTI model of tiered interventions detailed above. As detailed throughout this petition, MSA-5 teachers meet regularly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CAASPP, School/teacher assessments) is disaggregated and subject teachers work on the data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are identified and analyzed. Student progress is monitored by teachers who utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Goals are set with the students for specific subject areas based on the assessment data that are aligned to students Four-year Plan. Teachers differentiate instruction per their students' cognitive and social needs.

Targeted English and Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, an Academic Success Plan (ASP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such ASP's include subject-related readings, additional homework, and mandatory after-school tutoring.

The subject teachers and the Dean of Academics monitor each student's academic progress. Parents remain informed of their student's academic progress during this process via parent-student-teacher meetings and parent access to student grades and progress reports through the online school information system.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

The instructional design of MSA-5 addresses the needs of low-income and socio-economically disadvantaged students, who make up the overwhelming majority of our enrollment. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Home visits, motivational guest speaker programs, parent meetings, university and college visits, and instructional field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students through the use of MSA-5's data cycle.

STUDENTS WITH DISABILITIES

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School shall be its own local educational agency ("LEA") and shall apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School shall consider membership in the following SELPAs: Los Angeles County SELPA, Southwest SELPA, and El Dorado County Charter SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to LACOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the County with evidence of membership. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team shall be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of

any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing

approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

STUDENTS IN OTHER STUDENT GROUPS

Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs are all cared for in our supportive school community. These students are identified through teacher/family/staff referral. Our Student Success Team process ensures these students receive any additional supports or interventions they may need, including referrals to outside agencies that may assist them or their families. We track the progress of these students carefully through the use of MSA-5's data cycle and ensure our school supports them in achieving success and realizing better futures for themselves and their families.

Education for Foster Youth

MSA-5 recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, MSA-5 shall provide them with full access to our educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in our LCAP.

As detailed in our "Education for Foster Youth Policy," in order to help facilitate the enrollment, placement, and transfer of foster youth to MSA-5, we have designated the CEO/Superintendent as the Foster Youth Liaison. The Foster Youth Liaison, in consultation and agreement with the foster youth and the individual assigned educational rights, shall make educational and placement decisions in the best interests of the foster youth.

Best interests mean that consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth has equitable access to the academic resources, student services related to counseling and health, supplemental instruction, and extracurricular and enrichment activities that are available to all MSA-5 students. MPS will make appropriate referrals to ensure that eligible students in foster care receive necessary special education services and services under Section 504 of the Federal Rehabilitation Act of 1973. Additionally, it will collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies. MPS will develop protocols and procedures for creating awareness for its staff, including but not limited to, the Principal, teachers, attendance clerks, and office staff, of the requirements for proper enrollment, placement, transfer and support of foster youth.

Education for Homeless Youth

MSA-5 refers to "homeless youth" as individuals who lack a fixed, regular and adequate night-time residence due to economic hardship. It includes children and youths who (42 USC 11434 (a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Have a primary night-time residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth may be considered homeless if they meet the above definition of "homeless"

The Principal of MSA-5 shall serve as the Homeless Liaison for homeless students ((42 USC 22432 (g)(1)(J) & (e)(3)(c).)

The Principal who serves as the Homeless Liaison shall ensure that:

- Homeless students are identified by Charter School personnel and through coordination activities with other entities and agencies
- Homeless students enroll in, and have full and equal opportunity to succeed at MSA-5
- Homeless students and families receive educational services for which they are eligible
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless children and youth shall be provided services comparable to those received by other students in the Charter School, including transportation services, educational programs, services provided under Title 1, programs for students with disabilities, programs for students with Limited English Proficiency (“LEP”), vocational and technical programs, gifted and talented programs, and school nutrition programs.
- The Principal or designee will monitor Homeless students’ progress.

“A TYPICAL DAY”

If prospective sixth grade students spent a day visiting MSA-5, they would notice students on campus before school began, from about 7:30 a.m. to 7:55 a.m., some having breakfast (as part of the federal meals program) and visiting with friends, others having breakfast and working on an assignment, perhaps with the help of an older student or an adult tutor. As it nears time for class to begin (8:00 a.m.), they would see students heading toward their classrooms.

These prospective students would observe enthusiasm in both the teachers and students. Visitors would see students in a math lesson (or any other class) where the teacher is working with half the students while the rest are working online. In the computer lab, students are seen working on a core content course during their technology integration class, focusing on applying technology skills to the current unit of study. In a science class, the teacher leads a class discussion to develop theories based on a specific inquiry for the upcoming lab. In the Advanced Math class students are tackling math brain teasers in groups. Another class is conducting an electrolysis experiment and observing the production of hydrogen gas from water. The Robotics class is working in teams designing, building, programming and testing their robots to evaluate whether the robots can accomplish the tasks they are designed for. Students are using STEAM and writing skills in a hands-on project that reinforces their learning. They would see sixth graders singing about the life cycle of a frog, and other sixth graders describing the ecosystem of the desert to their peers, some in Spanish. Visitors would see students were having fun and were engaged as they learned.

The prospective sixth graders would be intrigued by how the teachers used fun technology to explain things. One teacher would be seen introducing a poem about a pond through a PowerPoint with pictures of the pond, pond creatures and even a picture of the author when he was a kid and playing in a pond. Then she would use a smart board to show her students information on the web about the author, with the class continuing to research links on the web and read more about the author and his other poems.

What the prospective student visitors might see but not be able to put into words is that teachers were using the inquiry-based method:

- Open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations)

- Student responses and questions
- Student collaboration designing experiments or methods of inquiry
- Team experiments “data” gathering
- Student presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)

At lunch, they would observe all students practicing proper manners and good dining skills, and conversations taking place at an appropriate volume. A balanced lunch is provided, through the federal meals program, and students are encouraged to drink plenty of water. Visitors might see one of our frequent guest presenters during the lunch hour, such as a local college rhetoric instructor hosting an informal chat on the history of public speaking.

The after-school program is similarly appealing to visitors. The prospective new students would see students staying after school, from 3:00 p.m. and 4:00 p.m., to participate in clubs, service learning projects, preparation for local, national and/or international competitions, and access to free tutoring by teachers, volunteers and advanced students. By the time the visiting students went home teachers were engaged in discussion with parents regarding the progress of their children and discussing cooperative strategies and action plans. And on shortened days, teachers participate in staff development meetings, from 2:30 p.m. to 4 p.m., to discuss daily school operations, participate in formal professional development and collaborate with their peers. Teachers share experiences and upcoming school wide projects are organized.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607-52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated,~~ by the charter school.” (Ed. Code § 47605(bc)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(bc)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California code of regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see See Element 1, Section 10, *The Requirements Of California Education Code § 47605(Bc)(5)(A)(ii)*.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(Bc)(5)(A)(ii)*.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important to tracking performance progress and provide key data about the efficacy of MSA-5’s academic program. This data is used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. The Principal, staff, and teachers of MSA-5 are held accountable by the MPS Board of Directors for meeting student outcome goals.

The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-5 also uses the Smarter Balanced Interim Benchmark Assessments and Block Assessments approximately five times a year that are designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. The Smarter Balanced Interim Assessments¹ are specifically designed to provide the following:

- Meaningful information for gauging student progress throughout the year toward mastery of the skills measured by the Summative Assessments
- Assessments of the CCSS, which can be used at strategic points during the school year.

MSA-5 administers both the Interim Comprehensive Assessments (“ICAs”) and Interim Assessment Blocks (“IABs”) to assess student learning and inform instruction.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year. As explained above in Element 1, students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE’s website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. McGraw Hill’s publisher’s resources, Curriculum Associates’ Ready Common Core program, and Accelerated Math² programs allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on CCSS/frameworks which have not been achieved.

Teachers also, with the help of published materials, create standards-aligned formative assignments and tests that are evaluated using rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Assessment	Purpose/Performance Expectations	Grade	Timeline
Internally-Created Tests and Performance Tasks (presentations, papers, experiments, etc.)	Measure standards mastery across all courses/subjects.	6-12	Daily and/or weekly
Publisher-Designed Assessments	Assess mastery of unit/lesson content.	6-12	End of unit/end of semester or year.
AP Exams		8-12	In May
CAASPP	State Criterion-Based Assessment in ELA and Math	6-8, 11	In May

¹ <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>

² The Charter School reserves the right to utilize alternate [resources/curriculum/vendors/providers/etc.] as long as consistent with applicable law and the needs of the Charter School, and as adopted by the Charter School administration and/or MSA Board of Directors, as applicable.

California Science Test (CAST)	State Criterion-Based Assessment in	8, 10	In May
NWEA MAPs	National Normed-Referenced assessment in ELA and Math	6-11	September, December (optional), and June
PSAT/SAT/ACT		7-12	October, November, or December
ELPAC	Measure language acquisition	6-12	Initial: within 30 days of enrollment Annual: February to May
SBAC /Interim Assessment Blocks	To support teaching and learning throughout the year	6-8, 11	Throughout the year
SBAC Interim Comprehensive Assessment Block	Designed to provide meaningful information for gauging student progress	6-8, 11	February
PFT	To assist students in establishing lifetime habits of regular physical activity	5, 7, 9	February to May

DATA ANALYSIS AND REPORTING

As discussed extensively in Element 1, teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-5 utilizes diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments are aligned to the Charter School's mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long range planning of the Board of Directors.

The Charter School's staff, led by the Dean of Academics, department chairs, and intervention/enrichment coordinator, collects, analyzes and reviews the results of school-wide assessments and recommend modifications, if they are needed, to the Charter School's curriculum and other programs at the end of every semester.

Parents are apprised of their students' progress through quarterly report cards. The Charter School records grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, MSA-5 has computers on campus available for parent use.

COOL SIS: MSA-5's "COOL" SCHOOL INFORMATION SYSTEM OR EQUIVALENT

MSA-5 uses CoolSIS or equivalent for its internal school information system. Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables MSA-5 administrators to create and print any reports within seconds. The system can produce more than 100 pre-designed reports including CA State Average Daily Attendance and CalPads reports as well as

empowering administrators to easily design reports customized to their needs. CoolSIS or equivalent is a great asset to MPS such that:

- CoolSIS or equivalent empowers Home Office staff to supervise schools easily from anywhere. Home Office staff can take a snapshot of MSA-5 at any time in any aspect including past data.
- This custom-made system is highly adjustable according to the charter schools' needs and is continuously being developed to meet specific demands as they arise.
- Longitudinal studies can be performed using CoolSIS or equivalent.

Illuminate Education is built for educators, by educators. Illuminate's mission is to create tools to promote educator and student success. They focus on student achievement and provide the teacher a tool to do it all. Assessments, report cards, gradebooks, data analysis and parent communication will no longer be in multiple places but be entered in one place, one system. Site-level educators can analyze trends, instructional leaders can shape curriculum, and teachers can make improvements and provide differentiated instruction.

Illuminate helps free our data. No matter where the data lives you can now see it all in one place. Therefore, we can make real-time, data-informed decisions. We can get a holistic view of the students. From groups to individuals, we can visualize the data based on academics, demographics, attendance, social-emotional, and quantitative ways.

Once we have the students' data, we can analyze it through 23 pre-built assessment reports or custom reports based on what we need. We can start intervention sooner to use it as an early warning system that helps identify at-risk students based on factors you determine. Students can feel empowered to take ownership of their learning by viewing assessment results and teacher feedback to see opportunities for growth.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At least two progress reports and two report cards are mailed home per year. Progress reports are not final and indicate a student's performance to-date in the semester. Report cards are issued at the conclusion of each semester. Report cards are mailed home and include final grades that are reflected on a student's transcript.

At MSA-5 course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department works with the Department Chair in conjunction with the Charter School's Dean of Academics to develop specific and consistent weights for each component, to be shared with parents and students.

MSA-5 follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and 5.0 (Honors weighted) scale for Advanced Placement and honors courses.

MIDDLE SCHOOL GRADE PROMOTION

In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grades are then converted to a letter-grade and grade-point equivalent for grade point average ("GPA") calculations. To earn credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7).

To be promoted to the next grade, a middle school student must have a 2.0 GPA and passing end-of-the-year grades in all core courses before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the Charter School administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies. A detailed description of our student appeals can be found in our Student/Parent Handbook.

HIGH SCHOOL GRADE PROMOTION

In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course.

To be promoted to the next grade, a high school student must have a 2.0 GPA and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.) A detailed description of our student appeals can be found in our Student/Parent Handbook.

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

ELEMENT 4: GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(bc)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the County within 30 days of adoption.

Charter School shall send to the County copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the County copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The County Board reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the County, and shall cooperate with the County regarding any inquiries.

NOTIFICATION OF THE COUNTY

Charter School shall notify LACOE in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify LACOE in writing of any internal investigations within one week of commencing investigation. Charter School shall notify LACOE within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to LACOE any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter

School also acknowledges that, as part of its oversight of Charter School, LACOE may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

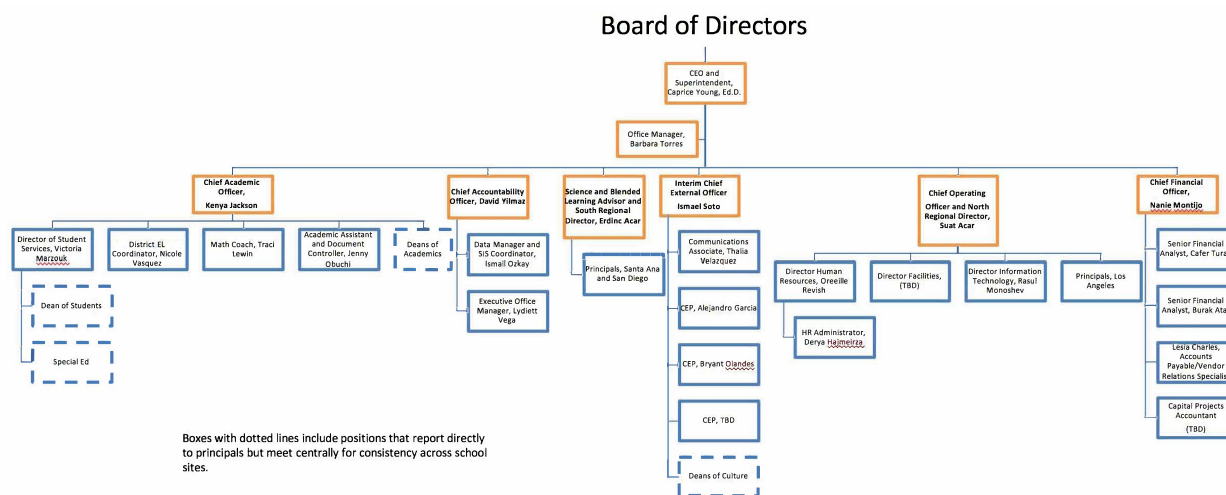
NONPROFIT PUBLIC BENEFIT CORPORATION

Magnolia Science Academy-5 is a direct funded independent charter school operated by the Magnolia Education and Research Foundation, doing business as Magnolia Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law. The MPS Board of Directors is responsible for the oversight of MSA-5. The Board delegates all school management decisions, such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy, to the Chief Executive Officer/Superintendent of MPS and lead school site staff.

ORGANIZATIONAL CHARTS

The following briefly details the roles of the Home Office lead staff, followed by an Organizational Chart for the school site.

MPS ORGANIZATIONAL CHART:



(A school site organizational chart is included below.)

Magnolia is structured as a single 501c3 not-for-profit organization which includes both the home office and the ten school sites. ~~MSA-5 leases its facilities from LAUSD~~ MSA-5 is located on a private site located at 18220 and 18238 Sherman Way, Reseda, California 91335. The school site personnel report to their site principal who, in turn, reports to the home office Regional Director. The Regional Director ensures that the school site receives effective operational, academic, and financial support from the home office staff on a shared basis with the rest of the Magnolia schools. The leadership and board receive financial reports broken out by site (each school and the home office) and annual independent school audits, as well as a consolidated audit, conducted by outside auditors (in addition to all required reviews).

BOARD OF DIRECTORS

The MPS Board of Directors (“Board”) is responsible for overseeing Magnolia Science Academy-5’s operation and governance. The Board is responsible for hiring and supervising the CEO. (See below for further details about the Board’s role and operation.)

MAGNOLIA PUBLIC SCHOOLS HOME OFFICE (“HOME OFFICE”)

The Magnolia Public Schools Home Office executes the decisions and policies set by the Board. Through the Home Office, MPS establishes its educational mission in all MPS schools. The Home Office provides services to the charter schools, supports and holds accountable the charter schools for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the charter schools to receive services at a lower cost. The services of the Home Office include, but are not limited to:

- Academics
 - Academic standards, assessment, compliance and evaluation
 - Curriculum
 - Professional development and coaching
 - Special Education support
 - English Learner support
 - Gifted and Talented and special programs support
 - Science and blended learning advisory
- Operations
 - Governance support
 - Finance and accounting
 - Purchasing and contract compliance
 - Policies and procedures management
 - Legal
 - Facilities
 - Risk management
 - Information technology and data management
 - Auditing and compliance
 - Regional school site operational support
- Talent
 - Human resources operations
 - Recruitment and hiring
 - Credentials and qualifications oversight
 - Leadership development and career path support
- External Relations
 - Family and community engagement
 - Facilitation of school site governance councils and LCAP management
 - Development
 - Communications

Chief Executive Officer/Superintendent (“CEO”)

The CEO embodies, advocates, and puts into operation the vision, mission, and strategic direction of MPS, and oversees all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO is not a member of the Board, but will fulfill the role of the corporation's general manager and will have general supervision, direction, and control over the corporation's business and officers, subject to the control of the Board. The CEO hires, supervises, disciplines, and as needed, dismisses the Charter School's Principal, who, in collaboration with the CEO and the HR department at the MPS Home Office, hires, promotes, disciplines, and as needed, dismisses staff and teachers at the Charter School. The CEO also oversees hiring, supervision, professional development, evaluation and dismissal of all C-level positions at the Home Office. All the C-level positions report to the CEO.

The Board ensures that the CEO is evaluated formally at least once annually, and the CEO, in turn, evaluates the Home Office staff.

Chief Academic Officer ("CAO")

Reporting to the CEO, the CAO is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The school administrators at each charter school as well as the curriculum and instructional support staff report directly to the CAO, who has primary authority and accountability for the academic performance of all schools. The CAO provides leadership, vision, and strategic direction for MPS' curriculum, instruction, assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the charter schools.

Chief Operations Officer ("COO")

The COO leads all internal operations and, working in partnership with Magnolia's Home Office Executive Team, Board and other leaders, creates the strategic five-year plan and implement new processes and approaches to achieve it. The COO serves as the internal leader of MPS, coordinating the annual operations plan and leading the performance management process that measures and evaluates progress against goals for MPS. The COO provides for all staff a strong day-to-day leadership presence; bridges all functions and supports an open-door policy among all staff; provides Board support; and leads the organization's Regional Directors and Principals. Additionally, the COO directs and manages the various core business, financial, process, and systems functions of the MPS centralized Division of Human Resources. Provides strategic and operational direction to assigned organizational components, and provides leadership to the institution in strategic human resources planning and policy, process, and systems development. Directs organizational structuring and staffing, and oversees the supervision of all managerial, professional, paraprofessional, and support staff in each organizational component. Facilities and Technology Departments report to the COO as well.

Chief Financial Officer ("CFO")

The CFO is responsible for the financial performance of MPS and each of its schools. The CFO provides effective leadership to ensure sustainability, growth, and expansion and advises the CEO and Board on strategic financial plan, financial analysis and business modeling. The CFO ensures ethical and responsible decision-making, and appropriate financial management and governance practices.

Chief Growth Officer ("CGO")

The CGO provides effective leadership to ensure sustainability, growth, and expansion and advises CEO and the Board on those areas, including facilities and risk management.

Chief External Officer (“CXO”)

The CXO is regularly required to provide strategic leadership in developing, achieving and maintaining the best possible proactive planning and communication outputs to support MPS initiatives that support student achievement. The CXO is continually required to coordinate, analyze and evaluate complex ideas and situations and communicate these items in easy-to-understand language. The CXO is also required to effectively communicate (interpersonal, intercultural and public speaking), negotiate and advise. The CXO serves as the interim CEO when the CEO isn’t available.

Chief Accountability Officer

The Chief Accountability Officer is responsible for overseeing all non-financial reporting and compliance functions, preparing and implementing the annual surveys, and ensuring that the organization and staff use consistent, rigorous evaluation tools to maintain the efficacy of Magnolia programs.

Regional Directors (North and South)

The Regional Directors are responsible for managing and supporting the assessment of school needs and the design, implementation and evaluation of academic and business programs that facilitate the professional development and continuous learning of team members, particularly Principals and emerging leaders.

Director of Student Services

The Director of Student Services is responsible for the effective coordination, delivery, evaluation and refinement of student services throughout MPS schools, and for ensuring that all programs are aligned with the outcomes for student success. Student services programs include student health services, psychological services, social work services, guidance services, and other student services.

Director of Informational Technology

The Director of Informational Technology develops instructional material, coordinates educational content, and incorporates current technology in specialized fields that provide guidelines to educators.

Director of Partnerships

The Director of Partnerships works under the supervision of CEO, is involved with all aspects of developing and maintaining external program partnerships, corporate partnership and volunteer programs. This position requires an individual who is a strategic thinker, can anticipate and troubleshoot possible issues that may arise in volunteer and external partnership development.

District EL Coordinator

The District EL Coordinator reports to the CAO. The Coordinator will provide direct supplemental services to English Learners and teachers of EL at all consortium member schools. The EL Coordinator supports implementation of the LEA’s EL Master Plan and Program and ensures that all appropriate EL services are being delivered at each member school.

Science and Blended Learning Advisor

The Science Blended Learning Advisor will have three primary functions: serving as the primary science teacher, leading an advisory of students and being a contributing team member to multiple teams. Duties include but are not limited to: engaging in rigorous data analysis, meeting with students on an individual basis to set goals, and developing a digital curriculum that is aligned to the College Readiness Standards and State Standards.

Academic Assistant and Document Controller

The Academic Assistant and Document Controller will provide assistance to the administrative team. Duties include, but are not limited to: answering phones, producing reports for school districts, LACOE, and other government agencies, and performing diverse managerial responsibilities within the areas and limits of authority as delegated by the school principal.

Data Manager and SIS Coordinator

The Data Manager and SIS Coordinator will lead the implementation and subsequent operations of both the Student Information System and the Library Automation System within the MPS Site.

Senior Financial Analyst (“SFA”)

The Senior Financial Analyst will monitor and oversee accounting, budgeting, accounts payable, payroll, cash management, financial reports, audits, and fiscal compliance and reporting. The SFA will ensure that Magnolia has the accounting and compliance systems and procedures in place to support effective school operations and will work closely with the school principals, program and operations leaders, and the accounting staff.

Capital Projects and Facilities Manager

The Capital Projects and Facilities Manager is responsible for managing the design, planning, construction and maintenance of equipment, machinery, buildings and other facilities. The Facilities Manager plans, budgets and schedules facility modifications, including estimates on equipment, labor materials and other related costs.

Director of Human Resources

The Director of Human Resources is responsible for executing the direction of human resources operations and support across all employee types including faculty and non-faculty employees. This includes interpretation of MPS HR policies, providing consultation and advice on HR issues and concerns, and implementing HR strategies and plans within the MERF.

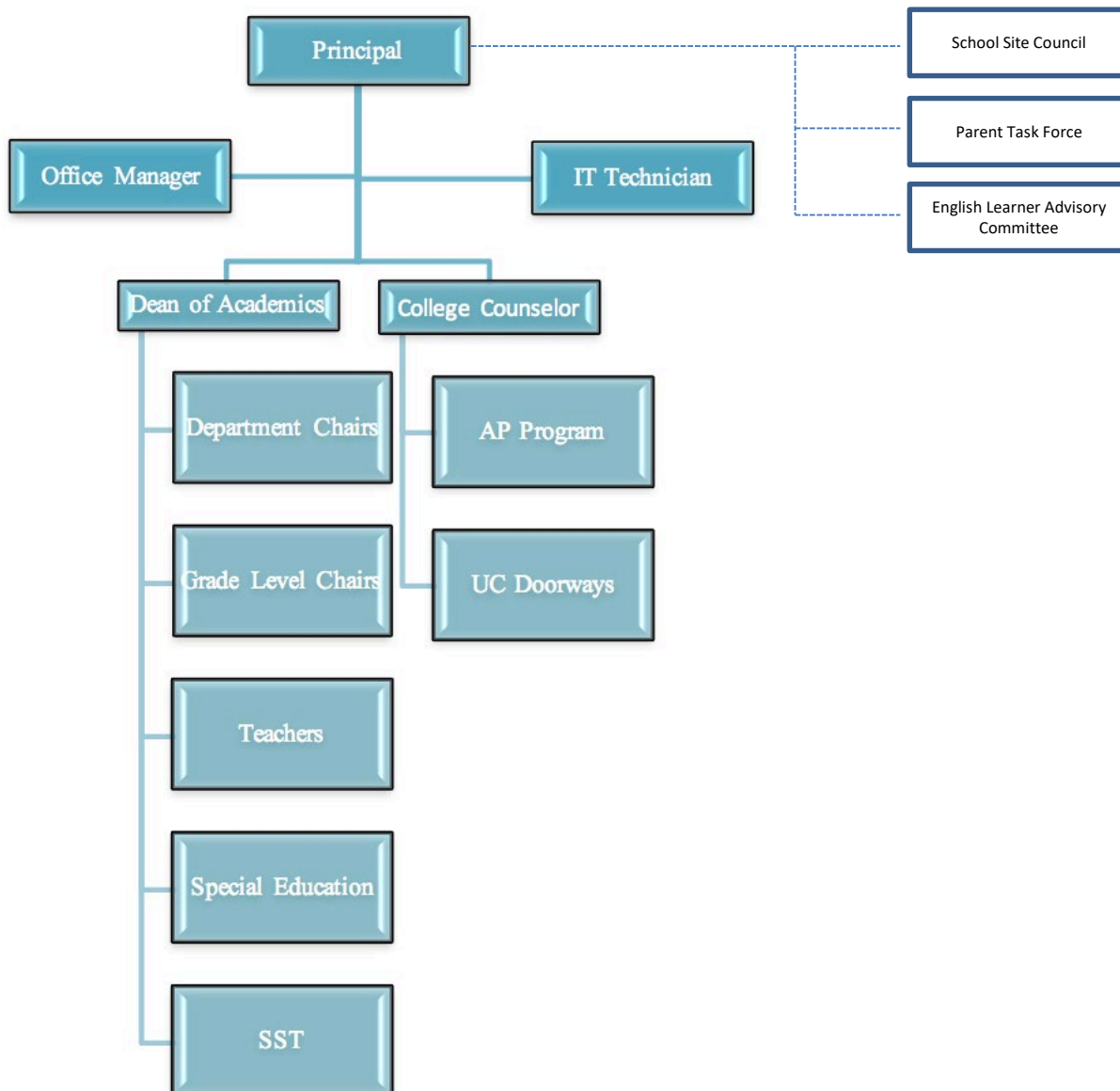
HR Administrator

This position acts as a liaison between employees and provides administrative support to the HR function as needed (e.g., correspondence generation, record keeping, file maintenance, Human Resource Information System (“HRIS”) entry). The HR Administrator also ensures plans are administered in accordance with federal and state regulations and plan provisions are followed.

Math Coach

The Math Coach is a certified teacher who works with classroom teachers in assisting with the full implementation and monitoring of the District’s adopted math program in response to intervention needed for student achievement. The Math Coach conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.

CURRENT ORGANIZATIONAL CHART OF MSA-5



Magnolia is structured as a single 501c3 not-for-profit organization which includes both the home office and the ten school sites. MSA-5 is not independent from the rest of Magnolia's schools and home office. [MSA-5 leases its facilities from LAUSD MSA-5 is located on a private site located at 18220 and 18238 Sherman Way, Reseda, California 92335.](#) The school site personnel report to their site principal who, in turn, reports to the home office Regional Director. The Regional Director ensures that the school site receives effective operational, academic, and financial support from the home office staff on a shared basis with the rest of the Magnolia schools. The leadership and board receive financial reports broken out by site (each school and the home office) and annual independent school audits, as well as a consolidated audit, conducted by outside auditors (in addition to all required reviews).

As MSA-5 student enrollment grows we will increase staffing accordingly, including two additional deans (one Dean of Students and one Dean of Culture), office staff, janitorial staff, teachers and aides. MSA-5 currently has a Dean of Academics who also serves as the Dean of Students and College Counselor.

While full job descriptions are provided as required in Element 5, the following briefly summarizes the leadership team roles at MSA-5:

Principal

The Principal is the senior authority at the Charter School, and is responsible for the day-to-day operation of the charter school. The Principal is the educational and instructional leader of the Charter School, and collaborates with the Chief Academic Officer on school operations and management. The Principal also reports to LACOE as required.

Dean of Academics

The Dean of Academics coordinates all academic activities, leads professional development, and oversees curriculum, instruction, and assessment at the Charter School.

Dean of Students

The Dean of Students provides for enforcement of school rules, oversees appropriate and reasonable student discipline, and helps students develop positive behavior through a student discipline management system.

Dean of Culture

The Dean of Culture fosters a school climate that supports the Charter School's vision and mission and builds effective relationships among teachers, parents, and the community to improve school culture.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The current Board consists of nine dedicated individuals. Each member of the Board has been carefully chosen for his/her passion and commitment to the MPS vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of MPS. No current employees may serve on the Board of Directors.

Each director shall hold office for five (5) years and until a successor director has been designated and qualified. Board terms are renewable upon mutual consent between the Board and the member. MPS's governance structure provides for staggered terms; this is accomplished through our Bylaws by appointing members of the Board at different times and for staggered terms.

In accordance with the Bylaws, all directors are designated by a vote of the existing Board of Directors. Any vacancy occurring on the Board of Directors shall be filled in accordance with the Bylaws. Any member of the community may refer a potential candidate to the Board. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors. This Nominating Committee shall make its report and forward it to each board member with a list of all candidates nominated by the committee. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, community engagement and more. The Board is committed to maintaining community representation on the Board (e.g., persons who live within the communities where our schools reside). Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

Pursuant to California Education Code § 47604(~~bc~~), the County Board reserves the right to appoint a representative to MPS' Board. If the County Board chooses to do so, MPS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors.

GOVERNANCE PROCEDURES AND OPERATIONS

BOARD MEETINGS AND DUTIES

All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act and Education Code Section 47604.1(c)(4). The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board.

Regular meetings of the Board of Directors shall be held monthly at a date and time set by the Board (the second Thursday of the month, unless otherwise stated). Meetings will be held in person in the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by MPS reside ~~a location within the Board's jurisdiction~~. The schedule for regular Board meetings will be included in the Charter School's monthly calendar that will be distributed to all parents at the Charter School. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting at the school site for public viewing on the school's bulletin board, front gate, and/or school entrance). For all regular meetings, an agenda will be posted 72 hours in advance. A book of minutes of all meetings, proceedings, and actions is kept at the MPS Home Office or such other place as the Board may direct according to its Bylaws. All of our approved minutes are accessible online through our Board On Track platform, which is linked on our website giving easy access to parents and stakeholders. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda.

~~As a multi-jurisdictional entity and per filings with the Fair Political Practices Commission ("FPPC"), the Brown Act authorizes MPS to hold its meetings in one of several counties across the state. (Cal. Gov. Code §54954(b).)~~ To ensure public participation for Los Angeles County stakeholders, MPS provides video and/or phone conferencing access at ~~one or more of its~~ each school site and resource center within LAUSD's boundaries (and all schoolsites and resource centers operated by MPS). This allows members of the public to watch and participate in Board meetings via live video and/or phone conferencing capabilities from school sites, homes, or the location of their choice. Information about the participation procedure is included on the agenda and information web pages for the meetings. All participants/speakers have access to language translation services if requested in advance.

Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum consisting of a majority of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by MPS reside ~~a school district in which at least one of the charter schools operated by the Corporation operates;~~

- All votes taken during a teleconference meeting shall be by roll call and in compliance with Brown Act Regulations;
- If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

MPS has adopted a Conflicts of Interest Policy that complies with the Political Reform Act, Corporations Code, ~~and~~ County policy, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1. The Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities with topics including at minimum, Conflicts of Interest and the Brown Act.

The Board's responsibilities include, but are not limited to, the following:

- Exercises fiduciary role to ensure that the Charter School is properly managed;
- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies;
- Reviews financial and business dealings and exercises proper judgment in avoiding conflicts of interest;
- Approves and monitors the annual budget and budget revisions;
- Reviews and approves periodic financial reports (balance sheet, income statement, changes in financial position);
- Determine the methods of raising revenue and approving all debts;
- Ensures that proper internal controls are in place and maintained;
- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends;
- Reviews strategic plan and progress;
- Assesses program evaluation plan;
- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter petition;
- Develop, adopt and periodically review written policies;
- Hires CEO and evaluates the CEO's performance;
- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation;
- Establishes and communicates clear expectations of Board membership;
- Assures effective participation of all directors;
- Defines, communicates and assures the role of the Board, committees, and CEO in making decisions;
- Promotes the organization to parents and the general public, including serving as an emissary of the organization to the broader community;
- Promotes cooperative action with other charter and traditional public schools, including activities and occasions when the Charter School should take part in coalitions, shared programs, and joint action;
- Approve awarding of contracts in excess of the delegated authority. Our purchasing software has a control feature that limits approval authority per position as stated in the Fiscal Policy PUR101: up to \$5,000 for Principals, up to \$10,000 for Executive Team, up to \$25,000 for CEO/Superintendent,

over \$25,000 for MPS Board of Directors. The Board reserves the right to update its fiscal policies, including approval authorities, from time to time in public meetings.

- Approve charter resolutions as necessary and submit requests for material revisions as necessary to the authorizer for consideration;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Recruit and appoint new Board members and provide for orientation training;
- Maintain Board operations; and,
- Assess its own performance.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which MPS and its schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of MPS any of those duties such as, but not limited to budget approval or revision, contract approval, approval of the fiscal audit and performance reports, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

1. Be in writing;
2. Specify the MPS Site designated;
3. Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
4. Require an affirmative vote of a majority of Board members.

BOARD COMMITTEES

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board's resolution, except that no committee may:

- Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- Fill vacancies on the Board or any committee of the Board;
- Amend or repeal bylaws or adopt new bylaws;
- Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- Create any other committees of the Board or appoint the members of committees of the Board;
- Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- Approve any contract or transaction to which the corporation is a party unless delegated such authority by the full board.

Meetings and actions of committees of the Board shall be governed by the Brown Act [and Education Code Section 47604.1\(c\)\(4\)](#). Minutes of each meeting shall be kept and shall be filed with the corporate records.

STAKEHOLDER INVOLVEMENT

All stakeholder groups within the school community play a vital role in advancing the vision and mission of MSA-5 and its programs. MPS is committed to ensuring that all stakeholder groups – staff, families, students and community members – have a voice in matters critical to the Charter School’s success. MPS strongly encourages parents to participate in and share the responsibility for the educational process and educational results of MSA-5. In addition to parent representatives on the Board of Directors, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the Charter School, and reviewing parental and community concerns. The following are the primary mechanisms through which stakeholders at the school site impact decision-making:

SCHOOL SITE COUNCIL (“SSC”)

The School Site Council is a body that works with the Principal to develop, review, and evaluate school programs. The SSC consists of:

- a. The Principal
- b. 4 teacher representatives selected by teachers at the Charter School
- c. 1 other school personnel selected by peers at the Charter School
- d. 3 parents of students attending the Charter School selected by such parents
- e. 3 students selected by students attending the Charter School

The SSC meets at least four times a year, and makes recommendations and participates in a shared decision-making process regarding matters of interest to families and teachers, including budget priorities, approval of Title I budget, resource allocation, school events/activities and fundraising at the local school level. The SSC also develops and approves Single Plan for Student Achievement, recommends it to the Board for implementation, and evaluates its effectiveness annually.

The Charter School will use their website to update parents and stakeholders with their school calendar, meeting dates, accountability plans, upcoming events, and more.

The Principal is responsible for communicating the SSC’s recommendations to the CEO and/or Board (though all parents/teachers are invited to attend any Board meeting per the Brown Act.)

ENGLISH LEARNER ADVISORY COMMITTEE (“ELAC”)

- State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC will be formed at MSA-5 when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

PARENT TASK FORCE ("PTF")

The PTF is the Parent/Guardian Club at MSA-5, with a mission to contribute in building a rich supportive environment for students. The PTF works in partnership with the administration, teachers and parents of MSA-5. All parents or guardians of students currently enrolled in MSA-5 are general members of the PTF, who elect leaders annually including a President, Vice President, Secretary, and Treasurer. The PTF holds monthly members' meetings during the school year.

The PTF facilitates students' success in the 21st century classroom and workforce by promoting and supporting high levels of academic performance, while fostering positive growth in social/emotional behaviors and attitudes. This will include, but is not limited to:

- Supporting the Charter School in its mission;
- Promoting communication and mutual respect among parents, faculty and administration;
- Supporting the educational and social objectives of the Charter School through PTF-sponsored programs;
- Providing direct financial support to the Charter School through organized fundraising events;
- Providing financial assistance to programs that directly impact teachers and students;
- Organizing community-building and civic engagement events.

There are various opportunities for parents to volunteer at MSA-5. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend instructional field trips. All parents are encouraged – but not required – to contribute a minimum of 10 hours per year to the Charter School. Parents are encouraged to volunteer at Back to School Nights, PTF meetings, newsletter and various other opportunities. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged volunteer hours.

STUDENT-TEACHER-PARENT PORTAL

As noted above, MSA-5 uses CoolSIS or equivalent, an online web portal, to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers are encouraged to come to the Charter School and use one of the available computer stations. Classes are held at the Charter School on how to use the portal as well as how to access it via computers, smartphones and free Internet access at public libraries.

The charter school will use its website to support stakeholder involvement by actively updating the school calendar with meetings and opportunities for parents in both English and Spanish. Feedback from parents is collected through our PTF meetings and our yearly stakeholder surveys. We also give parents the opportunity to be a part of the LCAP process during the School Site Council meetings.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(bc)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code sections 47605(l) and 47605.4(a), and shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

All personnel commit to the MPS mission and vision and abide by the MPS Employee Handbook. All employees’ job descriptions and work schedules are reviewed and modified as needed to meet the needs of the Charter School and its students. The job descriptions are based on the job duties for each employee and determined as part of the individual employment agreement.

Principal

The Principal will orchestrate program and service delivery to students through teaching and auxiliary staff. Deans will assist the Principal in instructional program administration and student activities and services.

Skills and Qualifications for the Principal:

- Bachelor’s degree required (preferably in Education, or a STEAM related field)
- Administrative credential or related Master’s Degree preferred
- Experience in teaching STEAM related subjects and administrative duties preferred
- Up-to-date computer and technology knowledge

- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Report to and consult with the Home Office
- Hire, supervise, and evaluate the faculty and charter school site staff
- Comply with local, state and federal laws and regulations affecting the Charter School
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and MPS policy, including accurate and timely reports of maximum attendance to requisition textbook
- Manage use of school facilities and supervise maintenance of facilities to ensure a clean, orderly and safe campus
- Direct and manage instructional extracurricular and intramural programs
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student/Parent Handbook
- Conduct conferences about student and school issues with parents, students, and teachers
- Demonstrate awareness of school and community needs and initiate activities to meet those needs
- Use appropriate and effective techniques to encourage community and parent involvement
- Communicate with the chartering agency and attend necessary meetings
- Report to the chartering agency when required

Dean of Academics

Skills and Qualifications for the Dean of Academics:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Academics' Responsibilities and Duties:

Academic Program

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings to UC Doorways, school manual and school website
- Coordinate teacher and student involvement of after school program
- Evaluate course credits for all incoming high school students
- Responsible for developing and changing of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all instructional fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to weekly administrative meetings

Student Performance

- Help students prepare a Four-Year Plan
- Conference with students/parents on academic issues
- Responsible for scheduling and coordination of the tutorial program and instructional after school/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families
- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in CoolSIS or equivalent
- Report weekly at administration meeting any teachers who are not using CoolSIS or equivalent properly
- Review student progress at the end of each quarter and notify parents of students on academic probation
- Maintain list of high honor/honor students

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members

Personnel Management

- Hold teacher evaluation conferences based on records of performance evaluation
- Administration and Fiscal/Facilities Management
- Oversee school operations in Principal's absence
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Oversee student attendance records and assist the office manager on truancy issues
- Aid in safety drill practices and inspections.

Staff Development

- Hold teacher orientation and in-service training throughout the year
- Regularly prepare items for staff development for weekly faculty meetings and attend weekly administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

Dean of Students

Skills and Qualifications for the Dean of Students:

- Bachelor's degree required (preferably in Education, or a STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred

- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Students' Responsibilities and Duties:

Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences regarding student and school issues
- Demonstrate use of productive and efficient skills to raise community and parent involvement

Supervision

- Supervise teachers with their before/after school and lunch duties
- Supervise at transition periods, lunch, before and after school

Discipline

- Oversee discipline issues for teachers in CoolSIS or equivalent
- Coordinate and chair the Charter School's Restorative Justice Committee

Support Services

- Supervise safety and welfare of students
- Manage support services including transportation, custodial and cafeteria

Dean of Culture

Skills and Qualifications for the Dean of Culture:

- Bachelor's degree required (preferably in Education, or STEAM related field)
- Administrative and/or teaching credential preferred
- Experience in teaching and administrative duties preferred
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills

Dean of Culture's Responsibilities and Duties:

School Culture/Improvement

- Foster a school climate that supports the Charter School's vision and mission
- Own the Charter School's Second Step program and ensure it builds and reinforces positive self-identity and necessary character strengths

- Build effective relationships among teachers, parents, and the community to improve school culture
- Promote respect and appreciation for all students, staff, and parents
- Support teachers in building meaningful relationships with students and families
- Monitor progress of self, school, and staff as it relates to school culture
- Lead recognition assemblies, parent academies, community meetings and other school-wide culture building activities
- Accurately monitor and analyze daily student attendance, including after school programs, and homework records; create new systems and structures to proactively address school's areas of need

Parental/Community Involvement

- Partner with parents and families to build an authentic school-wide community
- Serve as liaison to the community in raising awareness and building capacity in all stakeholders regarding educational initiatives
- Disseminate information which may pertain to educational opportunities; health and safety; student code of conduct; PTF activities; corporate community volunteer opportunities; student performances; and events of a special nature
- Schedule, attend, and oversee all home visits with parents
- Organize and lead monthly parent workshops to educate parents in accordance with the Second Step curriculum on topics, including but not limited to, self-discipline, conflict resolution, and making responsible choices.

Teachers

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be productive members of society.

Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree
- Teaching credential, certificate, permit or other documentation required ~~by laws and regulations as they apply to charter schools for the teacher's certificated assignment, pursuant to Education Code Sections 47605(l) and 47605.4(a)~~
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication and interpersonal skills

Teacher's Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum; ensure written plans are available for review by the Dean of Academics
- Ensure lesson plans show modifications for differences in student learning styles

- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with special education teachers on student Individualized Education Programs to ensure all modifications are met
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the Principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior in agreement with the Student/Parent Handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Establish communication rapport with parents, students, Principals, deans and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

Special Education Teacher

The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary. Special education teachers and paraprofessionals who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- B.A. or B.S. degree
- Master's degree preferred
- CA Credential as Education Specialist with mild/moderate or severe designation
- Knowledge of special needs of students in assigned area
- Knowledge of IEP goal setting process and implementation
- Knowledge of curriculum and instruction
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold required for the teacher's certificated assignment, pursuant to Education Code Sections 47605(l) and 47605.4(a).

Special Education Teacher's Responsibilities and Duties:

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure student needs and learning styles are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process
- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with Charter School staff and outside resources regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary
- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all schools.

College Counselor

The College Counselor reports to the Principal and is responsible for administering all aspects of the college search and admissions process.

Skills and Qualifications:

- B.A. or B.S. degree
- Excellent written and verbal communication skills, strong organizational ability and the ability to meet deadlines.
- Experience in college admissions or high school college counseling, teaching experience, and computer skills are pluses.
- Strong interpersonal, communication, and organizational skills; familiarity with the goals, objectives, and mission of an independent college preparatory school
- Ability to respond effectively to the needs of a diverse and demanding student and parent population; knowledge of colleges, their academic programs, admission policies, and financial policies and procedures.

Responsibilities and Duties:

- Educate students and parents about colleges, the college admissions process, trends, procedures, and testing; advising and supporting classes of 30-50 seniors and families as they go through the process; and helping students and families aspire realistically and choose wisely
- Meet with juniors and seniors, individually and in groups, to talk about process and individual college choices
- Advise 9th and 10th graders on curricular choices, as needed, and work with international students to understand U.S. college admissions, especially aspects unique to them
- Meet with all college admissions representatives who visit the school campus and facilitating meetings between college representatives and students
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual Profile of the Charter School, as well as information on grade distributions in junior and senior courses and courses offered at the school
- Work with Office Staff to maintain records on seniors, including GPAs and transcripts
- Write an official school recommendation for each senior
- Create and update an annual College Search Handbook, a resource mailed to junior and senior parents each summer, with an extensive assembly of information about the college search process
- Keep parents informed through a monthly column, a newsletter for parents, and in letters about test dates, local college events, and financial aid
- Act as lead advisor to the senior class as a whole and advising several individual seniors each year, providing academic and personal counseling

- Work with the senior class on class events, class meetings provide an opportunity to disseminate information about the college application process
- Keep track of admission decisions, statistics, and make a report to the Board
- Make informational presentations to parents, such as the annual presentations to parents of 8th graders, parents of juniors, new parents, and the Parents' Association
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Other duties as needed

After School Coordinator

The After School Coordinator is responsible for serving as a role model for students, providing homework support, and maintaining student safety.

Skills and Qualifications:

- High School Diploma or G.E.D. Required;
- Ability to speak and write Standard English appropriate in a public school setting
- Must pass Live Scan (criminal background check via fingerprinting)
- Tuberculosis risk assessment

Responsibilities and Duties:

1. Serve as a positive adult role model for children in the program through appropriate dress, speech, and attitude
2. Provide homework assistance, academic enrichment and physical activity, using curriculum and materials provided by the program
3. Create an engaging environment that fosters a sense of belonging that the students want to be in
4. Support students in making positive behavior choices and take disciplinary measures when appropriate
5. Engage children and youth by following, implementing, and assisting in creating lesson plans
6. Ensure student safety by assisting in set up, break down, and ongoing maintenance in an effort to keep the school or community site clean and orderly
7. Promote positive interactions between volunteers and students in accordance with child safety guidelines
8. Maintain student safety by taking roll and reviewing sign-in/ sign-outs for students and volunteers
9. Identify student needs and communicate to the Site Coordinator, teachers, school administration, parents, and volunteers as appropriate
10. Participate in staff development activities
11. Other duties as needed

IT Coordinator

The IT Coordinator is responsible for providing assistance to the school site in the area of Information Technology.

Skills and Qualifications:

1. Proven experience as IT coordinator or similar role
2. Experience in network management and help desk support is appreciated
3. Solid knowledge of IT systems and applications

4. Understanding of TCP/IP protocols and LAN/WAN configuration
5. Ability to troubleshoot and repair issues
6. Strong communication and interpersonal skills
7. Great attention to detail
8. Excellent organizational and coordination abilities
9. BSc/BA in information technology or computer science is preferred
10. Certification (CompTIA Network+, CompTIA Security+ etc.) is a plus

Responsibilities and Duties:

- Institute protocols for the use of IT across departments and projects
- Provide advice on the most suitable IT choices
- Provide technical support or training for systems and networks
- Act as link between end users and higher level support
- Install and configure software and hardware (printers, network cards etc.)
- Monitor system and network performance
- Perform troubleshooting, repairs and data restoration
- Performance maintenance activities (e.g. backups)
- Maintain licenses and upgrade schedules
- Collaborate with other professionals to maintain standards and functionality

Language & Literacy Coach

The Literacy Coach will lead building efforts to increase literacy achievement for all student populations.

Skills and Qualifications:

- Teacher Certification in elementary education
- Five years recent experience teaching reading/Aiding
- Teaching experience at more than one grade-level
- A deep level of understanding of the State Standards for English Language Arts
- Participation in comprehensive literacy training
- Evidence of success in working with adult learners
- Evidence of strong interpersonal skills
- Evidence of strong written communication and presentation skills
- Evidence of strong planning and organizational skills
- Evidence of successful leadership in reading and writing content at a grade level, building level or district level
- Experience in conducting reading and writing staff development
- Experience in mentoring/coaching teachers

Responsibilities and Duties:

- Assist teachers with the implementation of State Standards for English Language Arts via the MPS Framework for Teaching
- Assist teachers with the continued implementation of the MPS Literacy Plan
- Demonstrate exemplary literacy instruction for MPS teachers through the following researched-based practices: observation, coaching, model lessons, collaborative lesson planning, and small and large group professional development
- Plan and conduct Literacy team meetings

- Assist teachers in diagnosing individual student reading and writing weaknesses and match these areas of need with appropriate strategies and resources based on the State Standards for English Language Arts
- Monitor and report the effectiveness and progress of improved reading instruction and student performance
- Help make recommendations regarding instructional

EL Intervention Teacher

The English Language Intervention Teacher (Title III) develops and implements differentiated plans to support MPS's English Language Learners.

Skills and Qualifications:

- B.A. or B.S. (as appropriate) degree in subject matter.
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold_ required for the teacher's certificated assignment, pursuant to Education Code Sections 47605(l) and 47605.4(a)
- ~~Highly qualified in core courses as defined in the section titled "NCLB and Credentialing Requirements"~~
- Capability of instructing students and managing their behavior

Responsibilities and Duties:

- Utilize, refine, and implement existing ELD Plan across the Charter School
- Play a lead role in annual examinations and reclassification of ELs
- Develop and implement a plan for the fidelity and progress monitoring of the ELD Plan as well as the use of agreed upon instructional classroom practices
- Support and train (or arrange for training) teachers on the use of MPS ELD process and procedure.
- Produce, analyze, and publish quarterly reports on the progress of ELs at MPS

School Psychologist

The job of the School Psychologist was established for the purpose/s of developing strategies and interventions to assist students in succeeding; measuring and interpreting the intellectual, adaptive, academic, social and emotional development of children; interpreting results of psychological studies; and interpreting and applying state and federal codes.

Skills and Qualifications:

- Must possess a Master's degree and be eligible for a California License as a school psychologist.
- Must possess the ability to synthesize and interpret diagnostic and assessment data. Must possess a comprehensive knowledge of school psychology theory, child development, substance abuse education, tests and measurements, and crisis management.
- Must possess the ability to practically apply assessment, counseling, interviewing, and crisis intervention skills.
- Must possess the ability to work cooperatively as an interdisciplinary team member.
- Must possess excellent communication and time management skills.
- Must possess the ability to establish and maintain effective working relationships with community agencies, students, families, team members, and others.

Responsibilities and Duties:

- Identify and assess the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment
- Use assessment data about the student and his/her environment(s) in developing appropriate interventions and programs
- Perform casework services with students and families to help resolve student's behavioral and social problems
- Select and administer age appropriate assessment methods and materials in order to determine then needs of the student
- Consult with teachers and other school personnel to obtain information regarding the reason for referral
- Gather background information on the student's psychological history by conducting behavioral observations, making home visits, conducting interviews, and reviewing school records
- Interpret assessment results and compile comprehensive psychological assessment reports that address the reason for referral and include appropriate recommendations
- Serve as a member of the interdisciplinary assessment team assigned to each school and work as a team member in making placement decisions, developing intervention plans, and planning programs to meet the special needs of children
- Communicate case findings and recommendations to teachers and other school personnel as needed
- Participate in eligibility committee meetings and contributes to the development of the Individualized Education Plan
- Serve as a resource to teachers and staff regarding psychological services and the academic/psychological needs of students
- Conference with and provide information, support, and counseling to parents/guardians of students
- Provide in-service training and workshops for teachers and staff regarding mental health issues and proper procedures for the identification and referral of students
- Organize and conduct specialized programs to include parent training classes and student support activities
- Conduct specialized individual and group counseling sessions to address specific emotional, social, and behavioral needs of students
- Serve as a liaison between the student, home, school, private counseling facilities and community resources such as social services, court services, and family service agencies
- Provide follow-up support and periodic re-evaluation services as necessary
- Act as a member of the school crisis team to provide intervention to students as necessary
- Make court appearances to present data and performs court-requested evaluations
- Compile monthly reports and maintains accurate case records
- Model nondiscriminatory practices in all activities
- Maintain adequate and current testing materials required by school psychologists

Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special

Education Aide will work under direct supervision of a certified teacher and indirect supervision of the Principal. Special education aides who are authorized to handle crisis situations and physically restrain students will complete specialized training in behavioral interventions, such as Crisis Prevention Institute, prior to placement in the classroom.

Skills and Qualifications:

- Capable of working with children with disabilities
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Able to use general office equipment
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- High School Diploma

Special Education Aide's Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

- Ensure confidentiality
- Enhance job skills by participating in staff development programs
- Be active in faculty meetings and special events as assigned

Substitute Teachers and Tutors

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities at MSA-5 are free of charge for all students.

Office Personnel/Manager

Clerical staff will be selected by the Principal on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Skills and Qualifications:

- Capable of working with students
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Knowledge of office management
- Able to use general office equipment
- Up-to-date computer and technology knowledge
- Proven commitment to the values, mission and vision of Magnolia Public Schools
- Demonstrated belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education
- Exceptional organizational, communication, public relations, and interpersonal skills.
- Three years of experience in increasingly responsible role similar to office management
- HS Diploma supplemented by additional training in office
- Bilingual English/Spanish preferred but not required
- Excellent written and verbal communication skills
- Comfort with fast-paces environment

Responsibilities and Duties:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations in collaboration with the Charter School administration
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Paraprofessionals

Charter School shall comply with the Title I paraprofessional requirements¹ as defined by the ESEA:

Title I paraprofessionals whose duties include instructional support must have:

- High school diploma or the equivalent, and
- Two years of college (48 units), or
- A. A. degree (or higher), or
- Pass a local assessment of knowledge and skills in assisting in instruction.

(This is a locally approved assessment. Local education agencies may develop their own assessment or use an existing assessment so long as it measures the knowledge and skills in assisting in instruction. Many districts, and MPS, use the California Basic Educational Skills Test [“CBEST”] for this purpose).

¹ <http://www.cde.ca.gov/nclb/sr/tq/paraprofessionals.asp>

Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions do not have to meet these requirements; however, all must demonstrate a proven commitment to the values, mission and vision of Magnolia Public Schools, as well as a belief in the inherent worth and dignity of all students and their families, and their right to a supportive learning environment and high quality public education.

Appropriate records of credentials held by MSA-5 teachers and supporting documentation will be monitored and maintained by the Principal at the charter school site and Human Resources at the MPS Home Office. Credentials will be monitored annually in compliance with state and federal law.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

*"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall **require all of the following: include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.***

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282

***(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."** (Ed. Code § 47605**(bc)**(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon LACOE's request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. All employees shall be assessed and examined (if necessary) for tuberculosis at least one each four years thereafter, as required by Education Code Section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide LACOE with a copy of its pupil suicide prevention policy for review upon request.

CUSTODIAN OF RECORDS

The Chief Financial Officer and Human Resource Administrator serve as the Custodians of Records for MSA-5.

STUDENT HEALTH AND WELLNESS

MSA-5 strives to ensure the health and wellness of all students at our school, as a critical component of each student's academic and life success. A nutritious hot lunch program, along with breakfast and snacks, are provided for all students via Better 4 You meals through the National School Lunch Program. Students have ample opportunities for physical activity and development of healthy lifestyles through P.E. classes, as well as after-school activities including competitive sports clubs for basketball, volleyball, soccer and flag football.

During weekly middle school students' Life Skills classes and Advisory in high school, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and more. The Charter School conducts regular health, vision, hearing and scoliosis screenings. Counseling services are provided for all students in need of additional social and emotional health support.

Suicide Prevention Support

The MPS Board of Directors recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this Suicide Prevention Policy has been developed in consultation with MPS and community stakeholders, MPS school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating MPS' strategies for suicide prevention and intervention. MPS must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, MPS shall appoint an individual (or team) to serve as the suicide prevention point of contact for MPS. This policy shall be reviewed and revised at least annually, but no less than every fifth year, in conjunction with the previously mentioned community stakeholders, and will be updated as necessary.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.

A description of the different types of diabetes screening tests available.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Athletic Programs

The Charter School will comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC STUDENT POPULATION BALANCE

*“The means by which the charter school will achieve a balance of racial and ethnic ~~balance among its pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5~~, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605**(bc)**(5)(G).)*

District Demographics

Second largest in the nation, the LAUSD enrolls more than 640,000 students in kindergarten through 12th grade, at over 900 schools, and 187 public charter schools. The boundaries spread over 720 square miles and include the mega-city of Los Angeles as well as all or parts of 31 smaller municipalities plus several unincorporated sections of Southern California.¹³

The following data shows MSA-5 vs. District enrollment in 2016-17 by ethnicity:

	# of students	% Hisp	% AA	% White	% Asian
LAUSD	633,621	74.0%	8.3%	10.1%	3.7%
MSA-5	187	84.0%	2.7%	7.5%	1.6%

To be achieve a balance of racial and ethnic students, special education students, and English Learners that is reflective of the general population residing within LAUSD, MSA-5 will pursue venues to increase percentage of enrollment in the student ethnic groups that do not have the same percentage of enrollment as in the District. Based on the comparative data, MSA-5 will strive to increase the percentage of enrollment group by the end of the charter term. See the Recruitment Plan below.

Recruitment Plan

MSA-5 pursues a wide variety of venues for the distribution of information about the Charter School, such as local events, community centers, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings. The following recruitment plan lists sample activities that MSA-5 will undertake in order to achieve its a balance of Rracial and Eethnic students, special education students, and English Learners that is reflective of the general population residing within LAUSD ~~Balance goal~~.

Outreach efforts will use English, Spanish, and any other language needed, based on the needs of the community. The MPS and MSA-5 website includes comprehensive information about our educational program under our Academics tab on the website. While open to all students, MSA-5 focuses outreach efforts within a 10-mile radius of the Charter School’s location.

MSA-5 uses a variety of strategies to recruit a diverse population including:

- Direct mailing of 10,000 postcards to the parents/guardians who have 6 through and 12th grade children; (October)

¹³ <http://achieve.lausd.net/about>

- Distributing flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points: libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments; (October-May)
- Holding presentations at community meetings at the key locations listed above; (October-May)
- Hosting Open Houses and providing tours of the Charter School on a regular basis; (October-May)
A Spanish-speaking representative will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated.
- Hosting individual/family meetings;
- Doing neighborhood walks in the community; (October-May)

As needed, school staff and volunteers may go door-to-door, talk to families, and hand out applications, and use press and advertising campaigns in local Spanish and English media.

MSA-5 uses a variety of strategies to recruit a diverse population outlined in our Recruitment Plan. With our current partnerships in the city of Reseda we are able to participate in community events with Councilmember Blumenfield's office and Assemblymember Matt Dababneh. In addition to our outreach strategies in the community we also use media outlets such as Facebook, Twitter, and website as well as local ads on magazines/newspapers.

Specific Actions

Date	Event	Location
September	Social Media Campaign	Online
September-March	Flyers at local libraries	Surrounding areas
October	School Event Invitation	MSA-5 18230 Kittridge St. 18238 Sherman Way and 18220 Sherman Way , Reseda, CA 91335
October-December	Flyers at Councilmember Blumenfield Office	Surrounding area
November-February	Social Media Campaign	MSA-5 18230 Kittridge St. 18238 Sherman Way and 18220 Sherman Way , Reseda, CA 91335
January-February; June	Advertisement in Local Magazine/Newspaper	Surrounding area
April	Invitation to our STEAM Expo	MSA-5 18230 Kittridge St. 18238 Sherman Way and 18220 Sherman Way , Reseda, CA 91335
May	Mailing Campaign advertising Summer School	Surrounding area

Following the conclusion of the open enrollment/lottery application period each year (see Element 8), the CEO and Board will review data regarding the efficacy of our outreach efforts and any necessary

changes to ensure an appropriate balance of racial/and ethnic students, special education students, and English Learners that is reflective of the general population residing within LAUSD ~~balance of students.~~

Racial and Ethnic Balance

MSA-5's efforts will be comprehensive and reach a large number of individuals representing as diverse a population as exists in the Reseda area, we believe the result will be a racial and ethnic balance that is reflective of the County of Los Angeles.

MSA-5 will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file, documentation of the efforts the school has made to achieve racial and ethnic balance.

Special Education and English Learner Balance

In order to achieve a balance of Special Education, and English Learners, including Redesignated Fluent English Proficient pupils that is reflective of the general population residing within Los Angeles County, MSA-5 will target these populations in its annual outreach efforts. Outreach materials will include language that speaks to the Charter School's Inclusion & Special Education Program and the fact that our schools are open to all, including English Learners and Redesignated Fluent English Proficient pupils.

ELEMENT 8: ADMISSION REQUIREMENTS POLICIES AND PROCEDURES

“Admission policies ~~and~~ procedures, consistent with [Education Code Section 47605] subdivision (de).” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to LACOE upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard LACOE contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ADMISSION REQUIREMENTS

A Lottery Application Form is required for each student. No other requirements (test scores, transcripts, behavior records, etc.) are required. If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(~~de~~)(2) and as set forth below. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

LOTTERY PREFERENCES AND PROCEDURES

An open application period will be publicly announced each year and communicated during outreach/recruiting efforts detailed in Element 7. The Charter School will include specific information in its outreach materials, on the Charter School website, at community meetings and open forums notifying parents of the Charter School's open application period and lottery dates. MSA-5 will ensure that all application materials will reference the application deadline and proposed lottery dates as well as provide complete information regarding application procedures, key dates, and enrollment preferences (in the case of a lottery) and requirements consistent with the approved charter.

In accordance with Education Code Sections 49011 and 47605(~~de~~)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

ENROLLMENT PREFERENCE

Pursuant to Education Code § 47605(~~ed~~)(2)(B), if the number of pupils who wish to attend the Charter School exceeds the school's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of a lottery for the impacted grade level(s), with the exception of existing students who are guaranteed enrollment in the following school year, enrollment preferences will be given. In accordance with Education Code, priority will be given first to students who reside within the attendance boundaries of LAUSD, as determined by their guardian's home or work address, with additional preferences given in the following order:

- Siblings of admitted or attending students
- Children of Board members or employees of Magnolia Public Schools, not to exceed 10%
- Students matriculating from other Magnolia Public Schools
- Foster youth or homeless students¹

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605~~(de)~~(2)(B)(i)-(iv).

We provide preference for siblings of admitted students for the convenience of families. Children of board members and employees are provided preference in deference to the work and commitment of these individuals to Magnolia and the instructional model. No more than 10% of students admitted through the lottery process annually will be drawn from this category. Finally, we know that Foster and homeless youth need a strong school to attend. As a school, we make sure that they can be accepted at our campus and go ahead of others in the waitlist as part of the lottery.

LOTTERY PROCEDURE

The public random drawing (“lottery”) will take place within 30 days of the closing of the open application period. The Charter School will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend. (Typically, the open application period starts on the first day of school and ends by mid-January, and if applicable, a lottery is held at least two weeks after the open application period ends.)

MSA-5’s office manager will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through mail, e-mail, charter school website, phone, and other available outlets prior to the lottery date. The lottery will be held at the charter school site if the charter school facility can accommodate all interested parties. Otherwise, the Charter School will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

In the lottery, all names in the first preference are drawn by the notary public and listed in order for each grade level. Names from the second and third preferences are drawn in the same way according to preference order if space is available. Once the grade level capacity is met, the remaining students’ names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied.

MSA-5 will invite a LACOE representative to serve as an official observer of the lottery to verify the lottery procedures are fairly executed. Application forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the Charter School’s main office for inspection upon request. Each application form will be kept on file for the academic year with the

¹ Disclosure of foster youth or homeless student status is not required at the time of application. However, families that would like their students to be granted a preference on that basis may apply using the preference, and MSA-5 will verify eligibility at the time of enrollment.

applicant's assigned lottery number in the Charter School database and on his or her enrollment application.

NOTIFICATIONS OF ADMISSION STATUS

Notifications of admission status will be mailed to all applicants within two weeks of the lottery. Enrollment packets will be sent to admitted students; students not admitted will be informed by the office manager of their waiting list priority number as determined by the admissions lottery or application order. If the enrollment packets are not returned to the school, in person or by mail, complete within 10 business days from the date of postage, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. The school's office manager and/or office staff will be available to assist families in completing this paperwork if needed.

Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing except that homeless and foster care students will be moved to the top of the waiting list to provide priority placement. When an offer occurs during the school year that is not filled by a homeless or foster care student, families will be contacted by the school site office manager and/or office staff through a call and email in the order of the wait list and will be given 48 hours to decide whether or not to accept a space at the Charter School. In the event that no such wait list is required enrollment will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(~~bc~~)(5)(l).)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(~~bc~~)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of MSA-5 to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls. The auditor shall be hired by the Board of Directors of the Charter School. The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.

- The Audit Committee may include persons who are members of the Board, but may not include any the staff of the charter school, including the CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for identifying an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Board of Directors hires the audit firm after the Audit Committee performs a rigid search and interview process.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor, describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. MPS works with the oversight entity to establish action items for correction if needed. Implementation recommendations of procedures is monitored closely by executive staff.
- The Board of Directors will review and approve the audit no later than December 15.
- The CFO will be responsible for submitting the audit to all reporting agencies including the District, the Los Angeles County Superintendent of Schools, the State Controller, and to the CDE no later than December 15 of each year.
- Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(bc)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

NOTIFICATION OF THE COUNTY

Upon expelling any student, Charter School shall notify the County by submitting an expulsion packet to the County immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion”
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - BB. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - CC. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

The Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the County upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil,

unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

DISCIPLINE FOUNDATION POLICY

The following Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at MSA-5. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions **and involuntary removal**. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and **involuntary removal**, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MSA-5's policy and procedures for student suspension and expulsion **and involuntary removals**. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The MSA-5 administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

PROGRESSIVE POSITIVE DISCIPLINE

Positive Consequences

MSA-5 school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive CoolSIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MSA-5 staff. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion and involuntary removal.

MSA-5 believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following are list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SST, Dean of Students/Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge

the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

GROUNDS FOR SUSPENSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at MSA-5 or at any other school; or (3) a MSA-1 sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, ~~used~~ or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property, which includes but is not limited to, electronic files and databases, or private property resulting in negligible loss.

8. Stole or attempted to steal school property, which includes but is not limited to, electronic files and databases, or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
- ~~11.~~ 11.12. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- ~~11.12.~~ 11.12. ~~Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~
- ~~12.13.~~ 12.13. Knowingly received stolen school property, which includes but is not limited to, electronic files and databases, or private property.
- ~~14.~~ 14. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ~~13.15.~~ 13.15. ~~Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~
- ~~14.16.~~ 14.16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- ~~15.17.~~ 15.17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ~~16.18.~~ 16.18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- ~~17.19.~~ 17.19. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even

if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

~~18-20.~~ Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently offensive as to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

~~19-21.~~ Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

~~20-22.~~ Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

~~21-23.~~ Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience interference with his or her academic performance.
 - iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- vii. A message, text, sound, video, or image.
 - viii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - ix. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

~~22-24.~~ 24. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

~~23-25.~~ 25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the

item from a certificated school employee, with the Executive Director or designee's concurrence.

Mandatory Suspension Offenses

Students shall be suspended when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance [listed in Health and Safety Code Section 11053 et seq.](#) E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, [in accordance with Education Code Section 47605\(c\)\(5\)\(J\)\(i\).](#)

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912) In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned. In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

Suspension Appeals

Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will be comprised of at least one school administrator, and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of student's absence. Student will be provided the opportunity to make academic progress, make up assignments, and earn credit missed.

Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

Recommendation for Placement/Expulsion

Upon a recommendation of Placement/Expulsion by the Principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

For suspensions that are not pending an expulsion hearing, Charter School shall make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Charter School shall be responsible for the appropriate interim placement of students. Please see "Interim Placement" below for details.

GROUNDS FOR EXPULSION

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at MSA-5 or at any other school; or (3) a MSA-5 sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

The length of an expulsion is addressed above, under "Rehabilitation Plans."

Expulsion (Discretionary Offenses)

16. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
17. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.
18. Unlawfully possessed, used, ~~sold~~ or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
19. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
20. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

21. Committed or attempted to commit robbery or extortion in excess of \$1,000.
22. Caused or attempted to cause damage to school property, which includes but is not limited to, electronic files and databases, or private property in excess of \$1,000.
23. Stole or attempted to steal school property, which includes but is not limited to, electronic files and databases, or private property in excess of \$1,000.

~~Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~

24. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

~~25. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.~~

26. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

27. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

28. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

29. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

30. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

31. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
32. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
33. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
34. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
35. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
36. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

37. An act of cyber sexual bullying.
- a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - e. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
38. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
39. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Expulsion (Mandatory Offenses)

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it. The Administrative Panel will include three or more certificated persons, none of whom have been members of the Board or on the staff of the school in which the student is enrolled. It is important for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

After an Administrative Panel hears the case, it will make a determination whether to expel.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of MSA-5's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MSA-5 may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only

by the Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. MSA-5 must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, MSA-5 must present evidence that the witness' presence is both desired by the witness and will be helpful to MSA-5. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such

a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MSA-5
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MSA-5 shall maintain records of all student suspensions and expulsions at MSA-5. Such records shall be made available to the District upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within ten (10) calendar days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a contemporaneous written decision, which shall be immediately communicated to the appellant, in the best interest of the student and the Charter School. That decision shall be final.

Interim Placement

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall work with the District for an interim placement at a CDS or other alternative program. Should Charter School determine after the referral that the student will remain at the charter school pending the expulsion hearing based on the best interest of the student, or if Charter School secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, Charter School will notify the District of such determination.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

ADDITIONAL PROVISIONS

Bullying

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq.* MPS' policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. MPS' process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such

assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Required Notification

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED STAFF MEMBERS

All certificated staff members who are eligible, including, but not limited to, administrators, counselors, school psychologists, special education program administrators, and teaching employees will participate in, the State Teachers’ Retirement System (“STRS”).

CLASSIFIED STAFF MEMBERS

All full-time classified staff members, including, but not limited to, office staff and instructional aides are eligible to participate in the Public Employees Retirement System (“PERS”). MERF acknowledges that the school must continue such participation for the duration of the charter school’s existence under the same CDS code.

All part-time classified employees hired to work six months or more become eligible to participate in PERS on the date of hire. (Public Agency & Schools Reference Guide, February 2016, citing Government Code § 20281.) For part-time employees, they become PERS members the first day of the next pay period after completion of 1,000 hours or 125 days in a fiscal year.

Employees in PERS also qualify for Social Security.

The Charter School LEA employees participate either in PERS or STRS according to their eligibility. Staff members who leave the LEA to work for the Foundation Home Office have the option of retaining their PERS or STRS status, if eligible. The non-school PERS or STRS eligible Foundation Home Office staff qualify for social security and may elect to participate in an employer 401(k) plan.

OVERSIGHT OF BENEFITS

The HR Department and the Finance Department at the MPS Home Office are responsible for monitoring the appropriate administration of benefits and ensuring appropriate arrangements for retirement coverage are made for all employees. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, workers compensation, and other payroll obligations. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County. MERF acknowledges that the school must continue such participation for the duration of the charter school's existence under the same CDS code.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district or county office of education, or program of any school district or county office of education, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district or county office of education.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. A pupil may pursue an inter- or intra-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the school district, as they may change from time to time.

MSA-5 is a school of choice and no students shall be required to attend.

Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in MSA-5, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District or County who choose to leave the employment of the District or County to work at Charter School shall have no automatic rights of return to the District or County after employment at Charter School unless specifically granted by the District or County through a leave of absence or other agreement or policy of the District or County as aligned with the collective bargaining agreements of the District or County. Leave and return rights for District or County union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the ~~entity granting the charter~~ chartering authority to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(~~cb~~)(5)(N).)

Disputes Between the Charter School and the County

The Charter School and LACOE will be encouraged to attempt to resolve any disputes with LACOE amicably and reasonably without resorting to formal procedures.

In the event that any dispute arises between the Charter School, its staff and Board members and LACOE and its staff and Board members, both parties agree to use the procedure outlined below, pursuant to County Board Policy 0420.4 and Administrative Regulation 0420.4, except for any dispute that is any way related to revocation of the charter petition.

In the event of a dispute between the Charter School and LACOE, the parties agree to first frame the issue in written format and to refer the issue to the LACOE Superintendent and Executive Director of the Charter School. The party who claims there is a dispute shall first identify the issue in writing with specificity and with supporting facts. The other party shall provide a written response to the identification of the issue within 20 business days.

The Executive Director and Superintendent, or their respective designees, will attempt to settle the dispute by meeting and conferring in a good faith attempt to resolve the dispute within 15 business days of the date of the written response.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between LACOE and the Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of LACOE and the Charter School.

At any time that LACOE believes the dispute relates to an issue that could lead to revocation of the charter petition, both parties will no longer be subject to this process. LACOE may proceed immediately with the revocation procedures as set forth in law and stated below if LACOE believes the Charter School:

- a. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- b. Failed to meet or pursue any of the pupil outcomes identified in the charter.
- c. Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- d. Violated any provision of law.

In addition to the authority granted by Education Code Sections 1241.5 and 47604.3, a county superintendent of schools may, based upon written complaints by parents or other information that justifies the investigation, monitor the operations of a charter school located within that county and conduct an investigation into the operations of that charter school. If a county superintendent of schools monitors or investigates a charter school pursuant to this section, the county office of education shall not incur any liability beyond the cost of the investigation.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

In the event that the Charter School closes, the CEO will serve as the Charter School’s closure agent.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other

investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ADDITIONAL PROVISIONS

FACILITIES

~~MSA-5 will comply with its Facility Use Agreement.~~

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

1. **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
2. **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
3. **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
4. **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
 1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 2. Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
5. **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
 - a. **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - b. **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

1. **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 1. **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 2. **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
2. **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide LACOE with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to LACOE. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all County policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to LACOE for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction,

reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to LACOE upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

MSA-5 has been located at its current co-located site at Reseda HS, 18230 Kittridge Street, Reseda, California 91335 since 2015. On April 1, 2021, the Los Angeles Unified School District issued a final Proposition 39 offer of facilities to MSA-5 for the 2021-22 school year whereby the District will move MSA-5 from its current co-location at Reseda HS to Chatsworth Charter High School, approximately eight (8) miles away from its current site.

Beginning with the 2021-22 school year, The Charter School intends to move to 18238 Sherman Way and 18220 Sherman Way, Reseda, California 91335, approximately one (1) mile from its current site and where MPS currently operates the charter school known as Magnolia Science Academy 1. The new facilities will comply with all applicable legal requirements pertaining to charter school facilities. The facilities will have sufficient classroom and office space to serve the enrollment projections for the remainder of the charter term, as outlined above. The MSA-1 campus has 20 classrooms in the middle school building (18238 Sherman Way) and 20 classrooms in the high school building (18220 Sherman Way) and has additional common areas such as a rooftop space that can be utilized for instruction or recreation. MSA-5 will occupy a total of 13 classrooms and MSA-1 will occupy a total of 27 classrooms.

INSURANCE

Before any individuals are employed, or property or facilities are acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-insurance pool consistent with Government Code § 6528 and keep in full force during the term of the charter, no less than the following insurance coverage:

- Commercial General Liability, including Damage to Rented Premises coverage (only required for rented premises the tenant occupies), of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education ("County Board") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LACOE.

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- Property Damage Liability replacement value limits sufficient to protect the Charter School's assets.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education as named additional insureds and shall provide specifically that any insurance carried by LACOE which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

The Charter School shall provide evidence of insurance coverage to LACOE prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Certificates of insurance shall be mailed to:

Los Angeles County Office of Education
Insurance Compliance (EBIX)
P.O. Box 100085-LA
Duluth, GA 30096

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every

liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them. Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

FISCAL MATTERS

Oversight Costs

LACOE may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or LACOE may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from LACOE. Notwithstanding the foregoing, LACOE may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Budgets and Financial Reporting

Governing Law: *The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(gh).*

Attached, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

Administrative Services

Governing Law: *The manner in which administrative services of the school are to be provided. Education Code Section 47605(hg).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(gh).

The charter school intends to ~~remain in the current facility location~~ locate at 18220 and 18238 Sherman Way, Reseda, California 91335~~18230 Kittridge St. Reseda, CA 91335~~. In order to provide all aspects of the educational program, the facility must will provide the following: at least 12 core classrooms, 2 science labs, 1 main office, 1 learning center, 1 resource/counseling room for FERPA compliance (confidential meetings and testing), 1 computer lab, a multi-purpose room, a parent center, cafeteria, auditorium and athletic facilities for PE classes to use, 13 core classrooms for 5 middle school grade groups and 7 high school grade groups, access to common areas such as the rooftop that can be used for instruction or recreation, multipurpose room, main office, and outdoor eating area.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(gh).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(ed), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School shall enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.



Magnolia Science Academy-5 Material Revision Data - Academics

Magnolia Science Academy-5 (MSA-5) has a strong academic performance and continues to improve overall in ELA and Math. Below is a brief look into MSA-5's SBAC for Middle School and High School ELA and Math as well as EL Reclassification Rates, Graduation Rates, and A-G Completion Rates.

SBAC ELA DATA

SBAC Historical Proficiency Rates - ELA (3-8,11)				
	2017	2018	2019	Change (2018 to 2019)
LAUSD	39.55%	42.31%	43.90%	1.59%
MSA-5	33.33%	45.63%	46.40%	0.77%

2019 Smarter Balanced Test Results - ELA (3-8,11)						
	Met or Exceeded	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
ALL STUDENTS						
MSA-5	46.40%	181	23.76%	29.83%	36.46%	9.94%

6th Grade						
Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
40.68%	2492.5	59	33.90%	25.42%	27.12%	13.56%

7th Grade						
Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
55.18%	2552.4	58	12.07%	32.76%	48.28%	6.90%

8th Grade						
Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
39.62%	2534.6	53	26.42%	33.96%	35.85%	3.77%

11th Grade						
Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
63.63%	2624.9	11	18.18%	18.18%	27.27%	36.36%

SBAC MATH DATA

SBAC Historical Proficiency Rates - MATH (3-8,11)				
	2017	2018	2019	Change (2018 to 2019)
MSA-5	15.60%	34.16%	38.67%	4.51%

2019 Smarter Balanced Test Results - MATH (3-8,11)						
	Met or Exceeded	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
ALL STUDENTS:						
MSA-5	38.67%	181	28.18%	33.15%	22.10%	16.57%

6th Grade						
Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
30.50%	2520.4	59	28.81%	40.68%	15.25%	15.25%

7th Grade						
Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
39.65%	2548.4	58	20.69%	39.66%	31.03%	8.62%

8th Grade						
Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
43.40%	2562.1	53	33.96%	22.64%	16.98%	26.42%

11th Grade						
Met or Exceeded	Mean Scale Score	# of Stud. w/ Scs	Std Not Met	Std Nearly Met	Std Met	Std Exceeded
38.67%	2612.1	11	28.18%	33.15%	22.10%	16.57%

EL Reclassification Rates

	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
2018-19	281	73 (26.0 %)	143 (50.9 %)	8 (13.6 %)
2017-18	248	59 (23.8 %)	132 (53.2 %)	7 (0.0%)

Graduation and AG Completion Rates

School Year	# of Seniors	# of Seniors Earning a MPS Diploma	# of Graduating Seniors	% of Cohort Students Earning a MPS Diploma (any type)	# of Graduating Seniors Meeting UC/CSU Requirements	% of Graduating Seniors Meeting UC/CSU Requirements	# of Graduating Seniors Earning a Seal of Biliteracy	% of Graduating Seniors Earning a Seal of Biliteracy	# of Graduating Seniors Earning a Golden State Seal Merit Diploma
2020-2021	23	23	23	100.00%	23	100.00%	8	34.80%	9
2019-2020	5	5	5	100.00%	5	100.00%	2	40.00%	1

AMENDED AND RESTATED LEASE AGREEMENT

by and between

MPM SHERMAN WAY LLC,
a California limited liability company

and

**MAGNOLIA EDUCATIONAL &
RESEARCH FOUNDATION,**
a California nonprofit public benefit corporation

dated as of August 1, 2017

for the use and occupation of certain premises by

MAGNOLIA SCIENCE ACADEMY 1

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AMENDED AND RESTATED LEASE AGREEMENT

1. **Basic Provisions.**

1.1 **Parties.** This Amended and Restated Lease Agreement (“**Lease**”) dated, for reference purposes only, as of August 1, 2017, is made by and between MPM SHERMAN WAY LLC, a California limited liability company (“**Lessor**”), and MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION, a California nonprofit public benefit corporation (“**Lessee**”) (Lessor and Lessee being sometimes referred to herein collectively as the “**Parties**” and individually a “**Party**”). Lessee is entering into this Lease to provide for the use and occupation of the Premises (as defined below) by MAGNOLIA SCIENCE ACADEMY 1, also known as MAGNOLIA SCIENCE ACADEMY (the “**School**”), a California public charter school operated by Lessee. This Lease amends and restates that certain Lease Agreement dated as of June 1, 2014 by and between the parties (the “**Existing Lease**”).

1.2 **Premises.** The real property and improvements commonly referred to as 18228, 18214 and 18238 Sherman Way, Reseda, California, 91135, located in the County of Los Angeles, State of California and marked on the attached Exhibit A constitute the “**Premises.**” (*See also* Section 2 below.)

1.3 **Term.** The term of this Lease shall commence on funding of the Loan described in Section 1.5 below, (the “**Commencement Date**”) and shall end on July 1, 2044 (the “**Initial Term**”) (or such other later date if Lessee exercises its extension option) (such date, as it may be extended, the “**Expiration Date**”). (*See also* Section 3 below.) Until the Commencement Date of this Lease, the Existing Lease remains in full force and effect. Based upon the occurrence of any of the events described in Section 4.06(b) and (c) of the Loan Agreement, this Lease may be terminated by Lessee by depositing with the Bond Trustee (as defined in Section 1.5 below) sufficient cash or securities to defease the principal amount of the Bonds (as defined in Section 1.5 below).

1.4 **Extension Option.** Lessee shall have two (2) options to extend the Initial Term, each for five (5) years as of the funding of the Loan described in Section 1.5 below (such extension terms collectively, the “**Extension Term**” and, collectively with the Initial Term, the “**Term**”) with the Rent during the Extension Term to be set at an amount no less than the Fair Market Rent of the Premises at the date the option becomes exercisable. “**Fair Market Rent**” for purposes of this Section 1.4 shall be determined pursuant to Section 5 below.

1.5 **Base Rent.**

(a) **Obligated Group.** Lessor and Lessee acknowledge that Lessor is a member (a “**Member**”) of an obligated group (the “**Obligated Group**”) under a Master Trust Indenture dated as of August 1, 2017 (the “**Master Indenture**”), by and among Magnolia Properties Management, Inc., a California nonprofit public benefit corporation, as the Obligated Group representative (the “**Obligated Group Representative**”), certain other Obligated Group Members as identified in the Master Indenture (together with the Member, the “**Members**”), and UMB Bank, National Association, as master trustee (the “**Master Trustee**”). The Obligated Group Representative, on behalf of the Members, obtained a loan (the “**Loan**”) from the

California School Finance Authority (the “**Issuer**”) as evidenced by a Loan Agreement dated as of August 1, 2017, by and between the Issuer and the Obligated Group Representative (the “**Loan Agreement**,” under which the Obligated Group Representative is sometimes referred to as “**Borrower**”). The Loan will be funded by the proceeds of the Issuer’s Charter School Revenue Bonds (Magnolia Public Schools - Obligated Group), Draw Down Series 2017A (the “**Bonds**”) pursuant to an Indenture dated as of August 1, 2017 (the “**Bond Indenture**”) by and between the Issuer and UMB Bank, National Association, as bond trustee (the “**Bond Trustee**”). So long as the Loan is outstanding, the “**Base Rent**” shall be payable in accordance with the schedule set forth in Exhibit B attached hereto, subject to adjustment to reflect any adjustment to the debt service payable by Lessor in respect of the Bonds in the event of any prepayment of all or a portion of the Loan and the redemption or defeasance of all or a portion of the Bonds or in the event the Long Term Rate on the Reset Date exceeds 6.00%. Hamlin Capital Management, LLC is currently acting as the Bondholder Representative (the “**BHR**”). In the event of the prepayment of the Loan in its entirety and the redemption or defeasance of all of the Bonds prior to the Expiration Date or termination of this Lease such that no Bonds remain outstanding under the Indenture, the Base Rent shall be payable based upon the average of the debt service payments during the five (5) years immediately preceding such defeasance or prepayment.

(b) Intercept Notice. Simultaneously with the execution and delivery of the Bonds, Lessee shall deliver or cause to be delivered the Intercept Notice, substantially in the form set forth in Exhibit E attached hereto (the “**Intercept Notice**”), to the State Controller (as defined in Exhibit E hereto) to indicate transfers to the Bond Trustee to pay the amounts due under this Lease as they come due. Amounts specified in the Intercept Notice for transfer to the Bond Trustee shall be limited to funding apportioned for purposes of the charter school block grant or the local control funding formula pursuant to Section 42238.02 of the Education Code of the State of California (the “**State Apportionments**”). Lessee shall, with Lessor’s and BHR’s prior written consent, amend, supplement or restate the Intercept Notice and deliver such to the State Controller from time to time as necessary or appropriate (including without limitation as a result of redemption prior to maturity) to indicate transfers to the Bond Trustee to pay the amounts due under this Lease as they come due and to cure any delinquency in payment of such amounts. Lessee will cooperate with the Bond Trustee in any manner the Bond Trustee may request in connection with amending, supplementing or restating the Intercept Notice. If at any time the Intercept Notice is amended, supplemented or restated for any reason, Lessee shall promptly provide the Issuer, the Department of Education of the State of California, the BHR, the Bond Trustee and the Master Trustee with a copy of such amended, supplemented or restated Intercept Notice. The Intercept Notice may provide additional amounts payable to the Bond Trustee for purposes set forth in the Master Indenture or to any other payee or payees for any other costs necessary or incidental to the Bonds; provided, that Lessee shall not grant preference or any prior right of funding access or security in respect of the State Apportionment to any other payment indicated in the Intercept Notice or any other notice delivered pursuant to Section 17199.4 of the Education Code of the State of California. All deposits of moneys derived from the Intercept Notice hereunder shall be made at the corporate trust office of the Bond Trustee or such other payee as set forth in the Intercept Notice. Lessee shall timely amend, supplement or restate the Intercept Notice to require transfers to such other location as shall be designated in writing by the Bond Trustee or such other payee to Lessee.

1.6 **Refinancing of Loan.** For purposes of this Lease, “**Lender**” shall be deemed to refer to the Issuer under the Loan Agreement, its successors and assigns, including Master Trustee and Bond Trustee. Upon any refinancing of the Loan, the term “**Loan Agreement**” thereafter shall refer to the agreement for the refinancing of the Loan, the term “**Loan**” thereafter shall refer to the refinancing loan, and the term “**Lender**” thereafter shall refer to the lender making the refinancing loan, but otherwise all of the terms, covenants and conditions of this Lease shall remain unmodified and in full force and effect.

1.7 *(Reserved)*

1.8 **Real Estate Brokers.** None.

2. **Premises.**

2.1 **Letting.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, for the Term, at the Rent (as defined below) and upon and subject to all of the terms, covenants and conditions set forth in this Lease.

2.2 **Condition of Premises.** Lessee acknowledges that Lessor may construct improvements to the Premises (the “**Improvements**”), including the Buildings as described in Section 2.3 below, pursuant to the terms of the Loan Agreement described in Section 1.5. Lessee hereby acknowledges and agrees that it has reviewed and approved the Loan Agreement and agrees to accept the Improvements in their as-is condition, following completion of construction. All references in this Lease to the “**Premises**” shall be deemed to include the Improvements. Subject to the terms of Section 6.2(f) of this Lease, Lessee accepts the Premises in their current as-is condition. Lessee hereby acknowledges that the Premises have not undergone an inspection by a certified access specialist.

2.3 **Compliance.** Following completion of the Improvements, if the applicable building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances (the “**Applicable Requirements**”) require, during the Term, the construction of an addition to or an alteration of the Premises or any portion of the buildings on the Premises (the “**Buildings**”), the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Premises and/or the Buildings, Lessee hereby agrees to undertake and complete such construction, alteration, remediation, reinforcement or other modification (each, a “**Capital Expenditure**”), and the costs therefor shall be incurred solely by Lessee.

2.4 **Parking.** Lessee shall be provided with such number of parking spaces as Lessor and Lessee shall from time to time determine. For the avoidance of doubt, all parking spaces allocated to Lessee hereunder shall be deemed a part of the Premises leased hereunder and shall be subject to the terms hereof and any special rules and regulations promulgated by Lessor which relate specifically to parking.

2.5 **Energy Use Disclosure Program.** Lessee hereby acknowledges that Lessor may be required to disclose certain information concerning the energy performance of the Building (the “**Energy Disclosure Information**”) pursuant to California Public Resources Code Section 25402.10 and the regulations adopted pursuant thereto (collectively the “**Energy Disclosure Requirements**”). If and to the extent not prohibited by applicable laws, Lessee hereby waives

any right Lessee may have to receive the Energy Disclosure Information, including, without limitation, any right Lessee may have to terminate this Lease as a result of Lessor's failure to disclose such information. Further, Lessee hereby releases Lessor from any and all losses, costs, damages, expenses and/or liabilities relating to, arising out of and/or resulting from the Energy Disclosure Requirements, including, without limitation, any liabilities arising as a result of Lessor's failure to disclose the Energy Disclosure Information to Lessee prior to the execution of this Lease. Lessee's acknowledgment of the AS-IS condition of the Premises pursuant to the terms of this Lease shall be deemed to include the energy performance of the Building. Lessee further acknowledges that pursuant to the Energy Disclosure Requirements, Lessor may be required in the future to disclose information concerning Lessee's energy usage to certain third parties, including, without limitation, prospective purchasers, lenders and lessees of the Building (the "**Energy Use Disclosure**") and Lessee agrees to provide Lessor with all such information as Lessor may require in order to satisfy the Energy Disclosure Requirements. Lessee hereby (A) consents to all such Energy Use Disclosures, and (B) acknowledges that Lessor shall not be required to notify Lessee of any Energy Disclosure Information. Further, Lessee hereby releases Lessor from any and all losses, costs, damages, expenses and liabilities relating to, arising out of and/or resulting from any Energy Use Disclosure. The terms of this Section shall survive the expiration or earlier termination of this Lease.

2.6 CASp Inspection for Accessibility. Lessor hereby notifies Lessee that the Premises have not undergone an inspection by a Certified Access Specialist ("**CASp**"). A CASp can inspect the Premises and determine whether the Premises comply with all of the applicable construction related accessibility standards under California state law. Although California state law does not require a CASp inspection of the Premises, the Lessor may not prohibit Lessee from obtaining a CASp inspection of the Premises for the occupancy or potential occupancy of Lessee, if requested by Lessee. The Parties shall mutually agree on the arrangements for the time and manner of the CASp inspection, the payment of the fee for the CASp inspection, and the cost of making any repairs necessary to correct violations of construction related accessibility standards within the Premises.

3. Term.

3.1 Term. The Commencement Date, Expiration Date and Term of this Lease are as specified in Section 1.3, provided that the commencement of rent shall commence on the later of (the "**Rent Commencement Date**"): (a) the Commencement Date and (b) following Lessor's completion of any Improvements in accordance with the Loan Agreement, the issuance of a temporary Certificate of Occupancy for the Premises.

4. Rent and Expenses.

4.1 Rent Defined. Subject to the terms of this Lease, Base Rent, Expenses (as defined below), Additional Rent (as defined below) and all other monetary obligations of Lessee to Lessor or to third parties arising under the terms of this Lease are deemed to be rent ("**Rent**").

4.2 Expenses. Lessee shall be responsible for all Expenses (as defined below) which Lessee shall pay to Lessor within thirty (30) days after receiving a statement from Lessor itemizing (with reasonable description) all charges included thereon.

“**Expenses**” shall mean all costs and expenses of the ownership, operation, maintenance, repair or replacement, and insurance of the Premises, as determined by standard accounting practices, including, by way of illustration only, and not by way of limitation, to the extent they apply to the Premises:

- (i) Gross receipts taxes, whether assessed against Lessor or assessed against Lessee and collected by Lessor;
- (ii) Water, sewage, and waste or refuse removal charges;
- (iii) Gas, electricity, telephone and other utilities;
- (iv) Reasonable costs incurred in the day-to-day management (if any), including the cost of management personnel;
- (v) Air conditioning and heating;
- (vi) Elevator maintenance (if any);
- (vii) Supplies, materials, labor, equipment, and utilities used in or related to the operation and maintenance of the Premises;
- (viii) All maintenance, replacement and repair costs including, without limitation, janitorial, cleaning and repair services relating to the Premises and all improvements thereon, including, without limitation, air conditioning systems, landscaping, service areas, building exteriors (including painting), signs and directories, repairing and replacing roofs, walls, janitorial (if any is supplied) and upgrades, and cost of compliance with applicable laws;
- (ix) Capital improvements made to the Premises (whether funded in full or amortized with reasonable financing charges) which may be required by any government authority or which will improve the operating efficiency of the Premises;
- (x) Real Property Taxes (as defined in Section 10.1 below) and personal property taxes (as described in Section 10.3 below), if any; and
- (xi) Any other costs or expenses incurred by Lessor under this Lease and not otherwise reimbursed by Lessee or any other lessee of the Premises. Expenses shall not include depreciation on the Buildings of which the Premises are a part.

4.3 **Additional Rent.** In addition to Base Rent and Expenses, Lessee shall be responsible for the payment of Additional Rent. Additional Rent shall be paid to Lessor on demand or, if such Additional Rent is ongoing and can be calculated on a periodic basis, on a monthly basis pursuant to a written schedule from time to time delivered by Lessor.

“**Additional Rent**” shall include but not be limited to the following:

(i) All amounts required to reimburse Lessor, or satisfy Lessor’s obligations, for any fees, expenses, taxes, indemnities, assessments or other payments that it pays under the terms of the Loan Agreement to or on behalf of the Lender;

(ii) Amounts necessary to reimburse Lessor, or satisfy Lessor’s obligations, for any payments, other than debt service, that Lessor makes as may be required under the Loan Agreement or this Lease; and

(iii) Amounts necessary to reimburse Lessor for payments it makes with respect to Lessor’s reasonable general operating expenses, including Lessor’s payment of Lessor’s share of the reasonable general operating expenses of Lessor’s sole member.

4.4 Extraordinary Monthly Rent. In the event that Lessee receives a notice (each an “**Extraordinary Monthly Rent Notice**”) from either Lessor or the Master Trustee, stating the Master Trustee has not received the payment of rent with respect to a Related Project (as defined in the Master Indenture) on or before the date that such required payment is due, then Lessee shall pay the Extraordinary Monthly Rent to the Master Trustee within three (3) business days after Lessee’s receipt of the Extraordinary Monthly Rent Notice. Lessor covenants to immediately provide Lessee with a copy of any Extraordinary Monthly Rent Notice received by Lessor pursuant to the terms of the Master Indenture. The “**Extraordinary Monthly Rent**” shall mean the amount set forth in such Extraordinary Monthly Rent Notice, which shall be Lessee’s Proportionate Share of the Extraordinary Monthly Rent. “**Proportionate Share**” shall mean the amount required to be paid by Lessee to ensure that all of the required rent with respect to all of the Related Projects have been timely made.

4.5 Payment. Lessee’s obligation to pay Rent shall commence on the Rent Commencement Date. Lessee shall cause all Rent payable to Lessor under this Lease to be received by Lessor in lawful money of the United States on or before the day on which it is due, without offset or deduction. Rent for any period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Payment of Rent due to Lessor shall be made to Lessor at its address stated herein or to such other persons or place as Lessor may from time to time designate in writing. Subject to the terms of the Bond Indenture, and so long as any of the Bonds or the Loan remains outstanding, Lessee shall: (a) through the Intercept Notice, cause the Los Angeles County Office of Education to transfer the portion of the State Apportionment attributable to the School to the Bond Trustee for deposit in the Revenue Fund (as defined in the Bond Indenture); and (b) cause the Bond Trustee to pay from the Revenue Fund the Rent due to Lessor under the terms of this Lease.

4.6 Budgeting Rent. Lessee covenants to take such action as may be necessary to include all such payments of Rent due hereunder in its annual budgets, to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent.

4.7 **Accounting.** If Lessor so requests in writing, Lessee agrees to provide Lessor with an annual, or more frequent, accounting of the Expenses paid for the just-completed calendar year.

4.8 **Limitation of Recourse.** Notwithstanding any other terms or provisions of this Lease to the contrary, Lessee's liability under this Lease will be limited to the Gross Revenues of the School and the Lessee Management Fees, and under no circumstances shall Lender have recourse to any revenues or assets (other than Lessee Management Fees) attributable to, or designated by any third party for, any other school operated by Lessee or pledged by Lessee to secure loans to or financings or leases for such other school. Such other school's moneys, assets and revenues would include income and revenues directly or indirectly derived by Lessee's operation of the other school, including without limitation per pupil revenues and other funding received from the State of California or by virtue of the charter granted to Lessee for the other school and all gifts, grants, bequests and contributions (including income and profits therefrom) to the extent specifically restricted by the donor or Lessee thereof to the other school and such moneys would also include net insurance or condemnation proceeds received or payable to Lessee on account of damage or destruction of the other school or its property or other loss incurred by Lessee with respect to its operation of the other school or its property. Nothing contained in this Section 4.8 shall be construed to release Lessor from the performance of any of the agreements on its part herein contained, and in the event Lessor shall fail to perform any such agreements on its part, Lessee may institute such action against Lessor as Lessee may deem necessary to compel performance so long as such action does not abrogate the obligations of Lessee contained in the first sentence of this Section 4.8. Lessee may, however, at Lessee's own cost and expense and in Lessee's own name or in the name of Lessor prosecute or defend any action or proceeding or take any other action involving third persons which Lessee deems reasonably necessary in order to secure or protect Lessee's right of possession, occupancy and use hereunder, and in such event Lessor hereby agrees to cooperate fully with Lessee and to take such action necessary to effect the substitution of Lessee for Lessor in such action or proceeding if Lessee shall so request.

As used herein, "**Gross Revenues of the School**" means all income and revenues directly or indirectly derived by Lessee's operation of the School described in Section 1.1 of this Lease, including without limitation, per-pupil revenues and other funding received from the State of California or by virtue of the charter granted to Lessee for the School and all gifts, grants, bequests and contributions (including income and profits therefrom) specifically restricted by the donor or maker thereof to the School or the Premises, to the extent not specifically restricted by the donor or maker thereof to a particular purpose inconsistent with their use for the payments required under this Lease. Gross Revenues of the School also includes net insurance or condemnation proceeds received or payable to Lessee on account of damage or destruction of the Premises or other loss incurred by Lessee with respect to its operation of the School or the Premises.

As used herein, "**Lessee Management Fees**" means the internal management fees charged by Lessee to the public charter schools operated by Lessee, including but not limited to the School, for the administrative services provided by the Lessee central office staff to such schools, calculated as if each such school and the Lessee central office operations were operated as separate legal entities.

5. **Option to Extend.** Lessor hereby grants to Lessee two (2) options to extend the Initial Term of this Lease, each for a period of five (5) years (each, an “**Extension Option**”). Each respective Extension Option shall be deemed exercised unless Lessee provides Lessor with written notice, on or before one year prior to the then scheduled Expiration Date, of Lessee’s election not to exercise the respective Extension Option, provided that so long as Lessor has any obligations under the Loan Agreement, Lessee will exercise each Extension Option. In the event the Term of this Lease shall be extended under this Section, then all of the terms, covenants and conditions of this Lease shall remain unmodified and in full force and effect, except that:

(i) Each Extension Term shall commence immediately upon the expiration of the Initial Term or prior Extension Term, as applicable.

(ii) The Base Rent for the Extension Term shall be determined as follows. Within thirty (30) days after the exercise or deemed exercise of the Extension Option, Lessor shall notify Lessee in writing as to Lessor’s determination, in Lessor’s good faith judgment, of the fair market rent of comparable space (including square footage, location and quality of the Premises) to the Premises (the “**Fair Market Rent**”) together with reasonable back-up material supporting Lessor’s determination. Lessee shall have twenty (20) days from receipt of Lessor’s determination of the Fair Market Rent accept or reject Lessor’s determination.

(iii) Notwithstanding any terms herein to the contrary, so long as the Loan is outstanding, in no event shall the Base Rent payable during any Extension Term be less than the debt service of the Loan, plus Issuer and Trustee Fees, or the Base Rent payable during the month preceding the commencement of the applicable Extension Term. Until the Fair Market Rent has been agreed upon, the initial Base Rent for the Extension Term shall be the Base Rent payable during the month preceding the commencement of the applicable Extension Term. In the event the Fair Market Rent is determined to be greater than such amount, then Lessee shall promptly pay Lessor any balance due.

(iv) If Lessee timely objects to Lessor’s determination of Fair Market Rent, Lessor and Lessee shall diligently attempt in good faith to agree on the Fair Market Rent within ten (10) days of Lessee’s notice of objection (“**Outside Agreement Date**”). If Lessor and Lessee fail to reach agreement by the Outside Agreement Date, each shall make a separate determination of the Fair Market Rent within five (5) days of the Outside Agreement Date. Such determination shall then be submitted to arbitration in accordance with (v) below.

(v) Within fifteen (15) days of the Outside Agreement Date, the Parties shall agree upon an arbitrator who shall decide whether the Parties will use Lessor’s or Lessee’s submitted Fair Market Rent and shall promptly notify Lessor and Lessee of its decision. If the Parties are unable to agree upon the arbitrator within fifteen (15) days of the Outside Agreement Date, within five (5) days thereafter, Lessor and Lessee shall each appoint an arbitrator and give notice to the other Party of such arbitrator’s name and business address. The arbitrator must be a licensed real estate broker or appraiser who has been active in the leasing or appraising of commercial

properties in the Central Los Angeles area for at least five years. If each Party appoints an arbitrator, the two appointed arbitrators shall, within ten (10) days after the appointment of the second arbitrator, agree on and appoint a third similarly qualified arbitrator and promptly provide notice to Lessor and Lessee of such arbitrator's name and business address. Within thirty (30) days after the appointment of the third arbitrator, the three (3) arbitrators shall decide whether the Parties will use Lessor's or Lessee's submitted Fair Market Rent and shall promptly notify Lessor and Lessee of their decision. The decision of the majority of the three (3) arbitrators shall be binding on Lessor and Lessee.

(vi) Such Base Rent as so determined shall be paid during the Extension Term in installments at the times and in the manner specified in this Lease.

6. Use.

6.1 **Use.** Lessee shall use and occupy the Premises only for "educational facilities" as defined in Section 17173(f) of the Education Code of the State of California in order to operate a charter school that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code (the "**Code**") as an organization described in Code Section 501(c)(3) and that qualifies as an "educational organization" as described under Code Section 170(b)(1)(A)(ii) (the "**Agreed Use**"), and for no other purpose, provided that Lessee shall not rent the Premises as residential rental property to others, or permit any subtenant to rent the Premises as residential rental property to others. Lessee shall not use or permit the use of the Premises in a manner that is unlawful, creates damage, waste or a nuisance, or that disturbs other tenants on the Premises or causes damage to neighboring premises or properties. Subject to the foregoing, Lessee may, without Lessor's prior written consent, operate the School with such grade levels as Lessee may from time to time determine in its reasonable judgment and, if so requested by Lessee, Lessor will cooperate with Lessee, and execute any applications or other documentation reasonably required, for the purpose of obtaining a change in any zoning or other use restriction, including any conditional use permit currently or thereafter applicable to the Premises, to permit Lessee to use or operate the Premises for additional or different grades, provided, that Lessee shall reimburse Lessor for any reasonable expenses incurred in connection therewith.

6.2 Hazardous Substances.

(a) **Reportable Uses Require Consent.** The term "**Hazardous Substance**" as used in this Lease shall mean (i) any oil, flammable substance, explosives, radioactive materials, hazardous wastes or substances, toxic wastes or substances or any other wastes, materials or pollutants which (A) pose a hazard to the Premises or to persons on or about the Premises or (B) cause the Premises to be in material violation of any Environmental Regulation (as defined herein); (ii) asbestos in any form which is or could become friable, urea formaldehyde foam insulation, transformers or other equipment which contain dielectric fluid containing levels of polychlorinated biphenyls, or radon gas; (iii) any chemical, material or substance defined as or included in the definition of "waste," "hazardous substances," "hazardous wastes," "hazardous materials," "extremely hazardous waste," "restricted hazardous waste," or "toxic substances" or words of similar import under any Environmental Regulation including, but not limited to, the Comprehensive Environmental Response, Compensation and

Liability Act (“**CERCLA**”), 42 U.S.C. § 9601 *et seq.*; the Resource Conservation and Recovery Act (“**RCRA**”), 42 U.S.C. § 6901 *et seq.*; the Hazardous Materials Transportation Act, 49 U.S.C. § 1801 *et seq.*; the Federal Water Pollution Control Act, 33 U.S.C. § 1251 *et seq.*; the California Hazardous Waste Control Law (“**HWCL**”), Cal. Health & Safety Code § 25100 *et seq.*; the Hazardous Substance Account Act (“**HSAA**”), Cal. Health & Safety Code § 25300 *et seq.*; the Underground Storage of Hazardous Substances Act, Cal. Health & Safety Code § 25280 *et seq.*; the Porter-Cologne Water Quality Control Act (the “**Porter-Cologne Act**”), Cal. Water Code § 13000 *et seq.*; the Safe Drinking Water and Toxic Enforcement Act of 1986 (Proposition 65); and Title 22 of the California Code of Regulations, Division 4, Chapter 30; (iv) any other chemical, material or substance, exposure to which is prohibited, limited or regulated by any governmental authority or agency or may or could pose a hazard to the health and safety of the occupants of the Premises or the owners and/or occupants of property adjacent to or surrounding the Premises, or any other person coming upon the Premises or adjacent property; or (v) any other chemical, materials or substance which may or could pose a hazard to the environment. The term “**Environmental Regulations**” shall mean any federal, state or local law, statute, code, ordinance, regulation, requirement or rule relating to dangerous, toxic or hazardous pollutants, Hazardous Substances or chemical waste, materials or substances. Lessee shall not engage in any activity in or on the Premises which constitutes a Reportable Use of Hazardous Substances without the express prior written consent of Lessor and BHR if Bonds are outstanding and timely compliance (at Lessee’s expense) with all Applicable Requirements. “**Reportable Use**” shall mean (i) the installation or use of any above or below ground storage tank, (ii) the generation, possession, storage, use, transportation, or disposal of a Hazardous Substance that requires a permit from, or with respect to which a report, notice, registration or business plan is required to be filed with, any governmental authority, and/or (iii) the presence at the Premises of a Hazardous Substance with respect to which any Applicable Requirements requires that a notice be given to persons entering or occupying the Premises or neighboring properties. Notwithstanding the foregoing or anything herein to the contrary, Lessee may use any ordinary and customary materials reasonably required to be used in the normal course of the Agreed Use, ordinary office supplies (copier toner, liquid paper, glue, etc.) and common household cleaning materials, so long as such use is in compliance with all Applicable Requirements, is not a Reportable Use, and does not expose the Premises or neighboring property to any meaningful risk of contamination or damage or expose Lessor, Lender or Lessee to any liability therefor. In addition, Lessor and BHR may condition their consent to any Reportable Use upon receiving such additional assurances as Lessor and BHR reasonably deem necessary to protect itself, the public, the Premises and/or the environment against damage, contamination, injury and/or liability, including, but not limited to, the installation (and removal on or before Lease expiration or termination) of protective modifications (such as concrete encasements).

(b) **Duty to Inform Lessor.** If Lessee knows, or has reasonable cause to believe, that a Hazardous Substance has come to be located in, on, under or about the Premises, other than as previously consented to by Lessor and BHR, Lessee shall immediately give written notice of such fact to Lessor and BHR, and provide Lessor and BHR with a copy of any report, notice, claim or other documentation which it has concerning the presence of such Hazardous Substance.

(c) **Lessee Remediation.** Lessee shall not cause or permit any Hazardous Substance to be spilled or released in, on, under, or about the Premises (including through the

plumbing or sanitary sewer system) and shall promptly, at Lessee's expense, comply with all Applicable Requirements and take all investigatory and/or remedial action reasonably recommended, whether or not formally ordered or required, for the cleanup of any contamination of, and for the maintenance, security and/or monitoring of the Premises or neighboring properties, that was caused or materially contributed to by Lessee, or pertaining to or involving any Hazardous Substance brought onto the Premises during the Term of this Lease, by or for Lessee, or any third party.

(d) **Lessee Indemnification.** Lessee shall indemnify, defend and hold Lessor and its sole member, Lender and BHR, and the agents, employees, officers, and directors of such Parties, harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises by or for Lessee (provided, however, that Lessee shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from adjacent properties not caused or contributed to by Lessee). No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessee from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessor and BHR in writing at the time of such agreement. The provisions of this subdivision (d) of Section 6.2 shall survive the termination of this Lease.

(e) **Lessor Indemnification.** Lessor shall indemnify, defend and hold Lessee, Lender and BHR, and their agents, employees, officers, and directors, harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises (by a party other than Lessee) prior to the Commencement Date (provided, however, that Lessor shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from adjacent properties not caused or contributed to by Lessor). No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessor from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessee and BHR in writing at the time of such agreement.

(f) **Hazardous Substance Condition Remediation.** If Lessee becomes aware of a Hazardous Substance Condition occurring during the Term of this Lease, then Lessee shall notify Lessor and BHR, and Lessor shall make the investigation and remediation thereof required by the Applicable Requirements, the costs relating thereto constituting an Expense for which Lessee is responsible and this Lease shall continue in full force and effect, but subject to Lessor's rights under Section 6.2(d); provided, however, that if a Hazardous Substance Condition occurs as a result of Hazardous Materials that are brought on the Premises (by a party other than Lessee) prior to the Commencement Date, then Lessor shall be solely responsible for making the investigation and remediation thereof at its sole cost and expense, and this Lease shall continue in full force and effect. "**Hazardous Substance Condition**" shall mean the occurrence or discovery of a condition involving the presence of, or a contamination by, a Hazardous Substance as defined in Section 6.2(a), in, on, or under the Premises which requires repair, remediation, or restoration.

6.3 Lessee's Compliance with Applicable Requirements. Except as otherwise provided in this Lease, Lessee shall, at Lessee's sole expense, fully, diligently and in a timely manner, materially comply with all Applicable Requirements, the requirements of any applicable fire insurance underwriter or rating bureau, and the recommendations of Lessor's engineers and/or consultants which relate in any manner to such Applicable Requirements, without regard to whether such Applicable Requirements are now in effect or become effective after the Commencement Date. Lessee shall, within ten (10) days after receipt of Lessor's written request, provide Lessor with copies of all permits and other documents, and other information evidencing Lessee's compliance with any Applicable Requirements specified by Lessor, and shall immediately upon receipt, notify Lessor and BHR in writing (with copies of any documents involved) of any threatened or actual claim, notice, citation, warning, complaint or report pertaining to or involving the failure of Lessee or the Premises to comply with any Applicable Requirements.

7. Maintenance; Repairs.

7.1 Lessee's Obligations. Subject to the provisions of Sections 7.2 (Lessor's Obligations), 9 (Damage or Destruction) and 13 (Condemnation), Lessee shall, at Lessee's sole expense, keep the interior, exterior and structural elements of the Premises in good order, condition and repair; and keep the exterior, structural and major utility components of the Premises and other portions of the Premises in good order, condition and repair, including, but not limited to, all equipment or facilities, such as plumbing, HVAC equipment, electrical, lighting facilities, boilers, pressure vessels, fire protection system, fixtures, walls (interior and exterior), ceilings, floors, windows, doors, plate glass, skylights, landscaping, driveways, parking lots, fences, retaining walls, signs, sidewalks and parkways located in, on, or adjacent to the Premises. Lessee's obligations shall include restorations, replacements or renewals when necessary to keep the Premises and all improvements thereon or a part thereof in good order, condition and state of repair. Subject to the provisions of Sections 9 (Damage or Destruction) and 13 (Condemnation) and to the provisions of Section 3.03(c) of the Master Indenture (governing funds relating to, among other things, insurance and condemnation proceeds), it is intended by the Parties hereto that Lessor have no obligation, in any manner whatsoever, to repair and maintain the Premises, or the equipment therein, all of which obligations are intended to be that of Lessee. It is the intention of the Parties that the terms of this Lease shall govern the respective obligations of the Parties as to maintenance and repair of the Premises, and they expressly waive the benefit of any statute now or hereafter in effect to the extent it is inconsistent with the terms of this Lease.

7.2 Lessor's Obligations. Subject to the provisions of Section 2.2 (Condition), 2.3 (Compliance), 9 (Damage or Destruction) and 13 (Condemnation), Lessor shall keep the other portions of the Premises not covered in Section 7.1 above in good order, condition and repair. All costs and expenses incurred by Lessor in connection with the aforesaid maintenance and repair shall be deemed "Expenses" hereunder. Lessor's obligations shall include restorations, replacements or renewals when necessary to keep the Premises and all improvements thereon or a part thereof in good order, condition and state of repair, and the costs relating thereto shall be deemed an "Expense" hereunder.

7.3 **Utility Installations; Trade Fixtures; Alterations.**

(a) **Definitions.** The term “**Utility Installations**” refers to all floor and window coverings, air and/or vacuum lines, power panels, electrical distribution, security and fire protection systems, communication cabling, lighting fixtures, HVAC equipment, plumbing, and fencing in or on the Premises. The term “**Trade Fixtures**” shall mean Lessee’s machinery and equipment that can be removed without doing material damage to the Premises. The term “**Alterations**” shall mean any modification of the improvements, other than Utility Installations or Trade Fixtures, whether by addition or deletion. “**Lessee Owned Alterations and/or Utility Installations**” are defined as Alterations and/or Utility Installations made by Lessee that are not yet owned by Lessor pursuant to Section 7.4(a).

(b) **Consent.** Lessee shall not make any Alterations or Utility Installations to the Premises without Lessor’s and BHR’s prior written consent, except as provided herein. Lessee may make non-structural Alterations or Utility Installations and may make structural Alterations or Utility Installations to the interior of the Premises (excluding the roof) without such consent but upon notice to Lessor and BHR, as long as they are not visible from the outside, do not involve puncturing, relocating or removing the roof or any existing walls, and will not affect the electrical, plumbing, HVAC, and/or life safety systems. Notwithstanding the foregoing, Lessee shall not make or permit any roof penetrations and/or install anything on the roof without the prior written approval of Lessor and BHR. Any Alterations or Utility Installations that Lessee shall desire to make and which require the consent of Lessor and BHR shall be presented to Lessor and BHR in written form with detailed plans. Consent shall be deemed conditioned upon Lessee’s: (i) acquiring all applicable governmental permits, (ii) furnishing Lessor and BHR with copies of both the permits and the plans and specifications prior to commencement of the work, and (iii) compliance with all conditions of said permits and other Applicable Requirements in a prompt and expeditious manner. Any Alterations or Utility Installations shall be performed in a workmanlike manner with good and sufficient materials. Lessee shall promptly upon completion furnish Lessor and BHR with as-built plans and specifications.

(c) **Liens.** Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic’s or materialmen’s lien against the Premises or any interest therein. Lessee shall give Lessor and BHR not less than ten (10) days’ notice prior to the commencement of any work in, on or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof.

7.4 **Ownership; Removal; Surrender; and Restoration.**

(a) **Ownership.** All Alterations and Utility Installations made by Lessee shall be the property of Lessee. All Lessee Owned Alterations and Utility Installations shall, at the expiration or termination of this Lease, at the option of Lessor, (i) be removed by Lessee or (ii) become the property of Lessor and be surrendered by Lessee with the Premises.

(b) **Surrender and Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the improvements, parts and surfaces thereof broom clean and free of debris, and in good operating order, condition and state of repair, ordinary wear and tear excepted. **“Ordinary wear and tear”** shall not include any damage or deterioration that would have been prevented by good maintenance practice. Lessee shall repair any damage occasioned by the installation, maintenance or removal of Trade Fixtures, furnishings, and equipment as well as the removal of any storage tank installed by or for Lessee. Lessee shall completely remove from the Premises any and all Hazardous Substances brought onto the Premises by or for Lessee (except Hazardous Substances which were deposited via underground migration from areas outside of the Premises), even if such removal would require Lessee to perform or pay for work that exceeds statutory requirements. Trade Fixtures shall remain the property of Lessee and shall be removed by Lessee. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire. The failure by Lessee to timely vacate the Premises pursuant to this Section 7.4(b) without the express written consent of Lessor shall constitute a holdover under the provisions of Section 23 below.

8. **Insurance; Indemnity.**

8.1 **Liability.** Lessee shall keep in force such liability insurance policies in such amounts as set forth in Exhibit C attached hereto. The premium for such insurance shall be deemed an “Expense” hereunder.

8.2 **Premises.** Lessee shall obtain and keep in force a policy or policies of property insurance in the name, and for the benefit, of Lessor, with loss payable to Lessor and to Lender insuring loss or damage to the Premises. The amount of such insurance shall be as set forth in Exhibit C attached hereto. The premium for such insurance shall be deemed an “Expense” hereunder.

8.3 **Rental Interruption.** Lessee shall also obtain and keep in force, for the benefit of Lessor, rental interruption insurance insuring Lessor for the amounts of Base Rent arising from an interruption of the payment of the Base Rent, Expenses and Additional Rent otherwise payable by Lessee hereunder, as set forth in Exhibit B attached hereto. The premium for such insurance shall be deemed an “Expense” hereunder.

8.4 **Waiver of Subrogation.** Without affecting any other rights or remedies, Lessee and Lessor each hereby releases and relieves the other, and waives their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.5 **Indemnity.** Except for Lessor’s negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor, Lender, BHR, Master

Trustee and their agents, partners, members, directors, and officers, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Lessee. If any action or proceeding is brought against Lessor, BHR, Master Trustee and/or Lender by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor, BHR, Master Trustee and/or Lender, as applicable, and Lessor, BHR, Master Trustee and/or Lender, as applicable, shall cooperate with Lessee in such defense. Lessor, BHR, Master Trustee and/or Lender, as applicable, need not have first paid any such claim in order to be defended or indemnified. The provisions of this Section 8.5 shall survive the termination of this Lease.

8.6 Exemption of Lessor from Liability. Lessor shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or from other sources or places.

8.7 Master Indenture. The foregoing notwithstanding, for so long as the Loan is outstanding, Lessee shall be deemed to meet its insurance obligations as set forth in this Section 8 if it carries, and it hereby agrees to carry, the insurance required under the terms of Section 3.03 of the Master Indenture, as such requirements may change from time to time as provided in the Master Indenture. For so long as the Loan is outstanding, Lessee shall cause the Master Trustee and Lessor to be named as additional insureds on Lessee's liability and property insurance policies.

9. **Damage or Destruction.**

Definitions.

(a) **"Damage"** shall mean damage or destruction to the improvements on the Premises.

(b) **"Insured Loss"** shall mean Damage which was caused by an event required to be covered by the insurance described in Section 8.2, irrespective of any deductible amounts or coverage limits involved.

(c) **"Replacement Cost"** shall mean the cost to repair or rebuild the improvements owned by Lessor at the time of the occurrence to their condition existing immediately prior thereto, including demolition, debris removal and upgrading required by the operation of Applicable Requirements, and without deduction for depreciation.

9.2 Damage—Insured Loss. Subject to the terms of the Loan Agreement, Lessor shall be entitled to any and all insurance proceeds that are available as a result of the Damage. If Damage that is an Insured Loss occurs, then Lessee shall be entitled to use the insurance proceeds that are actually collected as a result of the Damage to repair the Damage as soon as

reasonably possible and this Lease shall continue in full force and effect. Notwithstanding the foregoing, if the required insurance was not in force or the insurance proceeds are not sufficient to affect such repair, Lessee shall promptly contribute the shortage in proceeds as and when required to complete said repairs.

9.3 Damage—Uninsured Loss. If Damage that is not an Insured Loss occurs, Lessee shall repair such damage as soon as reasonably possible at Lessee's expense, and this Lease shall continue in full force and effect.

9.4 Waive Statutes. Lessor and Lessee agree that the terms of this Lease shall govern the effect of any damage to or destruction of the Premises with respect to the termination of this Lease and hereby waive the provisions of any present or future statute to the extent inconsistent herewith.

10. Real Property Taxes.

10.1 Definition. As used herein, the term "**Real Property Taxes**" shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Premises, Lessor's right to other income therefrom; and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the address of the Premises and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises is located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the Term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2 Payment of Taxes. Lessee shall timely file for exemption against any Real Property Taxes and shall maintain such exemption during the Term. In any event, Lessee shall pay, before the same become past due, the Real Property Taxes applicable to the Premises during the Term to the extent any such Real Property Taxes are charged, levied, assessed or imposed.

10.3 Personal Property Taxes. Lessee shall timely file for exemption against any taxes on Lessee Owned Alterations, Utility Installations, Trade Fixtures, furnishings, equipment and all personal property of Lessee and shall maintain such exemption during the Term. Lessee shall pay, prior to delinquency, all such taxes to the extent they are charged, levied, assessed or imposed after an exemption for such taxes is filed as required hereunder.

11. Assignment and Subletting.

11.1 By Lessee. Lessee shall not sublease, assign, mortgage, pledge, hypothecate or encumber this Lease or any of Lessee's interest hereunder without the prior written consent of Lessor (which shall not be unreasonably withheld) and BHR. Lessee acknowledges that, pursuant to the Loan Agreement, Lessor is required to obtain Lender's approval to a sublease, assignment or other transfer of Lessee's interest in the Lease and that Lessor's disapproval shall be deemed reasonable if based on Lender's disapproval. Lessee acknowledges that the financing

of the Premises through the Bonds may restrict the assignees which could be approved by Lessor.

11.2 **By Lessor.** Lessee acknowledges that the Premises are subject to a deed of trust and assignment of rents in favor of the Master Trustee and that this Lease is assigned to the Master Trustee as security for the Loan.

12. **Default; Breach; Remedies.**

12.1 **Default; Breach.** A “**Default**” is defined as a failure by Lessee to comply with or perform any of the terms, covenants or conditions under this Lease. A “**Breach**” is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

(a) The abandonment of the Premises.

(b) The failure of Lessee to make any payment of Rent required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond, or to fulfill any obligation under this Lease which endangers or threatens life or property, where such failure continues for a period of 3 business days (in the case of failure to make any payment of Rent) or such failure continues for a period of 3 business days following written notice to Lessee (in the case of any other failure), provided that a payment of Rent scheduled to be paid pursuant to an Intercept Notice shall be deemed timely paid if paid by the last business day of the month in which such payment is due.

(c) Any representation or warranty made in this Lease, or in any report, certificate, financial statement, or instrument furnished in connection with this Lease, proves to have been false or misleading when made, in any material respect.

(d) Lessee violates or fails to observe or perform any covenant contained in Section 3 of Exhibit D attached hereto.

(e) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, other than those described in subparagraphs 12.1(a) through (d) above, where such Default continues for a period of thirty (30) days after written notice; provided, however, that if the nature of Lessee’s Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Breach if Lessee commences such cure within said thirty (30) day period and thereafter diligently prosecutes such cure to completion, not to exceed ninety (90) days.

(f) The occurrence of any of the following events: (i) the making of any general arrangement or assignment for the benefit of creditors; (ii) becoming a “**debtor**” as defined in 11 U.S.C. § 101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 90 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee’s assets located at the Premises or of Lessee’s interest in this Lease, where possession is not restored to Lessee within sixty (60) days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee’s assets located at the Premises or of Lessee’s interest in this Lease, where such seizure is not discharged

within sixty (60) days; provided, however, in the event that any provision of this subparagraph (f) is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

(g) The discovery that any financial statement of Lessee given to Lessor was materially false.

12.2 Remedies. If Lessee fails to perform any of its affirmative duties or obligations (other than paying Rent and compliance with covenants and financial reporting requirements pursuant to Section 28), within fifteen (15) days after written notice (or, in the case of those duties and obligations that cannot reasonably be performed within fifteen (15) days after notice, to commence and diligently prosecute such duties and obligations to completion within 90 days), Lessor may, at its option, perform such duty or obligation on Lessee's behalf, including but not limited to the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor. In the event of a Breach, including Lessee's failure to comply with the covenants or financial reporting requirements set forth in Section 28, Lessor may, with or without further notice or demand, but with the consent of BHR, or shall, at BHR's direction, and without limiting Lessor in the exercise of any right or remedy which Lessor may have by reason of such Breach:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent which had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid Rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease or which in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees of Lessor and BHR, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the district within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Breach of this Lease shall not waive Lessor's right to recover damages under Section 12. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Section 12.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Section 12.1. In such case, the applicable grace period required by Section 12.1 and the unlawful

detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and a Breach of this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue the Lease and Lessee's right to possession and recover the Rent as it becomes due. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect Lessor's interests, shall not constitute a termination of Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under this Lease, including under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

12.3 **Interest.** Any monetary payment due Lessor hereunder not received by Lessor when due as to scheduled payments (such as Base Rent) or within thirty (30) days following the date on which it was due for non-scheduled payments, shall bear interest from the date when due as to scheduled payments, or the 31st day after it was due as to non-scheduled payments. The interest ("**Interest**") charged shall be computed at the rate of 10% per annum but shall not exceed the maximum rate allowed by law. Interest is payable in addition to any late charges and default rate interest under the Loan Agreement.

13. **Condemnation.** If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively "**Condemnation**"), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs, and Expenses thereafter shall be limited to those applying to the remaining Premises subject to this Lease. Subject to the terms of the Loan Agreement, in the event that there is a Condemnation of less than all of the Premises, and such portion so taken is material to Lessee's use and quiet enjoyment of the Premises as a whole, then all available Condemnation awards and/or payments shall be used first, to restore the remaining portion of the Premises to a usable whole, and second, to reduce the balance of any loan made to Lessor and secured by the Premises in proportion to the portion taken or sold. Any portion of the award and/or payment that remains after the foregoing purposes have been satisfied shall be the property of Lessor. Subject to the terms of the Loan Agreement, if the entirety of the Premises is taken, then the Condemnation awards and/or payments shall be the property of Lessor.

14. **Estoppel Certificates.** Each Party (a "**Responding Party**") shall within ten (10) days after written notice from the other Party (the "**Requesting Party**") execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current "**Estoppel Certificate**" form published by the AIR Commercial Real Estate Association, plus such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

15. **Definition of Lessor.** The term “**Lessor**” as used herein shall mean the owner or owners at the time in question of the fee title to the Premises. Upon any transfer of fee title to the Premises, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by Lessor shall be binding only upon Lessor as hereinabove defined.

16. **Severability.** The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

17. **Days.** Unless otherwise specifically indicated to the contrary, the word “**days**” as used in this Lease shall mean and refer to calendar days.

18. **Limitation on Liability.** The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, and Lessee shall look to the Premises, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease.

19. **Time of Essence.** Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

20. **No Prior or Other Agreements.** Subject to the terms of the Loan Agreement and other documents relating to the Bonds, this Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Each Party represents and warrants that the execution of this Lease will not, to the best of the Party’s knowledge, constitute a violation under any material agreements to which such Party is a party.

21. **Notices.**

21.1 **Notice Requirements.** All notices required or permitted by this Lease or applicable law shall be in writing and may be delivered in person (by hand or by courier) or may be sent by regular, certified or registered mail or U.S. Postal Service Express Mail, with postage prepaid, or by facsimile transmission, and shall be deemed sufficiently given if served in a manner specified in this Section 21. The addresses for the Parties are set forth below and shall constitute the respective addressed for delivery or mailing of notices. Either Party may, by written notice to the others, specify a different address for notice. Upon Lessee’s taking possession of the Premises, the Premises shall constitute Lessee’s address for notice unless Lessee notifies Lessor otherwise. A copy of all notices to Lessor or Lessee shall be concurrently transmitted to such party or parties at such addresses as Lessor or Lessee, respectively, may from time to time hereafter designate in writing.

21.2 **Addresses.**

Lessor: MPM Sherman Way LLC
c/o Magnolia Properties Management, Inc.
13950 Milton Avenue, Suite 200B
Westminster, California 92683
Attention: Chief Financial Officer

Lessee: Magnolia Educational & Research Foundation
13950 Milton Avenue, Suite 200B
Westminster, California 92683
Attention: Chief Financial Officer

Lender (during the time the Loan is outstanding):
California School Finance Authority
State Treasurer's Office
304 S. Broadway, Suite 550
Los Angeles, California 90013
Attention: Executive Director
Telecopy: (213) 620-6309

BHR: Hamlin Capital Management, LLC
640 Fifth Avenue, 6th Floor
New York, New York 10019
Attention: Benjamin P. Kaufman
Telecopy: (212) 752-5698

21.3 **Date of Notice.** Any notice sent by registered or certified mail, return receipt requested, shall be deemed given on the date of delivery shown on the receipt card, or if no delivery date is shown; the postmark thereon. If sent by regular mail the notice shall be deemed given 48 hours after the same is addressed as required herein and mailed with postage prepaid. Notices delivered by United States Express Mail or overnight courier that guarantee next day delivery shall be deemed given 24 hours after delivery of the same to the Postal Service or courier. Notices transmitted by facsimile transmission or similar means shall be deemed delivered upon telephone confirmation of receipt (confirmation report from fax machine is sufficient), provided a copy is also delivered via delivery or mail. If notice is received on a Saturday, Sunday or legal holiday, it shall be deemed received on the next business day.

22. **Waivers.** No waiver by Lessor of the Default or Breach of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Breach by Lessee of the same or of any other term, covenant or condition hereof.

23. **No Right To Hold Over.** Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to 110% of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

24. **Cumulative Remedies.** No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

25. **Covenants and Conditions; Construction of Agreement.** All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this

Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

26. **Binding Effect; Choice of Law.** This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State of California. Any litigation between the Parties hereto concerning this Lease shall be initiated in the County of Los Angeles.

27. **(Reserved)**

28. **Mandatory Covenants.** For so long as the Loan is outstanding and has not been defeased or for so long as Lessor shall have obligations under the Loan Agreement, the provisions of Exhibit D shall be applicable for the benefit of Lessor and the Lender.

29. **Lessor's Access; Showing Premises; Repairs.** Lessor and BHR shall have the right to enter the Premises at any time in the case of an emergency, and otherwise at reasonable times after twenty-four hours' prior notice for the purpose of inspecting the Premises, verifying compliance by Lessee with this Lease, showing the Premises to prospective purchasers, lenders, or tenants, and making such alterations, repairs, improvements or additions to the Premises as Lessor may deem necessary or desirable and the erecting, using and maintaining of utilities, services, pipes and conduits through the Premises as long as there is no material adverse effect to Lessee's use of the Premises.

30. **Quiet Possession.** Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the Term hereof.

31. **Counterparts.** This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

32. **Amendments.** Subject to the terms of the Bond Indenture, this Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a lender in connection with the obtaining of normal financing or refinancing of the Premises.

33. **Limitation of Rights to Parties.** Except as otherwise provided herein, nothing in this Lease is intended or shall be construed to give to any person other than Lessor and Lessee any legal or equitable right, remedy or claim under or in respect of this Lease or any covenant, condition or provision herein contained; and all such covenants, conditions and provisions are and shall be held to be for the sole and exclusive benefit of Lessor and Lessee.

34. **Subordination of Management Agreements.** Lessee shall amend any management agreement for the School such that, so long as Bonds remain outstanding: (i) the obligation of

Lessee to pay management fees relating to the School shall be subordinate to its payment of operating expenses of the School and rent payments to Lessor under this Lease; (ii) the obligation of Lessee to pay management fees relating to the School shall be suspended for any such time as the payment of management fees would cause Lessee to fail to meet any of the financial covenants contained in Section 6 of Exhibit D to this Lease (concerning the days cash on hand and the debt service coverage ratio); and (iii) during any period of time when management fees remain unpaid, such fees shall accrue without interest.

35. **Pledge and Security Interest.** To secure the payment and performance of its obligations hereunder, Lessee hereby pledges to Lessor and grants Lessor a security interest in the Gross Revenues of the School and in the Lessee Management Fees. From time to time, Lessee may own or hold funds or other assets subject to a statutory, regulatory, grantor-imposed or donor-imposed restriction on use that prohibits the use of such funds or assets to satisfy the obligations of Lessee under this Agreement and/or prohibits the encumbrance of such funds or assets to secure such obligations. The foregoing pledge and grant of security interest shall not encumber, attach to, or transfer, and the holder of any claims of Lessor under this Lease shall have no recourse under this Lease to, any funds or assets of Lessee to the extent that any transfer of such funds or assets to or for the benefit of such holder would violate any such restriction on the use of such funds or assets.

(Signatures on next page)

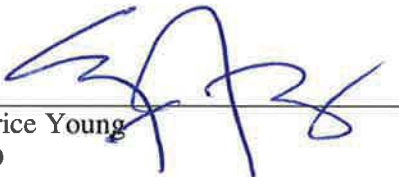
(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

Lessor:

MPM SHERMAN WAY LLC,
a California limited liability company

By: Magnolia Properties Management, Inc.,
a California nonprofit public benefit
corporation,
its sole member

By: 
Name: Caprice Young
Title: CEO

Lessee:

**MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION,**
a California nonprofit public benefit corporation

By: 
Name: Saken Sherkanov
Title: Chairman of the Board

EXHIBIT A

Description of Premises

Real property in the City of Los Angeles (Reseda area), County of Los Angeles, State of California, described as follows:

PARCEL 1

LOT 1 AND ALL OF LOT 2, EXCEPT THE WESTERLY 62 FEET THEREOF AND ALL OF LOT 5, EXCEPT THE WESTERLY 62 FEET THEREOF, TRACT NO. 17598, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN BOOK 530 PAGES 37 AND 38 OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

APN: 2125-036-095 and 2125-036-100

PARCEL 2

LOT(S) 1 AND 10 OF TRACT NO. 21799, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN BOOK 617 PAGES 42-44 OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

APN: 2125-036-021, 2125-036-105, 2125-036-106

EXHIBIT B

Schedule of Base Rent Payments

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MAGNOLIA PUBLIC SCHOOLS (MSA 1)			
Ser. 2017A & Ser. 2014 TOTAL MONTHLY BASE RENTS (beg. 10/1/17)			
Base Rent Payment Dates	2017 Total Payment	2014 Total Payment	Total Base Rent Payment
09/01/17	0.00		0.00
10/01/17	46,142.47	37,163.39	83,305.86
11/01/17	46,142.47	37,163.40	83,305.87
12/01/17	45,247.14	37,163.40	82,410.54
01/01/18	45,247.14	37,163.39	82,410.53
02/01/18	47,253.33	37,163.40	84,416.73
03/01/18	47,253.33	37,163.40	84,416.73
04/01/18	47,253.33	37,163.39	84,416.72
05/01/18	47,253.33	37,163.39	84,416.72
06/01/18	47,253.33	37,163.39	84,416.72
07/01/18	47,253.34	37,163.39	84,416.73
08/01/18	70,186.66	37,471.73	107,658.39
09/01/18	70,186.66	37,471.73	107,658.39
10/01/18	70,186.66	37,471.73	107,658.39
11/01/18	70,186.66	37,471.73	107,658.39
12/01/18	70,186.66	37,471.73	107,658.39
01/01/19	70,186.68	37,471.73	107,658.41
02/01/19	70,186.66	37,471.73	107,658.39
03/01/19	70,186.66	37,471.73	107,658.39
04/01/19	70,186.66	37,471.73	107,658.39
05/01/19	70,186.66	37,471.72	107,658.38
06/01/19	70,186.66	37,471.72	107,658.38
07/01/19	70,186.70	37,471.73	107,658.43
08/01/19	70,543.99	37,421.73	107,965.72
09/01/19	70,543.99	37,421.73	107,965.72
10/01/19	70,543.99	37,421.73	107,965.72
11/01/19	70,543.99	37,421.73	107,965.72
12/01/19	70,543.99	37,421.73	107,965.72
01/01/20	70,544.01	37,421.73	107,965.74
02/01/20	70,543.99	37,421.73	107,965.72
03/01/20	70,543.99	37,421.73	107,965.72
04/01/20	70,543.99	37,421.73	107,965.72
05/01/20	70,543.99	37,421.72	107,965.71
06/01/20	70,543.99	37,421.72	107,965.71
07/01/20	70,544.06	37,421.73	107,965.79
08/01/20	70,577.34	37,379.02	107,956.36
09/01/20	70,577.34	37,379.02	107,956.36
10/01/20	70,577.34	37,379.02	107,956.36
11/01/20	70,577.34	37,379.02	107,956.36
12/01/20	70,577.34	37,379.02	107,956.36
01/01/21	70,577.34	37,379.02	107,956.36
02/01/21	70,577.34	37,379.02	107,956.36
03/01/21	70,577.34	37,379.02	107,956.36
04/01/21	70,577.34	37,379.02	107,956.36
05/01/21	70,577.34	37,379.02	107,956.36
06/01/21	70,577.34	37,379.02	107,956.36
07/01/21	70,577.29	37,379.02	107,956.31
08/01/21	70,834.00	37,314.44	108,148.44
09/01/21	70,834.00	37,314.44	108,148.44
10/01/21	70,834.00	37,314.43	108,148.43
11/01/21	70,834.00	37,314.44	108,148.44
12/01/21	70,834.00	37,314.44	108,148.44
01/01/22	70,834.00	37,314.44	108,148.44
02/01/22	70,834.00	37,314.44	108,148.44

MAGNOLIA PUBLIC SCHOOLS (MSA 1)			
Ser. 2017A & Ser. 2014 TOTAL MONTHLY BASE RENTS (beg. 10/1/17)			
Base Rent Payment Dates	2017 Total Payment	2014 Total Payment	Total Base Rent Payment
03/01/22	70,834.00	37,314.44	108,148.44
04/01/22	70,834.00	37,314.43	108,148.43
05/01/22	70,834.00	37,314.44	108,148.44
06/01/22	70,834.00	37,314.44	108,148.44
07/01/22	70,833.97	37,314.43	108,148.40
08/01/22	71,299.99	37,227.98	108,527.97
09/01/22	71,299.99	37,227.98	108,527.97
10/01/22	71,299.99	37,227.98	108,527.97
11/01/22	71,299.99	37,227.98	108,527.97
12/01/22	71,299.99	37,227.98	108,527.97
01/01/23	71,300.01	37,227.98	108,527.99
02/01/23	71,299.99	37,227.98	108,527.97
03/01/23	71,299.99	37,227.98	108,527.97
04/01/23	71,299.99	37,227.98	108,527.97
05/01/23	71,299.99	37,227.97	108,527.96
06/01/23	71,299.99	37,227.97	108,527.96
07/01/23	71,300.06	37,227.98	108,528.04
08/01/23	71,428.00	37,536.31	108,964.31
09/01/23	71,428.00	37,536.31	108,964.31
10/01/23	71,428.00	37,536.32	108,964.32
11/01/23	71,428.00	37,536.31	108,964.31
12/01/23	71,428.00	37,536.31	108,964.31
01/01/24	71,428.00	37,536.32	108,964.32
02/01/24	71,428.00	37,536.31	108,964.31
03/01/24	71,428.00	37,536.31	108,964.31
04/01/24	71,428.00	37,536.32	108,964.32
05/01/24	71,428.00	37,536.31	108,964.31
06/01/24	71,428.00	37,536.31	108,964.31
07/01/24	71,428.00	37,536.30	108,964.30
08/01/24	72,032.00	37,384.23	109,416.23
09/01/24	72,032.00	37,384.23	109,416.23
10/01/24	72,032.00	37,384.23	109,416.23
11/01/24	72,032.00	37,384.23	109,416.23
12/01/24	72,032.00	37,384.23	109,416.23
01/01/25	72,032.01	37,384.23	109,416.24
02/01/25	72,032.00	37,384.23	109,416.23
03/01/25	72,032.00	37,384.23	109,416.23
04/01/25	72,032.00	37,384.23	109,416.23
05/01/25	72,032.00	37,384.22	109,416.22
06/01/25	72,032.00	37,384.22	109,416.22
07/01/25	72,031.99	37,384.23	109,416.22
08/01/25	72,017.33	37,542.56	109,559.89
09/01/25	72,017.33	37,542.56	109,559.89
10/01/25	72,017.33	37,542.57	109,559.90
11/01/25	72,017.33	37,542.56	109,559.89
12/01/25	72,017.33	37,542.56	109,559.89
01/01/26	72,017.34	37,542.57	109,559.91
02/01/26	72,017.33	37,542.56	109,559.89
03/01/26	72,017.33	37,542.56	109,559.89
04/01/26	72,017.33	37,542.57	109,559.90
05/01/26	72,017.33	37,542.56	109,559.89
06/01/26	72,017.33	37,542.56	109,559.89
07/01/26	72,017.34	37,542.55	109,559.89
08/01/26	72,491.34	37,234.23	109,725.57
09/01/26	72,491.34	37,234.23	109,725.57

MAGNOLIA PUBLIC SCHOOLS (MSA 1)			
Ser. 2017A & Ser. 2014 TOTAL MONTHLY BASE RENTS (beg. 10/1/17)			
Base Rent Payment Dates	2017 Total Payment	2014 Total Payment	Total Base Rent Payment
10/01/26	72,491.34	37,234.23	109,725.57
11/01/26	72,491.34	37,234.23	109,725.57
12/01/26	72,491.34	37,234.23	109,725.57
01/01/27	72,491.31	37,234.23	109,725.54
02/01/27	72,491.34	37,234.23	109,725.57
03/01/27	72,491.34	37,234.23	109,725.57
04/01/27	72,491.34	37,234.23	109,725.57
05/01/27	72,491.34	37,234.22	109,725.56
06/01/27	72,491.34	37,234.22	109,725.56
07/01/27	72,491.28	37,234.23	109,725.51
08/01/27	74,160.01	37,317.56	111,477.57
09/01/27	74,160.01	37,317.56	111,477.57
10/01/27	74,160.01	37,317.57	111,477.58
11/01/27	74,160.01	37,317.56	111,477.57
12/01/27	74,160.01	37,317.56	111,477.57
01/01/28	74,159.99	37,317.57	111,477.56
02/01/28	74,160.01	37,317.56	111,477.57
03/01/28	74,160.01	37,317.56	111,477.57
04/01/28	74,160.01	37,317.57	111,477.58
05/01/28	74,160.01	37,317.56	111,477.57
06/01/28	74,160.01	37,317.56	111,477.57
07/01/28	74,159.94	37,317.55	111,477.49
08/01/28	74,464.00	37,350.90	111,814.90
09/01/28	74,464.00	37,350.90	111,814.90
10/01/28	74,464.00	37,350.89	111,814.89
11/01/28	74,464.00	37,350.90	111,814.90
12/01/28	74,464.00	37,350.90	111,814.90
01/01/29	74,464.00	37,350.89	111,814.89
02/01/29	74,464.00	37,350.90	111,814.90
03/01/29	74,464.00	37,350.90	111,814.90
04/01/29	74,464.00	37,350.89	111,814.89
05/01/29	74,464.00	37,350.89	111,814.89
06/01/29	74,464.00	37,350.89	111,814.89
07/01/29	74,464.00	37,350.89	111,814.89
08/01/29	74,666.67	37,334.23	112,000.90
09/01/29	74,666.67	37,334.23	112,000.90
10/01/29	74,666.67	37,334.23	112,000.90
11/01/29	74,666.67	37,334.23	112,000.90
12/01/29	74,666.67	37,334.23	112,000.90
01/01/30	74,666.67	37,334.23	112,000.90
02/01/30	74,666.67	37,334.23	112,000.90
03/01/30	74,666.67	37,334.23	112,000.90
04/01/30	74,666.67	37,334.23	112,000.90
05/01/30	74,666.67	37,334.22	112,000.89
06/01/30	74,666.67	37,334.22	112,000.89
07/01/30	74,666.64	37,334.23	112,000.87
08/01/30	74,778.66	37,267.56	112,046.22
09/01/30	74,778.66	37,267.56	112,046.22
10/01/30	74,778.66	37,267.57	112,046.23
11/01/30	74,778.66	37,267.56	112,046.22
12/01/30	74,778.66	37,267.56	112,046.22
01/01/31	74,778.68	37,267.57	112,046.25
02/01/31	74,778.66	37,267.56	112,046.22
03/01/31	74,778.66	37,267.56	112,046.22
04/01/31	74,778.66	37,267.57	112,046.23

MAGNOLIA PUBLIC SCHOOLS (MSA 1)			
Ser. 2017A & Ser. 2014 TOTAL MONTHLY BASE RENTS (beg. 10/1/17)			
Base Rent Payment Dates	2017 Total Payment	2014 Total Payment	Total Base Rent Payment
05/01/31	74,778.66	37,267.56	112,046.22
06/01/31	74,778.66	37,267.56	112,046.22
07/01/31	74,778.70	37,267.55	112,046.25
08/01/31	75,333.34	37,567.56	112,900.90
09/01/31	75,333.34	37,567.56	112,900.90
10/01/31	75,333.34	37,567.57	112,900.91
11/01/31	75,333.34	37,567.56	112,900.90
12/01/31	75,333.34	37,567.56	112,900.90
01/01/32	75,333.34	37,567.57	112,900.91
02/01/32	75,333.34	37,567.56	112,900.90
03/01/32	75,333.34	37,567.56	112,900.90
04/01/32	75,333.34	37,567.56	112,900.90
05/01/32	75,333.34	37,567.56	112,900.90
06/01/32	75,333.34	37,567.56	112,900.90
07/01/32	75,333.29	37,567.55	112,900.84
08/01/32	75,487.99	37,375.90	112,863.89
09/01/32	75,487.99	37,375.90	112,863.89
10/01/32	75,487.99	37,375.89	112,863.88
11/01/32	75,487.99	37,375.90	112,863.89
12/01/32	75,487.99	37,375.90	112,863.89
01/01/33	75,488.01	37,375.89	112,863.90
02/01/33	75,487.99	37,375.90	112,863.89
03/01/33	75,487.99	37,375.90	112,863.89
04/01/33	75,487.99	37,375.89	112,863.88
05/01/33	75,487.99	37,375.89	112,863.88
06/01/33	75,487.99	37,375.89	112,863.88
07/01/33	75,488.06	37,375.89	112,863.95
08/01/33	75,802.67	37,550.90	113,353.57
09/01/33	75,802.67	37,550.90	113,353.57
10/01/33	75,802.67	37,550.89	113,353.56
11/01/33	75,802.67	37,550.90	113,353.57
12/01/33	75,802.67	37,550.90	113,353.57
01/01/34	75,802.67	37,550.89	113,353.56
02/01/34	75,802.67	37,550.90	113,353.57
03/01/34	75,802.67	37,550.90	113,353.57
04/01/34	75,802.67	37,550.89	113,353.56
05/01/34	75,802.67	37,550.89	113,353.56
06/01/34	75,802.67	37,550.89	113,353.56
07/01/34	75,802.64	37,550.89	113,353.53
08/01/34	76,261.34	37,234.23	113,495.57
09/01/34	76,261.34	37,234.23	113,495.57
10/01/34	76,261.34	37,234.23	113,495.57
11/01/34	76,261.34	37,234.23	113,495.57
12/01/34	76,261.34	37,234.23	113,495.57
01/01/35	76,261.34	37,234.23	113,495.57
02/01/35	76,261.34	37,234.23	113,495.57
03/01/35	76,261.34	37,234.23	113,495.57
04/01/35	76,261.34	37,234.23	113,495.57
05/01/35	76,261.34	37,234.22	113,495.56
06/01/35	76,261.34	37,234.22	113,495.56
07/01/35	76,261.29	37,234.23	113,495.52
08/01/35	76,581.33	37,234.23	113,815.56
09/01/35	76,581.33	37,234.23	113,815.56
10/01/35	76,581.33	37,234.23	113,815.56
11/01/35	76,581.33	37,234.23	113,815.56

MAGNOLIA PUBLIC SCHOOLS (MSA 1)			
Ser. 2017A & Ser. 2014 TOTAL MONTHLY BASE RENTS (beg. 10/1/17)			
Base Rent Payment Dates	2017 Total Payment	2014 Total Payment	Total Base Rent Payment
12/01/35	76,581.33	37,234.23	113,815.56
01/01/36	76,581.34	37,234.23	113,815.57
02/01/36	76,581.33	37,234.23	113,815.56
03/01/36	76,581.33	37,234.23	113,815.56
04/01/36	76,581.33	37,234.23	113,815.56
05/01/36	76,581.33	37,234.22	113,815.55
06/01/36	76,581.33	37,234.22	113,815.55
07/01/36	76,581.34	37,234.23	113,815.57
08/01/36	77,029.33	37,572.77	114,602.10
09/01/36	77,029.33	37,572.77	114,602.10
10/01/36	77,029.33	37,572.77	114,602.10
11/01/36	77,029.33	37,572.77	114,602.10
12/01/36	77,029.33	37,572.77	114,602.10
01/01/37	77,029.33	37,572.77	114,602.10
02/01/37	77,029.33	37,572.77	114,602.10
03/01/37	77,029.33	37,572.77	114,602.10
04/01/37	77,029.33	37,572.77	114,602.10
05/01/37	77,029.33	37,572.77	114,602.10
06/01/37	77,029.33	37,572.77	114,602.10
07/01/37	77,029.36	37,572.77	114,602.13
08/01/37	77,589.34	37,390.48	114,979.82
09/01/37	77,589.34	37,390.48	114,979.82
10/01/37	77,589.34	37,390.48	114,979.82
11/01/37	77,589.34	37,390.48	114,979.82
12/01/37	77,589.34	37,390.48	114,979.82
01/01/38	77,589.34	37,390.48	114,979.82
02/01/38	77,589.34	37,390.48	114,979.82
03/01/38	77,589.34	37,390.48	114,979.82
04/01/38	77,589.34	37,390.48	114,979.82
05/01/38	77,589.34	37,390.47	114,979.81
06/01/38	77,589.34	37,390.47	114,979.81
07/01/38	77,589.29	37,390.48	114,979.77
08/01/38	77,712.00	37,546.73	115,258.73
09/01/38	77,712.00	37,546.73	115,258.73
10/01/38	77,712.00	37,546.73	115,258.73
11/01/38	77,712.00	37,546.73	115,258.73
12/01/38	77,712.00	37,546.73	115,258.73
01/01/39	77,712.01	37,546.73	115,258.74
02/01/39	77,712.00	37,546.73	115,258.73
03/01/39	77,712.00	37,546.73	115,258.73
04/01/39	77,712.00	37,546.73	115,258.73
05/01/39	77,712.00	37,546.72	115,258.72
06/01/39	77,712.00	37,546.72	115,258.72
07/01/39	77,711.99	37,546.73	115,258.72
08/01/39	78,224.01	37,598.81	115,822.82
09/01/39	78,224.01	37,598.81	115,822.82
10/01/39	78,224.01	37,598.82	115,822.83
11/01/39	78,224.01	37,598.81	115,822.82
12/01/39	78,224.01	37,598.81	115,822.82
01/01/40	78,223.99	37,598.82	115,822.81
02/01/40	78,224.01	37,598.81	115,822.82
03/01/40	78,224.01	37,598.81	115,822.82
04/01/40	78,224.01	37,598.82	115,822.83
05/01/40	78,224.01	37,598.81	115,822.82
06/01/40	78,224.01	37,598.81	115,822.82

MAGNOLIA PUBLIC SCHOOLS (MSA 1)			
Ser. 2017A & Ser. 2014 TOTAL MONTHLY BASE RENTS (beg. 10/1/17)			
Base Rent Payment Dates	2017 Total Payment	2014 Total Payment	Total Base Rent Payment
07/01/40	78,223.94	37,598.80	115,822.74
08/01/40	78,826.66	37,546.73	116,373.39
09/01/40	78,826.66	37,546.73	116,373.39
10/01/40	78,826.66	37,546.73	116,373.39
11/01/40	78,826.66	37,546.73	116,373.39
12/01/40	78,826.66	37,546.73	116,373.39
01/01/41	78,826.66	37,546.73	116,373.39
02/01/41	78,826.66	37,546.73	116,373.39
03/01/41	78,826.66	37,546.73	116,373.39
04/01/41	78,826.66	37,546.73	116,373.39
05/01/41	78,826.66	37,546.72	116,373.38
06/01/41	78,826.66	37,546.72	116,373.38
07/01/41	78,826.71	37,546.73	116,373.44
08/01/41	79,493.33	37,390.48	116,883.81
09/01/41	79,493.33	37,390.48	116,883.81
10/01/41	79,493.33	37,390.48	116,883.81
11/01/41	79,493.33	37,390.48	116,883.81
12/01/41	79,493.33	37,390.48	116,883.81
01/01/42	79,493.32	37,390.48	116,883.80
02/01/42	79,493.33	37,390.48	116,883.81
03/01/42	79,493.33	37,390.48	116,883.81
04/01/42	79,493.33	37,390.48	116,883.81
05/01/42	79,493.33	37,390.47	116,883.80
06/01/42	79,493.33	37,390.47	116,883.80
07/01/42	79,493.37	37,390.48	116,883.85
08/01/42	79,685.33	37,546.73	117,232.06
09/01/42	79,685.33	37,546.73	117,232.06
10/01/42	79,685.33	37,546.73	117,232.06
11/01/42	79,685.33	37,546.73	117,232.06
12/01/42	79,685.33	37,546.73	117,232.06
01/01/43	79,685.34	37,546.73	117,232.07
02/01/43	79,685.33	37,546.73	117,232.06
03/01/43	79,685.33	37,546.73	117,232.06
04/01/43	79,685.33	37,546.73	117,232.06
05/01/43	79,685.33	37,546.72	117,232.05
06/01/43	79,685.33	37,546.72	117,232.05
07/01/43	79,685.34	37,546.73	117,232.07
08/01/43	80,496.01	37,187.50	117,683.51
09/01/43	80,496.01	37,187.50	117,683.51
10/01/43	80,496.01	37,187.50	117,683.51
11/01/43	80,496.01	37,187.50	117,683.51
12/01/43	80,496.01	37,187.50	117,683.51
01/01/44	80,495.99	37,187.50	117,683.49
02/01/44	80,496.01	37,187.50	117,683.51
03/01/44	80,496.01	37,187.50	117,683.51
04/01/44	80,496.01	37,187.50	117,683.51
05/01/44	80,496.01	37,187.50	117,683.51
06/01/44	80,496.01	37,187.50	117,683.51
07/01/44	80,495.94	37,187.50	117,683.44
Total	\$23,842,331.16	\$12,041,939.94	\$35,884,271.10

EXHIBIT C

Insurance Coverage

Lessee shall obtain and maintain the following insurance coverages:

(a) Property insurance (including builder's all-risk insurance) against loss or damage to any structure constituting any part of the Premises by fire and lightning, with extended coverage and vandalism and malicious mischief insurance. Said extended coverage insurance shall, as nearly as practicable, cover loss or damage by explosion, windstorm, riot, aircraft, vehicle damage, smoke and such other hazards as are normally covered by such insurance. All insurance provided pursuant to this paragraph shall be in an amount equal to the lesser of (i) 100% of the replacement cost (without depreciation) of all improvements constituting any part of the Premises or (ii) the principal amount of the Loan then outstanding, and shall be subject to a deductible not to exceed \$5,000.

(b) Rental interruption insurance to cover loss, total or partial, of rental income to Lessor for any reason whatsoever, in an amount sufficient to pay the maximum Rent under the Lease for a period of at least 12 months.

(c) Liability insurance in amounts which are customarily carried and against such risks as are customarily insured against by other corporations in connection with the ownership and operation of facilities of similar character and size to the Premises.

(d) Workers' compensation insurance necessary to comply with California state law.

EXHIBIT D

Mandatory Covenants

For so long as the Loan is outstanding and has not been defeased or for so long as Lessor shall have obligations under the Loan Agreement or the Master Indenture, the following provisions of this Exhibit D shall be applicable for the benefit of Lessor, BHR, the Bondholders and the Bond Trustee. Capitalized terms not otherwise defined in this Exhibit D shall have the meanings ascribed to such terms in the Lease and the Loan Agreement, or, if not defined therein, in the Master Indenture, provided that, unless the context otherwise requires, the term “School” shall mean the School described in this Lease.

1. **General Covenants.** Lessee covenants and agrees:

(a) **School’s Charter.** To take all reasonable actions to maintain the School’s Charter with a sponsoring entity and to take or cause to be taken any and all actions required to renew or extend the term of the School’s Charter with a sponsoring entity. As soon as practicable, Lessee covenants to provide Lessor and the Bondholder Representative with a copy of any notice received with regards to any sponsoring entity’s intent to renew or extend the term of any such Charter or any notice of any issues which, if not corrected or resolved, could lead to termination or nonrenewal of any such Charter. If such Charter is terminated or not renewed, Lessee shall use its best efforts, and shall cooperate with Lessor, to amend references to the School in the Lease to references to a successor charter school, if any, operated by Lessee at the Premises, to assign this Lease to an entity that maintains a Charter with a sponsoring entity. Further, Lessee shall maintain accreditation status under the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code) and related administrative rules and, to the extent required to maintain the approval of the School’s Charter petition by the sponsoring entity, meet the student performance accountability standards stated in the School’s Charter petition.

(b) **Limitation on Disposition of Property, Plant and Equipment.** Without the consent of the Master Trustee and the Bondholder Representative, not to dispose or transfer any property, plant and equipment consisting of all or any part of the Premises, except for disposition or transfers:

- (i) of property, plant and equipment no longer necessary for the operation of the Premises;
- (ii) of property, plant and equipment replaced by property, plant and equipment of similar type and/or of substantially equivalent function with a substantially equivalent value; or
- (iii) of property, plant and equipment sold or disposed of at a price equal to its fair market value.

2. **Financial Reporting.** Lessee agrees to provide Lessor and the Bondholder Representative, and upon written request, the Master Trustee, the following information:

- (a) quarterly unaudited financial information of the School not later than 45 days from the end of each quarter,
- (b) annual budgets of the School within 30 days of their adoption,
- (c) financial information of the School within 30 days of approval by the governing board of Lessee,
- (d) the results of any federal or State of California testing within 45 days of receipt by the governing board of Lessee,
- (e) within 7 days of receipt, any notification or report of any potential or alleged violation of the Charter for the School, and
- (f) such other information as may be reasonably requested by Lessor, the Bondholder Representative or the Trustee.

3. **Lessee Representations and Warranties.** Lessee represents, warrants, and covenants that:

- (a) it is an organization described in Section 501(c)(3) and Section 170(b)(1)(A)(ii) of the Code, and except for unrelated business income taxable under Section 511 of the Code, it is exempt from federal income tax under Section 501(a) of the Code;
- (b) it will not take any action or omit to take any action that, if taken or omitted, would cause: (x) it to lose its current federal income tax status as exempt from federal income taxation under Section 501(a) of the Code as an organization described in Code Section 501(c)(3) and as an organization described in Code Section 170(b)(1)(A)(ii) or 170(b)(1)(A)(vi), or (y) Lessor to be viewed, for federal income tax purposes, as other than disregarded as an entity separate from its sole member pursuant to Treasury Regulation Section 301.7701-3(b);
- (c) it has not and will not divert a substantial part of its corpus or income for a purpose or purposes other than the purpose or purposes for which it is organized or operated and will use Bond proceeds solely for the charitable purposes of Lessee;
- (d) it has not operated, and will not operate, in a manner that would result in it being classified as an “action” organization within the meaning of Section 1.501(c)(3)-1(c)(3) of the Treasury Regulations, including, but not limited to, promoting or attempting to influence legislation by propaganda or otherwise as a substantial part of its activities;
- (e) it shall not use any of the proceeds of the Bonds to: (A) carry on propaganda, or otherwise attempt to influence legislation, within the meaning of Section 4945(d)(1) or Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws; or (B) participate in, or intervene in (including publishing or distributing of any statements), any political campaign on behalf of any political candidate for public office or attempt to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive, within the meaning of Section 4945(d)(2) or Section 501(c)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, and not make any grant which does

not comply with the requirements of Section 4945(d)(3) or Section 4945(d)(4) of the Code, or corresponding provisions of any subsequent federal tax laws, or which violates the provisions of Section 4945(d)(5) of the Code, or corresponding provisions of any subsequent federal tax laws;

(f) none of its directors, officers, organizers or incorporators, or any Person controlled by Lessee, or any other Person having a private or professional interest in the activities of Lessee has acquired or received nor will such Persons be allowed to acquire or receive, directly or indirectly, without due compensation, goods, or services therefore, or any of the income or assets of Lessee, in any form;

(g) it is not a “private foundation” within the meaning of Section 509(a) of the Code;

(h) it has not received any indication or notice to the effect that its exemption from federal income taxation under Section 501(a) of the Code has been revoked or modified, or that the Internal Revenue Service is considering revoking or modifying such exemption, and such exemption is still in full force and effect;

(i) it will timely file with the Internal Revenue Service all requests for determination, reports, and returns required to be filed by it to maintain its status as organizations described in Section 501(c)(3) of the Code, and such requests for determination, reports, and returns have not omitted or misstated any material fact;

(j) it has not devoted nor will it devote more than an insubstantial part of its activities in furtherance of a purpose other than an exempt purpose within the meaning of Section 501(c)(3) of the Code;

(k) the School’s Charter is in full force and effect; and

(l) to the best of its knowledge, it is in material compliance with the terms, including financial covenants, of all leases and loan agreements to which it is a party.

4. **Assignment to Master Trustee; Deposit of Rental Payments.** Lessee hereby acknowledges and consents to the assignment by Lessor of Lessor’s rights hereunder to the Master Trustee under the Master Indenture and covenants and agrees, subject to the provisions of Sections 11(b) and 14 of the Loan Agreement, to deposit all Base Rent and Additional Rent hereunder with the Master Trustee under the Master Indenture. Lessee hereby covenants to pay to the Master Trustee the Base Rent and Additional Rent due hereunder on or before the twenty-fifth (25th) day of each month. In accordance with the terms of Section 1.5 of the Lease, Lessee also agrees to provide an Intercept Notice to the State Controller requesting that the amounts specified therein be transferred to the Bond Trustee.

5. **Limitation on Liens on Gross Revenues of the School.** Except as set forth above, Lessee covenants and agrees that it will not create, assume or suffer to exist any lien upon the Gross Revenues of the School and that, if a subordinate security interest is created or assumed upon the Gross Revenues of the School by Lessee, Lessee will make or cause to be made effective a provision whereby the obligations of Lessee under this Lease will be secured prior to any such indebtedness or other obligation secured by such security interest and that the revenues required by the Intercept Notice to be deposited with the Bond Trustee under the Bond Indenture

will continue to be so deposited. A security interest in the Gross Revenues of the School on parity with the lien created by this Lease may only be created in connection with the issuance of Indebtedness under the Master Indenture and with the written consent of the Bondholder Representative.

6. **Financial Covenants.** Appendix B to the Master Indenture (“Appendix B”) is incorporated herein by this reference. For purposes of construing Appendix B, capitalized terms used in Appendix B and defined in Appendix B or in the Master Indenture shall have the meanings set forth in Appendix B or in the Master Indenture, as applicable. MERF covenants and agrees to comply with all financial covenants applicable to MERF or to the School under Appendix B. A copy of Appendix B is attached hereto.

7. **Change in Financial Accounting Under GAAP.** If any pending or future change in financial accounting under GAAP, including but not limited to a change in the treatment of leases, shall lead to a materially different result in a calculation under any financial covenant in this Exhibit D, then such financial covenant shall be calculated based on GAAP in effect as of the date of this Lease as if such change in financial accounting had never occurred.

EXHIBIT E

Form of Intercept Notice

This Notice shall be provided not later than the date of issuance of the Bonds.

Notice to the State Controller Pursuant to Education Code Section 17199.4

August __, 2017

Re: California School Finance Authority School Facility Revenue Bonds (Magnolia Public Schools – Obligated Group) Draw Down Series 2017A

WHEREAS, MPM Sherman Way LLC (the “Borrower”) has entered into a Loan Agreement, dated as of August 1, 2017, by and between the California School Finance Authority (the “Authority”) and the Borrower, providing for a loan (the “Loan”) for the acquisition and construction of charter school facilities to be owned by the Borrower and leased to Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation, which operates Magnolia Science Academy 1, also known as Magnolia Science Academy, a school established pursuant to the Charter Schools Act of 1992, as amended, constituting Part 26.8 (commencing with Section 47600) of Division 4 of Title 2 of the Education Code of the State of California (the “Lessee”) (CDS# 19-64733-6119945); and

WHEREAS, the Authority has issued its above-referenced revenue bonds (the “Bonds”) to fund the Loan;

NOW THEREFORE, NOTICE IS HEREBY GIVEN PURSUANT TO SECTION 17199.4(a)(1) AND (4) OF THE EDUCATION CODE OF THE STATE OF CALIFORNIA TO THE STATE CONTROLLER OF THE STATE OF CALIFORNIA (the “State Controller”), that:

1. The governing board of the Lessee has elected, pursuant to a resolution adopted on _____, 2017 and Section 17199.4(A)(1) and (4) of the Education Code, to direct the State Controller to make transfers at the times and in the amounts (or such lesser amounts as are available to transfer) in the “State Intercept” column set forth on Schedule I attached hereto, directly to UMB Bank, National Association, as trustee (the “Trustee”), for the Bonds. If the amount transferred on any transfer date is less than the amount in the “State Intercept” column set forth on Schedule I attached hereto, then such deficiency shall be added to subsequent transfers until no deficiency remains.

2. Transfers pursuant to paragraph 1 above shall be paid by wire transfer of immediately available funds to:

UMB Bank, National Association

(Signature on next page)

(Signature page to intercept notice)

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION, as operator of Magnolia Science
Academy 1, also known as Magnolia Science Academy

By: _____
Name: _____
Title: _____

Schedule I

Intercept Payment Amounts and Dates

(Remainder of page intentionally left blank)

APPENDIX B TO MASTER INDENTURE

(See attached)

APPENDIX B

FINANCIAL COVENANTS

Except as otherwise noted, these financial covenants are applicable to each public charter school operated by MERF and located at the Facilities from and after the date upon which the Member that is the Landlord or Lender, as applicable under such Lease or School Loan Agreement, as applicable, joins the Obligated Group (each a “School” and, collectively, the “Schools”), but excluding any public charter school operated by MERF at premises that are not owned, leased or financed by a Member that is part of the Obligated Group or is owned, leased or financed by a Member that withdraws from the Obligated Group to the extent and in accordance with the Master Indenture, from and after the date of such withdrawal. As of the date of original execution and delivery hereof, the Schools are MSA-1, MSA-San Diego and MSA-Santa Ana. Unless otherwise required by the context, all terms used in this Appendix B which are defined in the Master Indenture shall have the meanings assigned to them therein, except as set forth below.

- **Extraordinary Monthly Rent.**

- In the event that MERF under any Lease receives a notice (each an “Extraordinary Monthly Rent Notice”) from either the lessor under such Lease (the “Lessor”) or the Master Trustee stating the Master Trustee has not received the payment of Rent with respect to a Related Project on or before the date that such required payment is due, then MERF shall pay the Extraordinary Monthly Rent to the Master Trustee within three (3) Business Days after MERF’s receipt of such Extraordinary Monthly Rent Notice. The Lessor shall covenant in such Lease to immediately provide MERF with a copy of any Extraordinary Monthly Rent Notice received by Lessor pursuant to the terms of the Master Indenture. “Extraordinary Monthly Rent” shall mean the amount set forth in an Extraordinary Monthly Rent Notice, which shall be MERF’s Proportionate Share of the Extraordinary Monthly Rent. “Proportionate Share” shall mean the amount required to be paid by MERF to ensure that all of the required Rent Payments with respect to all of the Related Projects (as that term is defined in this Master Indenture) have been timely made.
- “*Base Rent*” set forth under each Lease shall include, as one component, the “Extraordinary Monthly Rent.”

- **Liquidity Covenant.**

- The Schools shall, collectively, maintain Days Cash on Hand equal to at least 45 days. Compliance with such covenant shall be evidenced by a certificate of MERF, on behalf of the Schools, setting forth the calculation of such amount based on the results of the annual audit of each School for such Fiscal Year upon release of such audit. If on any testing date the minimum Days Cash on Hand for the Schools is below the requirement, MERF may be required to engage, at its expense, an Independent Consultant, as described in the following paragraphs.

- MERF shall deliver to the Bondholder Representative (if any), the Borrower and the Trustee an officer's certificate executed by an Authorized Representative of MERF, no later than six months after the close of each Fiscal Year based upon audited results, commencing for the Fiscal Year ending June 30, 2018, setting forth a computation of the Days Cash on Hand as of such date on behalf of the Schools.
- If the certificate of MERF discloses that the Schools' Days Cash on Hand to be less than what is required above, Bondholders holding a majority of the Outstanding Bonds shall have the right to direct (a) the Trustee in writing to require MERF to engage, or (b) to direct MERF in writing to engage, at MERF's expense and on behalf of the Schools, an Independent Consultant acceptable to the Bondholders to submit a written report and make recommendations within 45 days of being retained (a copy of such report and recommendations shall be filed with the Bondholder Representative (if any) and the Trustee) with respect to increasing income of the Schools, decreasing Operating Expenses or other financial matters of the Schools which are relevant to increasing the Schools' Unrestricted Cash and Investments to at least the required level. MERF agrees that promptly upon the receipt of such recommendations, subject to applicable requirements or restrictions imposed by law, it shall consider revising its methods of operation and taking such other actions to comply with any recommendation of the Independent Consultant identified in the report of the Independent Consultant. So long as MERF shall retain an Independent Consultant as hereby required and complies with such Independent Consultant's recommendations (subject to applicable requirements or restrictions imposed by law), no default or Event of Default shall be declared solely by reason of a violation of the requirements of this Liquidity Covenant.
- For the purpose of the Liquidity Covenant, the following terms shall have the following meanings:
 - *“Independent Consultant”* means a Person that does not have any direct financial interest or any material indirect financial interest in the Borrower or any School and is not connected with the Borrower or any School as an officer, employee, promoter, trustee, partner, director or Person performing similar functions, and designated by the Borrower, qualified to pass upon questions relating to the financial affairs of facilities of the type or types operated by MERF and having a favorable reputation for skill and experience in the financial affairs of such facilities.
 - *“Days Cash on Hand”* means, as of any date of determination with respect to the Schools, the product of 365 times a fraction, (a) the numerator of which is Unrestricted Cash and Investments and amounts in the related Repair and Replacement Fund; and (b) the denominator of which is total Operating Expenses, in each case, for the period of four consecutive fiscal quarters ended on the date of determination, and determined in accordance with generally accepted accounting principles.

- “*Unrestricted Cash and Investments*” means the sum of unrestricted cash, cash equivalents, marketable securities, including without limitation board-designated assets, but excluding any trustee-held or similar funds held under the Bond Indenture or similar debt documents. For the purposes of calculations of the liquidity requirements of this Liquidity Covenant, an unrestricted contribution from a third party or affiliate shall be treated as being made during the period of such calculation so long as the unrestricted contribution is made prior to the date the applicable Officer's Certificate is required to be delivered with respect to such calculation.
 - “*Operating Expenses*” means fees and expenses of each School, including maintenance, repair expenses, utility expenses, administrative and legal expenses, miscellaneous operating expenses, debt service, advertising costs, payroll expenses (including taxes), the cost of materials and supplies used for current operations of the Schools, the cost of vehicles, equipment leases and service contracts, taxes upon the operations of the Schools, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with generally accepted accounting principles, all in such amounts as reasonably determined by MERF, on behalf of the Schools; provided, however, “Operating Expenses” shall not include depreciation, amortization or other non-cash expenses nor those expenses which are actually paid from any revenues of the Schools which are not Available Revenues, nor payment for improvements which are capitalized for accounting purposes.
 - “*Available Revenues*” means, to the extent permitted by law, all revenues, rentals, fees, third-party payments, receipts, accounts, or other income of the Schools, including the rights to receive such revenues (each subject to Permitted Encumbrances), all as calculated in accordance with generally accepted accounting principles, including, without limitation, proceeds derived from insurance, condemnation proceeds, accounts, contract rights and other rights and assets, whether now or hereafter owned, held or possessed by any School; and all gifts, grants, bequests, donations and contributions (including income and profits therefrom) to the extent permitted by the terms thereof and by law.
- **Coverage Ratio Covenant.**
 - MERF shall, on behalf of itself and each School, deliver annually, upon completion of MERF's annual audit, to the Issuer, the Trustee and the Bondholder Representative (if any) a certificate stating the Debt Service Coverage Ratio for the Fiscal Year then ended and evidencing the calculation thereof, commencing with the Fiscal Year ending June 30, 2017. The Debt Service Coverage Ratio is required to be at or above 1.10 to 1 for each applicable School for each Fiscal Year, commencing with the Fiscal Year ending June 30, 2017. If, for any Fiscal

Year ending June 30, 2017, or after, such Debt Service Coverage Ratio for any School is below 1.10 to 1 or 1.00 to 1, as applicable, MERF shall retain, at its expense, an Independent Consultant to submit a written report and make recommendations within 45 days of being retained (a copy of such report and recommendations shall be filed with the Bondholder Representative (if any) and the Trustee) with respect to increasing income of any School, decreasing Operating Expenses or other financial matters of any School which are relevant to increasing the Debt Service Coverage Ratio to at least the required level. MERF agrees that promptly upon the receipt of such recommendations, subject to applicable requirements or restrictions imposed by law, it shall consider revising its methods of operation and taking such other actions to comply with any reasonable recommendation of the Independent Consultant identified in the report of the Independent Consultant. Within 5 Business Days of receipt of the certificate to be delivered under this Coverage Ratio Covenant, the Trustee is required to notify Registered Owners of the Obligations Outstanding of the Debt Service Coverage Ratio if the Debt Service Coverage Ratio of any School is below 1.00 to 1. So long as the Debt Service Coverage Ratio is not below 1.00 to 1, and so long as MERF shall retain an Independent Consultant and complies with such Independent Consultant's reasonable recommendations (subject to applicable requirements or restrictions imposed by law), no default or Event of Default shall be declared solely by reason of a violation of the requirements of this Coverage Ratio Covenant. Notwithstanding the foregoing provisions in this Section, the failure of any School to have a Debt Service Coverage Ratio of at least 1.00 to 1 for any Fiscal Year ending June 30, 2017 or after shall be an Event of Default hereunder.

- For the purpose of this Coverage Ratio Covenant subsection, the following terms shall be prescribed the following meanings:
 - *“Debt Service Coverage Ratio”* means, for any Fiscal Year, the ratio obtained by dividing the Net Income Available for Debt Service for such Fiscal Year by the Debt Service Requirement, as such ratio is certified to by an Accountant of MERF.
 - *“Debt Service Requirement”* means, for any Fiscal Year, the Debt Service (net of (i) amounts in the Capitalized Interest Account with respect to such Long-Term Indebtedness and (ii) amounts in the Debt Service Reserve Fund available and required to be applied in the year of final maturity of such Long-Term Indebtedness) with respect to all Long-Term Indebtedness outstanding for such Fiscal Year.
 - *“Net Income Available for Debt Service”* means, for any period of determination thereof, the Available Revenues of the applicable School for such period, plus the interest earnings on moneys held in the applicable portion of the Debt Service Reserve Fund established under the Related Bond Indenture (but only to the extent that such interest earnings are transferred to the Bond Fund under the Related Bond Indenture), plus required payments from the Capitalized Interest Account, minus the total

Operating Expenses of such School for such period but excluding from Operating Expenses (i) debt service paid on Indebtedness, (ii) any profits or losses which would be regarded as extraordinary items under generally accepted accounting principles, (iii) gain or loss in the extinguishment of Indebtedness of such School, (iv) proceeds of the Bonds and any other Indebtedness permitted by this Master Indenture, (v) proceeds of insurance policies, other than policies for business interruption insurance, maintained by or for the benefit of such School or MERF on behalf of such School, the proceeds of any sale, transfer or other disposition of the Facilities or any other of such School's assets by such School, and any condemnation or any other damage award received by or owing to such School and (vi) 50% of the Management Fee.

- “*Indebtedness*” means all obligations for borrowed money, installment sales and all lease obligations, incurred or assumed by a School or MERF on behalf of such School, including Guaranties, Long-Term Indebtedness, Short-Term Indebtedness or any other obligation for payments of principal and interest with respect to money borrowed.
- “*Guaranty*” means all loan commitments and all obligations of a School or MERF on behalf of such School guaranteeing in any manner whatever, whether directly or indirectly, any obligation of any other Person that would, if such other Person were such School, constitute Indebtedness.
- “*Long-Term Indebtedness*” means Indebtedness having an original maturity greater than one year or renewable at the option of a School or MERF on behalf of such School, for a period greater than one year from the date of original incurrence or issuance thereof unless, by the terms of such Indebtedness, no Indebtedness is permitted to be outstanding thereunder for a period of at least twenty (20) consecutive days during each calendar year.
- “*Management Fee*” means that fee paid by each School to MERF, and noticed as a “Management fee” in MERF’s annual audited financial reports, and approved upon the adoption of each year’s budget and according to the policy of MERF’s Governing Board.
- “*Short-Term Indebtedness*” means all Indebtedness of a School or MERF on behalf of such School not considered Long-Term Indebtedness or a Guaranty.

- **Additional Indebtedness and Leases.**

- Subject to Section 3.05 of the Master Indenture and any similar provision relating to Additional Indebtedness under any Related Supplement for any Obligation of the Obligated Group issued under the Master Indenture, MERF may incur additional indebtedness according to the terms below:

- Long-Term Indebtedness. MERF may incur additional Long-Term Indebtedness if any of the following tests is met:
 - (1) the Debt Service Coverage Ratio for the most recent Fiscal Year for which an audit has been completed was at least 1.10 to 1 (taking into account the proposed additional Long-Term Indebtedness and any Long-Term Indebtedness to be refinanced thereby); or
 - (2) an Independent Consultant reports that the (a) the Debt Service Coverage Ratio for the most recent Fiscal Year for which an audit has been completed was at least 1.10 to 1 and (b) the Debt Service Coverage Ratio for each the first three consecutive Fiscal Years following the incurrence of such Long-Term Indebtedness or, if such Long-Term Indebtedness is being issued to finance improvements, equipment or new facilities, the first three consecutive Fiscal Years after such improvements, equipment or new facilities are placed in service, is projected to be at least 1.10 to 1 (taking into account the proposed additional Long-Term Indebtedness and any Long-Term Indebtedness to be refinanced thereby and provided that, such projected Net Income Available for Debt Service shall be adjusted to provide for any projected revenues and expenses anticipated as the result of any real or personal property acquired, constructed, or completed with the proceeds of any such Long-Term Indebtedness); or
 - (3) an Independent Consultant reports that the Debt Service Coverage Ratio for each the first three consecutive Fiscal Years following the incurrence of such Long-Term Indebtedness or, if such Long-Term Indebtedness is being issued to finance improvements, equipment or new facilities, the first three consecutive Fiscal Years after such improvements, equipment or new facilities are placed in service, is projected to be at least 1.35 to 1 (taking into account the proposed additional Long-Term Indebtedness and any Long-Term Indebtedness to be refinanced thereby and provided that, such projected Net Income Available for Debt Service shall be adjusted to provide for any projected revenues and expenses anticipated as the result of any real or personal property acquired, constructed, or completed with the proceeds of any such Long-Term Indebtedness).
- Completion Indebtedness. MERF may issue Completion Indebtedness in an amount not to exceed 10% of the original Indebtedness issued for the purpose of financing certain Capital Improvements, if the following conditions are met: (i) MERF certifies, in writing, to the Trustee that at the time the original Indebtedness issued for the purpose of financing certain Capital Improvements was incurred, MERF believed or had reason to believe that the proceeds of such Indebtedness together with other moneys then expected to be available to pay for such Capital Improvements would provide sufficient moneys for the completion thereof; (ii) a Consulting Architect provides the Trustee with a written statement

specifying the amount necessary to complete such Capital Improvements; and (iii) MERF certifies, in writing, to the Trustee that the proceeds of the proposed Completion Indebtedness, together with other legally available moneys of MERF, will be in an amount equal to the amount set forth in clause (ii) of this subsection.

- Refunding Indebtedness. MERF may issue Refunding Indebtedness, provided that MERF certifies, in writing, to the Trustee that the Debt Service Requirement will not be increased by more than 10% by such refunding.
- Balloon Indebtedness. MERF may issue Balloon Indebtedness if the conditions set forth in clause (A)(1) or (A)(2) under this heading are met when it is assumed that: (A) the Balloon Amount is Long-Term Indebtedness maturing over a term equal to the term of the Balloon Amount or a term of 20 years from the date of issuance of the Balloon Indebtedness, whichever is greater; and (B) the Balloon Amount bears interest on the unpaid principal balance at the Projected Rate and is payable on a level debt service basis over a 20-year period.
- Short-Term Indebtedness. Short Term Indebtedness (other than Indebtedness consisting of accounts payable incurred in the ordinary course of business or other Indebtedness not incurred or assumed primarily to assure the repayment of money borrowed or credit extended which Indebtedness is incurred in the ordinary course of business, which may be incurred without limitation) in a total principal amount which at the time incurred does not, together with the principal amount of all other such Short Term Indebtedness of MERF then outstanding but excluding the principal payable on all Funded Indebtedness during the next succeeding 12 months and also excluding such principal to the extent that amounts are on deposit in an irrevocable escrow and such amounts (including, where appropriate, the earnings or other increments to accrue thereon) are required to be applied to pay such principal and such amounts so required to be applied are sufficient to pay such principal, exceed 10% of the Gross Revenues of MERF for the most recent Fiscal Year for which financial statements reported upon by independent certified public accountants are available; provided, however, that for a period of 20 consecutive calendar days in each Fiscal Year the total amount of such Short Term Indebtedness of MERF outstanding shall not be more than 5% of the Gross Revenues of MERF during the preceding Fiscal Year. For the purposes of this subsection, Short Term Indebtedness shall not include overdrafts to banks to the extent there are immediately available funds of MERF sufficient to pay such overdrafts and such overdrafts are incurred and corrected in the normal course of business.
- Other Indebtedness. Indebtedness the principal amount of which at the time incurred, together with the aggregate principal amount of all other Indebtedness then outstanding which was issued pursuant to the provisions of this subsection and which has not been subsequently reclassified as having been issued under another subsection of this Section does not exceed 5% of the Gross Revenues of MERF for the latest preceding Fiscal Year for which audited financial statements have been delivered to the Trustee in accordance herewith.

- Non-Recourse Indebtedness, Commitment Indebtedness and Subordinated Indebtedness. MERF may issue Non-Recourse Indebtedness, Commitment Indebtedness and Subordinated Indebtedness without limitation.
- **Capital Needs Assessment/Repair and Replacement Fund.**
 - MERF, together with the Members of the Obligated Group, shall pay or cause to be paid to the Master Trustee on the first day of each month, commencing July 1, 2019, for deposit into the Repair and Replacement Fund, the Repair and Replacement Fund Contribution or the Modified Repair and Replacement Fund Contribution, as applicable (each as defined below). On or before July 1, 2020, and every third anniversary thereafter as long as the Bonds are Outstanding, the Obligated Group shall select an Independent Consultant to complete a capital needs assessment of the Obligated Group projecting the Obligated Group's capital needs and the total cost thereof over the three year period commencing on the following July 1 (each a “Capital Needs Assessment”).
 - The total cost set forth in a Capital Needs Assessment less the amount then on deposit in the Repair and Replacement Fund, divided by 36, shall be the “Repair and Replacement Fund Contribution” for such three year period; provided, however, that in the event (i) the Obligated Group pays all or a portion of the cost of a capital need projected in the Capital Needs Assessment from a source of funds other than the Repair and Replacement Fund, the Repair and Replacement Fund Contribution for the remainder of the applicable three year period shall be decreased by the amount of such projected cost that is paid from such other source of funds divided by the number of Repair and Replacement Fund Contribution payments remaining in the applicable three year period or (ii) a draw is made upon the Repair and Replacement Fund in excess of the cost for a capital need projected in the Capital Needs Assessment or in any amount for a capital need not projected in the Capital Needs Assessment, the Repair and Replacement Fund Contribution for the subsequent 12 month period shall be increased by the excess amount of such draw or the total amount of such unanticipated draw, as applicable, divided by 12 (the Repair and Replacement Fund Contribution as modified by either clause (i) or clause (ii), the “Modified Repair and Replacement Fund Contribution”).
- **Selection of Independent Consultant Covenant.**
 - Within 15 days of any event requiring MERF, on behalf of itself and/or any School to retain an Independent Consultant pursuant to the foregoing covenants, MERF shall select such Independent Consultant and shall cause a notice of the selection of such Independent Consultant, including the name of such Independent Consultant and a brief description of the Independent Consultant, to be filed with EMMA and the Bondholder Representative (if any). Such notice shall also state that each holder of Obligations Outstanding will be deemed to have consented to the selection of the Independent Consultant named in such notice unless such holder or Bondholder Representative (if any) submits an

objection to the selected Independent Consultant in writing (in a manner acceptable to the Master Trustee) to the Master Trustee within 30 days of the date that the notice is filed with EMMA. No later than two Business Days after the end of the 30-day objection period, the Master Trustee shall notify MERF of the aggregate principal amount of Obligations Outstanding held by the holders submitting objections. If the holders of more than 50% of the aggregate principal amount of the Obligations Outstanding have been deemed to have consented to the selection of the Independent Consultant or have not responded to the request for consent, MERF shall engage the Independent Consultant within two Business Days. If the holders of at least 50% of the aggregate principal amount of the Obligations Outstanding have objected to the Independent Consultant selected, MERF shall select another Independent Consultant.

LEASE AGREEMENT

by and between

MPM SHERMAN WAY LLC,
a California limited liability company

and

**MAGNOLIA EDUCATIONAL &
RESEARCH FOUNDATION,**
a California nonprofit public benefit corporation

dated as of June 1, 2014

for the use and occupation of certain premises by

MAGNOLIA SCIENCE ACADEMY 1

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LEASE AGREEMENT

1. **Basic Provisions.**

1.1 **Parties.** This Lease Agreement (“**Lease**”) dated, for reference purposes only, as of June 1, 2014, is made by and between MPM SHERMAN WAY LLC, a California limited liability company (“**Lessor**”), and MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION, a California nonprofit public benefit corporation (“**Lessee**”) (Lessor and Lessee being sometimes referred to herein collectively as the “**Parties**” and individually a “**Party**”). Lessee is entering into this Lease to provide for the use and occupation of the Premises (as defined below) by MAGNOLIA SCIENCE ACADEMY 1, also known as MAGNOLIA SCIENCE ACADEMY (the “**School**”), a California public charter school operated by Lessee.

1.2 **Premises.** The real property and improvements commonly referred to as 18238 Sherman Way, Reseda, California, 91135, located in the County of Los Angeles, State of California and marked on the attached Exhibit A constitute the “**Premises.**” (*See also* Section 2 below.)

1.3 **Term.** The term of this Lease shall commence on the date hereof (the “**Commencement Date**”) and shall end on July 1, 2034 (the “**Initial Term**”) (or such other later date if Lessee exercises its extension option) (such date, as it may be extended, the “**Expiration Date**”). (*See also* Section 3 below.) Based upon the occurrence of any of the events described in Section 4.06(b) and (c) of the Loan Agreement, this Lease may be terminated by Lessee by depositing with the Trustee (as defined in Section 1.5 below) sufficient cash or securities to defease the principal amount of the Bonds (as defined in Section 1.5 below).

1.4 **Extension Option.** Lessee shall have two (2) options to extend the Term, each for five (5) years (such extension terms collectively, the “**Extension Term**” and, collectively with the Initial Term, the “**Term**”) with the Rent during the Extension Term to be set at an amount no less than the Fair Market Rent of the Premises at the date the option becomes exercisable. “**Fair Market Rent**” for purposes of this Section 1.4 shall be determined pursuant to Section 5 below.

1.5 **Base Rent.** Lessor and Lessee acknowledge that Lessor is obtaining a loan (the “**Loan**”) from the California School Finance Authority (the “**Lender**”) as evidenced by a Loan Agreement dated as of June 1, 2014, by and between the Lender and Lessor (Lessor is sometimes referred to as “**Borrower**”) (the “**Loan Agreement**”). The Loan will be funded by the proceeds of the Lender’s California School Finance Authority School Facility Revenue Bonds (Magnolia Science Academy-1, Reseda Project), Series 2014A (the “**2014A Bonds**”) and its California School Finance Authority School Facility Revenue Bonds (Magnolia Science Academy-1, Reseda Project) Series 2014B (Taxable) (the “**2014B Bonds**” and together with the 2014A Bonds, the “**Bonds**”) issued pursuant to an Indenture dated as of June 1, 2014 (the “**Indenture**”) by and between the Lender and The Bank of New York Mellon Trust Company, N.A., as trustee (the “**Trustee**”). So long as the Loan is outstanding, the “**Base Rent**” shall be payable in accordance with the schedule set forth in Exhibit B, subject to downward adjustment in the event of any defeasance of all or a portion of the Bonds or prepayment of all or a portion of the Loan. In the event of defeasance of all of the Bonds prior to the Expiration Date such that no Bonds

remain outstanding, and prepayment of all of the Loan prior to the Expiration Date and without termination of the Lease, the Base Rent shall be payable: (a) based upon the average of the debt service payments during the five (5) years immediately preceding such defeasance or prepayment; or (b) if all of the Bonds are defeased, or all of the Loan is prepaid, based upon the Base Rent during the year or portion of the year immediately preceding such defeasance or prepayment. (*See also* Section 4 below.)

Simultaneously with the execution and delivery of the Bonds, Lessee shall deliver or cause to be delivered the Intercept Notice, substantially in the form set forth in Exhibit E attached hereto (the “**Intercept Notice**”), to the State Controller. Amounts specified in the Intercept Notice for transfer to the Trustee shall be limited to State Apportionments. Lessee shall, not later than the twentieth (20th) calendar day of any month in which payment is scheduled, amend, supplement or restate the Intercept Notice and deliver such to the State Controller from time to time as necessary or appropriate (including without limitation as a result of redemption prior to maturity) to indicate transfers to the Trustee to pay the amounts due under this Lease as they come due and to cure any delinquency in payment of such amounts. Lessee will cooperate with the Trustee in any manner the Trustee may request in connection with amending, supplementing or restating the Intercept Notice. If at any time the Intercept Notice is amended, supplemented or restated for any reason, Lessee shall promptly provide the Lender, the Department of Education of the State of California and the Trustee with a copy of such amended, supplemented or restated Intercept Notice. The Intercept Notice may provide additional amounts payable to the Trustee for purposes set forth in the Indenture; provided, that Lessee shall not grant preference or any prior right of funding access or security in respect of the State Apportionment to any other payment indicated in the Intercept Notice or any other notice delivered pursuant to Section 17199.4 of the Education Code of the State of California. All deposits of moneys derived from the intercept hereunder shall be made at the corporate trust office of the Trustee set forth in the Intercept Notice. Lessee shall timely amend, supplement or restate the Intercept Notice to require transfers to such other location as shall be designated in writing by the Trustee to Lessee.

1.6 **Refinancing of Loan.** Upon any refinancing of the Loan, the term “Loan Agreement” thereafter shall refer to the agreement for the refinancing of the Loan, the term “Loan” thereafter shall refer to the refinancing loan, and the term “Lender” thereafter shall refer to the lender making the refinancing loan, but otherwise all of the terms, covenants and conditions of this Lease shall remain unmodified and in full force and effect.

1.7 (*Reserved*)

1.8 **Real Estate Brokers.** None.

2. **Premises.**

2.1 **Letting.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, for the Term, at the Rent (as defined below) and upon and subject to all of the terms, covenants and conditions set forth in this Lease.

2.2 Condition of Premises. Lessee acknowledges that Lessor may construct improvements to the Premises (the “**Improvements**”), including the Buildings as described in Section 2.3 below, pursuant to the terms of the Loan Agreement described in Section 1.5. Lessee hereby acknowledges and agrees that it has reviewed and approved the Loan Agreement and agrees to accept the Improvements in their as-is condition, following completion of construction. All references in this Lease to the “Premises” shall be deemed to include the Improvements. Subject to the terms of section 6.2(e) of this Lease, Lessee accepts the Premises in their current as-is condition. Lessee hereby acknowledges that the Premises have not undergone an inspection by a certified access specialist.

2.3 Compliance. Following completion of the Improvements, if the applicable building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances (the “**Applicable Requirements**”) require, during the Term, the construction of an addition to or an alteration of the Premises or any portion of the buildings on the Premises (the “**Buildings**”), the remediation of any Hazardous Substance, or the reinforcement or other physical modification of the Premises and/or the Buildings, Lessee hereby agrees to undertake and complete such construction, alteration, remediation, reinforcement or other modification (each, a “**Capital Expenditure**”), and the costs therefor shall be incurred solely by Lessee.

2.4 Parking. Lessee shall be provided with such number of parking spaces as Lessor and Lessee shall from time to time determine. For the avoidance of doubt, all parking spaces allocated to Lessee hereunder shall be deemed a part of the Premises leased hereunder and shall be subject to the terms hereof and any special rules and regulations promulgated by Lessor which relate specifically to parking.

3. Term.

3.1 Term. The Commencement Date, Expiration Date and Term of this Lease are as specified in Section 1.3, provided that the commencement of rent shall commence on the later of (the “**Rent Commencement Date**”): (a) the Commencement Date and (b) following Lessor’s completion of any Improvements in accordance with the Loan Agreement, the issuance of a temporary Certificate of Occupancy for the Premises.

4. Rent and Expenses.

4.1 Rent Defined. Subject to the terms of this Agreement, Base Rent, Expenses (as defined below), Additional Rent (as defined below) and all other monetary obligations of Lessee to Lessor or to third parties arising under the terms of this Lease are deemed to be rent (“**Rent**”).

4.2 Expenses. Lessee shall be responsible for all Expenses (as defined hereinbelow) which Lessee shall pay to Lessor within thirty (30) days after receiving a statement from Lessor itemizing (with reasonable description) all charges included thereon.

“**Expenses**” shall mean all costs and expenses of the ownership, operation, maintenance, repair or replacement, and insurance of the Premises, as determined by standard accounting practices, including, by way of illustration only, and not by way of limitation, to the extent they apply to the Premises:

- (i) Gross receipts taxes, whether assessed against Lessor or assessed against Lessee and collected by Lessor;
- (ii) Water, sewage, and waste or refuse removal charges;
- (iii) Gas, electricity, telephone and other utilities;
- (iv) Reasonable costs incurred in the day-to-day management (if any), including the cost of management personnel;
- (v) Air conditioning and heating;
- (vi) Elevator maintenance (if any);
- (vii) Supplies, materials, labor, equipment, and utilities used in or related to the operation and maintenance of the Premises;
- (viii) All maintenance, replacement and repair costs including, without limitation, janitorial, cleaning and repair services relating to the Premises and all improvements thereon, including, without limitation, air conditioning systems, landscaping, service areas, building exteriors (including painting), signs and directories, repairing and replacing roofs, walls, janitorial (if any is supplied), capital improvements and upgrades, and cost of compliance with applicable laws;
- (ix) Capital improvements made to the Premises (whether funded in full or amortized with reasonable financing charges) which may be required by any government authority or which will improve the operating efficiency of the Premises;
- (x) Real Property Taxes (as defined in Section 10.1 below) and personal property taxes (as described in Section 10.3 below), if any; and
- (xi) Any other costs or expenses incurred by Lessor under this Lease and not otherwise reimbursed by Lessee or any other lessee of the Premises. Expenses shall not include depreciation on the buildings of which the Premises are a part.

4.3 **Additional Rent.** In addition to Base Rent and Expenses, Lessee shall be responsible for the payment of Additional Rent. Additional Rent shall be paid to Lessor on demand or, if such Additional Rent is ongoing and can be calculated on a periodic basis, on a monthly basis pursuant to a written schedule from time to time delivered by Lessor.

“**Additional Rent**” shall include but not be limited to the following:

- (i) All amounts required to reimburse Lessor, or satisfy Lessor’s obligations, for any fees, expenses, taxes, indemnities, assessments or other payments that it pays under the terms of the Loan Agreement to or on behalf of the Lender;

(ii) Amounts necessary to reimburse Lessor, or satisfy Lessor's obligations, for any payments it makes as may be required under the Loan Agreement or this Lease; and

(iii) Amounts necessary to reimburse Lessor for payments it makes with respect to Lessor's reasonable general operating expenses, including Lessor's payment of Lessor's share of the reasonable general operating expenses of Lessor's sole member.

4.4 Payment. Lessee's obligation to pay Rent shall commence on the Rent Commencement Date. Lessee shall cause all Rent payable to Lessor under this Lease to be received by Lessor in lawful money of the United States on or before the day on which it is due, without offset or deduction. Rent for any period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Payment of Rent due to Lessor shall be made to Lessor at its address stated herein or to such other persons or place as Lessor may from time to time designate in writing. Subject to the terms of the Indenture, and so long as any of the Bonds or the Loan remains outstanding, Lessee shall: (a) through the Intercept Notice, cause the Los Angeles County Office of Education to transfer the portion of the State Apportionment attributable to the School to the Trustee for deposit in the Revenue Fund (as defined in the Indenture); and (b) cause the Trustee to pay from the Revenue Fund the Rent due to Lessor under the terms of this Lease.

4.5 Budgeting Rent. Lessee covenants to take such action as may be necessary to include all such payments of Rent due hereunder in its annual budgets, to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent.

4.6 Accounting. If Lessor so requests in writing, Lessee agrees to provide Lessor with an annual, or more frequent, accounting of the Expenses paid for the just-completed calendar year.

4.7 Source of Rent Payments. The School's obligation hereunder to pay the Rent is a general obligation of the School, and the School hereby pledges the Gross Revenues of the School for the payment of the Rent, but Lessor agrees that under no circumstances shall Lessee be required to advance any moneys derived from, nor shall Lessor have recourse to, any revenues or assets of Lessee, including but not limited to revenues or assets attributable to, or designated by any third party for, any other school operated by Lessee or pledged by Lessee to secure loans to or financings or leases for such other school. Nothing contained in this Section 4.7 shall be construed to release Lessor from the performance of any of the agreements on its part herein contained, and in the event Lessor shall fail to perform any such agreements on its part, Lessee may institute such action against Lessor as Lessee may deem necessary to compel performance so long as such action does not abrogate the obligations of Lessee contained in the first sentence of this Section 4.7. Lessee may, however, at Lessee's own cost and expense and in Lessee's own name or in the name of Lessor prosecute or defend any action or proceeding or take any other action involving third persons which Lessee deems reasonably necessary in order to secure or protect Lessee's right of possession, occupancy and use hereunder, and in such event

Lessor hereby agrees to cooperate fully with Lessee and to take such action necessary to effect the substitution of Lessee for Lessor in such action or proceeding if Lessee shall so request.

As used herein, “**Gross Revenues of the School**” means all income and revenues directly or indirectly derived by Lessee’s operation of the School described in Section 1.1 of this Lease, including without limitation, per-pupil revenues and other funding received from the State of California or by virtue of the Charter granted to Lessee for the School and all gifts, grants, bequests and contributions (including income and profits therefrom) specifically restricted by the donor or maker thereof to the School or the Premises, to the extent not specifically restricted by the donor or maker thereof to a particular purpose inconsistent with their use for the payments required under this Lease. Gross Revenues of the School also includes net insurance or condemnation proceeds received or payable to Lessee on account of damage or destruction of the Premises or other loss incurred by Lessee with respect to its operation of the School or the Premises.

5. **Option to Extend.** Lessor hereby grants to Lessee two (2) options to extend the term of this Lease, each for a period of five (5) years (each, an “**Extension Option**”). The Extension Option must be exercised if at all by written notice (the “**Option Notice**”) delivered by Lessee to Lessor not less than four (4) months prior to the then-scheduled Expiration Date, provided, however, that the Extension Option shall not be exercisable unless, as of the date of the Option Notice and at the then scheduled Expiration Date, Lessee is not in default hereunder. In the event the Term of this Lease shall be extended under this Section, then all of the terms, covenants and conditions of the Lease shall remain unmodified and in full force and effect, except that:

(i) Each Extension Term shall commence immediately upon the expiration of the Initial Term or prior Extension Term, as applicable.

(ii) The Base Rent for the Extension Term shall be determined as follows. Within thirty (30) days after the exercise or deemed exercise of the Extension Option, Lessor shall notify Lessee in writing as to Lessor’s determination, in Lessor’s good faith judgment, of the fair market rent of comparable space (including square footage, location and quality of the Premises) to the Premises (the “**Fair Market Rent**”) together with reasonable back-up material supporting Lessor’s determination. Lessee shall have twenty (20) days from receipt of Lessor’s determination of the Fair Market Rent accept or reject Lessor’s determination.

(iii) Notwithstanding any terms herein to the contrary, so long as the Loan is outstanding, in no event shall the Base Rent payable during any Extension Term be less than the debt service of the Loan, plus Issuer and Trustee Fees, or the Base Rent payable during the month preceding the commencement of the applicable Extension Term. Until the Fair Market Rent has been agreed upon, the initial Base Rent for the Extension Term shall be the Base Rent payable during the month preceding the commencement of the applicable Extension Term. In the event the Fair Market Rent is determined to be greater than such amount, then Lessee shall promptly pay Lessor any balance due.

(iv) If Lessee timely objects to Lessor's determination of Fair Market Rent, Lessor and Lessee shall diligently attempt in good faith to agree on the Fair Market Rent within ten (10) days of Lessee's notice of objection ("**Outside Agreement Date**"). If Lessor and Lessee fail to reach agreement by the Outside Agreement Date, each shall make a separate determination of the Fair Market Rent within five (5) days of the Outside Agreement Date. Such determination shall then be submitted to arbitration in accordance with (v) below.

(v) Within fifteen (15) days of the Outside Agreement Date, the parties shall agree upon an arbitrator who shall decide whether the parties will use Lessor's or Lessee's submitted Fair Market Rent and shall promptly notify Lessor and Lessee of its decision. If the parties are unable to agree upon the arbitrator within fifteen(15) days of the Outside Agreement Date, within five (5) days thereafter, Lessor and Lessee shall each appoint an arbitrator and give notice to the other party of such arbitrator's name and business address. The arbitrator must be a licensed real estate broker or appraiser who has been active in the leasing or appraising of commercial properties in the Central Los Angeles area for at least five years. If each party appoints an arbitrator, the two appointed arbitrators shall, within ten (10) days after the appointment of the second arbitrator, agree on and appoint a third similarly qualified arbitrator and promptly provide notice to Lessor and Lessee of such arbitrator's name and business address. Within thirty (30) days after the appointment of the third arbitrator, the three (3) arbitrators shall decide whether the parties will use Lessor's or Lessee's submitted Fair Market Rent and shall promptly notify Lessor and Lessee of their decision. The decision of the majority of the three (3) arbitrators shall be binding on Lessor and Lessee.

(vi) Such Base Rent as so determined shall be paid during the Extension Term in installments at the times and in the manner specified in this Lease.

6. Use.

6.1 **Use.** Lessee shall use and occupy the Premises only for "educational facilities" as defined in Section 17173(f) of the Education Code of the State of California in order to operate a charter school that is exempt from federal income taxation under Section 501(a) of the Internal Revenue Code (the "**Code**") as an organization described in Code Section 501(c)(3) and that qualifies as an "educational organization" as described under Code Section 170(b)(1)(A)(ii) (the "**Agreed Use**"), and for no other purpose, provided that Lessee shall not rent the Premises as residential rental property to others, or permit any subtenant to rent the Premises as residential rental property to others. Lessee shall not use or permit the use of the Premises in a manner that is unlawful, creates damage, waste or a nuisance, or that disturbs other tenants on the Premises of or causes damage to neighboring premises or properties. Subject to the foregoing, Lessee may, without Lessor's prior written consent, operate the School with such grade levels as Lessee may from time to time determine in its reasonable judgment and, if so requested by Lessee, Lessor will cooperate with Lessee, and execute any applications or other documentation reasonably required, for the purpose of obtaining a change in any zoning or other use restriction, including any conditional use permit currently or thereafter applicable to the Premises, to permit Lessee to

use or operate the Premises for additional or different grades, provided, that Lessee shall reimburse Lessor for any reasonable expenses incurred in connection therewith.

6.2 Hazardous Substances.

(a) **Reportable Uses Require Consent.** The term “**Hazardous Substance**” as used in this Lease shall mean (a) any oil, flammable substance, explosives, radioactive materials, hazardous wastes or substances, toxic wastes or substances or any other wastes, materials or pollutants which (i) pose a hazard to the Premises or to persons on or about the Premises or (ii) cause the Premises to be in material violation of any Environmental Regulation (as defined herein); (b) asbestos in any form which is or could become friable, urea formaldehyde foam insulation, transformers or other equipment which contain dielectric fluid containing levels of polychlorinated biphenyls, or radon gas; (c) any chemical, material or substance defined as or included in the definition of “waste,” “hazardous substances,” “hazardous wastes,” “hazardous materials,” “extremely hazardous waste,” “restricted hazardous waste,” or “toxic substances” or words of similar import under any Environmental Regulation including, but not limited to, the Comprehensive Environmental Response, Compensation and Liability Act (“CERCLA”), 42 U.S.C. § 9601 *et seq.*; the Resource Conservation and Recovery Act (“RCRA”), 42 U.S.C. § 6901 *et seq.*; the Hazardous Materials Transportation Act, 49 U.S.C. § 1801 *et seq.*; the Federal Water Pollution Control Act, 33 U.S.C. § 1251 *et seq.*; the California Hazardous Waste Control Law (“HWCL”), Cal. Health & Safety Code § 25100 *et seq.*; the Hazardous Substance Account Act (“HSAA”), Cal. Health & Safety Code § 25300 *et seq.*; the Underground Storage of Hazardous Substances Act, Cal. Health & Safety Code § 25280 *et seq.*; the Porter-Cologne Water Quality Control Act (the “Porter-Cologne Act”), Cal. Water Code § 13000 *et seq.*; the Safe Drinking Water and Toxic Enforcement Act of 1986 (Proposition 65); and Title 22 of the California Code of Regulations, Division 4, Chapter 30; (d) any other chemical, material or substance, exposure to which is prohibited, limited or regulated by any governmental authority or agency or may or could pose a hazard to the health and safety of the occupants of the Premises or the owners and/or occupants of property adjacent to or surrounding the Premises, or any other person coming upon the Premises or adjacent property; or (e) any other chemical, materials or substance which may or could pose a hazard to the environment. The term “**Environmental Regulations**” means any federal, state or local law, statute, code, ordinance, regulation, requirement or rule relating to dangerous, toxic or hazardous pollutants, Hazardous Substances or chemical waste, materials or substances. Lessee shall not engage in any activity in or on the Premises which constitutes a Reportable Use of Hazardous Substances without the express prior written consent of Lessor and timely compliance (at Lessee’s expense) with all Applicable Requirements. “**Reportable Use**” shall mean (i) the installation or use of any above or below ground storage tank, (ii) the generation, possession, storage, use, transportation, or disposal of a Hazardous Substance that requires a permit from, or with respect to which a report, notice, registration or business plan is required to be filed with, any governmental authority, and/or (iii) the presence at the Premises of a Hazardous Substance with respect to which any Applicable Requirements requires that a notice be given to persons entering or occupying the Premises or neighboring properties. Notwithstanding the foregoing or anything herein to the contrary, Lessee may use any ordinary and customary materials reasonably required to be used in the normal course of the Agreed Use, ordinary office supplies (copier toner, liquid paper, glue, etc.) and common household cleaning materials, so long as such use is in compliance with all Applicable Requirements, is not a Reportable Use, and does not expose the

Premises or neighboring property to any meaningful risk of contamination or damage or expose Lessor, Lender or Lessee to any liability therefor. In addition, Lessor may condition its consent to any Reportable Use upon receiving such additional assurances as Lessor reasonably deems necessary to protect itself, the public, the Premises and/or the environment against damage, contamination, injury and/or liability, including, but not limited to, the installation (and removal on or before Lease expiration or termination) of protective modifications (such as concrete encasements).

(b) **Duty to Inform Lessor.** If Lessee knows, or has reasonable cause to believe, that a Hazardous Substance has come to be located in, on, under or about the Premises, other than as previously consented to by Lessor, Lessee shall immediately give written notice of such fact to Lessor, and provide Lessor with a copy of any report, notice, claim or other documentation which it has concerning the presence of such Hazardous Substance.

(c) **Lessee Remediation.** Lessee shall not cause or permit any Hazardous Substance to be spilled or released in, on, under, or about the Premises (including through the plumbing or sanitary sewer system) and shall promptly, at Lessee's expense, comply with all Applicable Requirements and take all investigatory and/or remedial action reasonably recommended, whether or not formally ordered or required, for the cleanup of any contamination of, and for the maintenance, security and/or monitoring of the Premises or neighboring properties, that was caused or materially contributed to by Lessee, or pertaining to or involving any Hazardous Substance brought onto the Premises during the Term of this Lease, by or for Lessee, or any third party.

(d) **Lessee Indemnification.** Lessee shall indemnify, defend and hold Lessor and its sole member, and the agents, employees, officers, and directors of either of them, harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises by or for Lessee (provided, however, that Lessee shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from adjacent properties not caused or contributed to by Lessee). No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessee from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessor in writing at the time of such agreement. The provisions of this subdivision (d) of Section 6.2 shall survive the termination of this Lease.

(e) **Lessor Indemnification.** Lessor shall indemnify, defend and hold Lessee, and its agents, employees, officers, and directors, harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises (by a party other than Lessee) prior to the Commencement Date (provided, however, that Lessor shall have no liability under this Lease with respect to underground migration of any Hazardous Substance under the Premises from adjacent properties not caused or contributed to by Lessor). No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessor from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessee in writing at the time of such agreement.

(f) **Hazardous Substance Condition Remediation.** If Lessee becomes aware of a Hazardous Substance Condition occurring during the Term of this Lease, then Lessee shall notify Lessor and Lessor shall make the investigation and remediation thereof required by the Applicable Requirements, the costs relating thereto constituting an Expense for which Lessee is responsible and this Lease shall continue in full force and effect, but subject to Lessor's rights under Section 6.2(d); provided, however, that if a Hazardous Substance Condition occurs as a result of Hazardous Materials that are brought on the Premises (by a party other than Lessee) prior to the Commencement Date, then Lessor shall be solely responsible for making the investigation and remediation thereof at its sole cost and expense, and this Lease shall continue in full force and effect. "**Hazardous Substance Condition**" shall mean the occurrence or discovery of a condition involving the presence of, or a contamination by, a Hazardous Substance as defined in Section 6.2(a), in, on, or under the Premises which requires repair, remediation, or restoration.

6.3 **Lessee's Compliance with Applicable Requirements.** Except as otherwise provided in this Lease, Lessee shall, at Lessee's sole expense, fully, diligently and in a timely manner, materially comply with all Applicable Requirements, the requirements of any applicable fire insurance underwriter or rating bureau, and the recommendations of Lessor's engineers and/or consultants which relate in any manner to the such Applicable Requirements, without regard to whether such Applicable Requirements are now in effect or become effective after the Commencement Date. Lessee shall, within ten (10) days after receipt of Lessor's written request, provide Lessor with copies of all permits and other documents, and other information evidencing Lessee's compliance with any Applicable Requirements specified by Lessor, and shall immediately upon receipt, notify Lessor in writing (with copies of any documents involved) of any threatened or actual claim, notice, citation, warning, complaint or report pertaining to or involving the failure of Lessee or the Premises to comply with any Applicable Requirements.

7. **Maintenance; Repairs.**

7.1 **Lessee's Obligations.** Subject to the provisions of Sections 7.2 (Lessor's Obligations), 9 (Damage or Destruction) and 13 (Condemnation), Lessee shall, at Lessee's sole expense, keep the interior, exterior and structural elements of the Premises in good order, condition and repair; and keep the exterior, structural and major utility components of the Premises and other portions of the Premises in good order, condition and repair, including, but not limited to, all equipment or facilities, such as plumbing, HVAC equipment, electrical, lighting facilities, boilers, pressure vessels, fire protection system, fixtures, walls (interior and exterior), ceilings, floors, windows, doors, plate glass, skylights, landscaping, driveways, parking lots, fences, retaining walls, signs, sidewalks and parkways located in, on, or adjacent to the Premises. Lessee's obligations shall include restorations, replacements or renewals when necessary to keep the Premises and all improvements thereon or a part thereof in good order, condition and state of repair. Subject to the provisions of Sections 9 (Damage or Destruction) and 13 (Condemnation) and to the provisions of Section 5.09 of the Indenture (governing funds relating to, among other things, insurance and condemnation proceeds and charter revocation), it is intended by the Parties hereto that Lessor have no obligation, in any manner whatsoever, to repair and maintain the Premises, or the equipment therein, all of which obligations are intended to be that of Lessee. It is the intention of the Parties that the terms of this Lease shall govern the respective obligations of the Parties as to maintenance and repair of the Premises, and they

expressly waive the benefit of any statute now or hereafter in effect to the extent it is inconsistent with the term so of this Lease.

7.2 Lessor's Obligations. Subject to the provisions of Section 2.2 (Condition), 2.3 (Compliance), 9 (Damage or Destruction) and 13 (condemnation), Lessor shall keep the Common Facilities and Areas and other portions of the Premises not covered in Section 7.1 above in good order, condition and repair. All costs and expenses incurred by Lessor in connection with the aforesaid maintenance and repair shall be deemed "Expenses" hereunder. Lessor's obligations shall include restorations, replacements or renewals when necessary to keep the Premises and all improvements thereon or a part thereof in good order, condition and state of repair, and the costs relating thereto shall be deemed an "Expense" hereunder.

7.3 Utility Installations; Trade Fixtures; Alterations.

(a) **Definitions.** The term "**Utility Installations**" refers to all floor and window coverings, air and/or vacuum lines, power panels, electrical distribution, security and fire protection systems, communication cabling, lighting fixtures, HVAC equipment, plumbing, and fencing in or on the Premises. The term "**Trade Fixtures**" shall mean Lessee's machinery and equipment that can be removed without doing material damage to the Premises. The term "**Alterations**" shall mean any modification of the improvements, other than Utility Installations or Trade Fixtures, whether by addition or deletion. "**Lessee Owned Alterations and/or Utility Installations**" are defined as Alterations and/or Utility Installations made by Lessee that are not yet owned by Lessor pursuant to Section 7.4(a).

(b) **Consent.** Lessee shall not make any Alterations or Utility Installations to the Premises without Lessor's prior written consent, except as provided herein. Lessee may make non-structural Alterations or Utility Installations and may make structural Alterations or Utility Installations to the interior of the Premises (excluding the roof) without such consent but upon notice to Lessor, as long as they are not visible from the outside, do not involve puncturing, relocating or removing the roof or any existing walls, and will not affect the electrical, plumbing, HVAC, and/or life safety systems. Notwithstanding the foregoing, Lessee shall not make or permit any roof penetrations and/or install anything on the roof without the prior written approval of Lessor. Any Alterations or Utility Installations that Lessee shall desire to make and which require the consent of Lessor shall be presented to Lessor in written form with detailed plans. Consent shall be deemed conditioned upon Lessee's: (i) acquiring all applicable governmental permits, (ii) furnishing Lessor with copies of both the permits and the plans and specifications prior to commencement of the work, and (iii) compliance with all conditions of said permits and other Applicable Requirements in a prompt and expeditious manner. Any Alterations or Utility Installations shall be performed in a workmanlike manner with good and sufficient materials. Lessee shall promptly upon completion furnish Lessor with as-built plans and specifications.

(c) **Liens.** Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than ten (10) days' notice prior to the commencement of any work in, on or about the Premises, and Lessor shall have the right to post

notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof.

7.4 **Ownership; Removal; Surrender; and Restoration.**

(a) **Ownership.** All Alterations and Utility Installations made by Lessee shall be the property of Lessee. All Lessee Owned Alterations and Utility Installations shall, at the expiration or termination of this Lease, at the option of Lessor, (i) be removed by Lessee or (ii) become the property of Lessor and be surrendered by Lessee with the Premises.

(b) **Surrender and Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the improvements, parts and surfaces thereof broom clean and free of debris, and in good operating order, condition and state of repair, ordinary wear and tear excepted. "Ordinary wear and tear" shall not include any damage or deterioration that would have been prevented by good maintenance practice. Lessee shall repair any damage occasioned by the installation, maintenance or removal of Trade Fixtures, furnishings, and equipment as well as the removal of any storage tank installed by or for Lessee. Lessee shall completely remove from the Premises any and all Hazardous Substances brought onto the Premises by or for Lessee (except Hazardous Substances which were deposited via underground migration from areas outside of the Premises), even if such removal would require Lessee to perform or pay for work that exceeds statutory requirements. Trade Fixtures shall remain the property of Lessee and shall be removed by Lessee. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire. The failure by Lessee to timely vacate the Premises pursuant to this Section 7.4(b) without the express written consent of Lessor shall constitute a holdover under the provisions of Section 23 below.

8. **Insurance; Indemnity.**

8.1 **Liability.** Lessee shall keep in force such liability insurance policies and in such amounts as set forth in Exhibit C attached hereto. The premium for such insurance shall be deemed an "Expense" hereunder.

8.2 **Premises.** Lessee shall obtain and keep in force a policy or policies of property insurance in the name, and for the benefit, of Lessor, with loss payable to Lessor and to any lender insuring loss or damage to the Premises. The amount of such insurance shall be as set forth in Exhibit C attached hereto. The premium for such insurance shall be deemed an "Expense" hereunder.

8.3 **Rental Interruption.** Lessee shall also obtain and keep in force, for the benefit of Lessor, rental interruption insurance insuring Lessor for the amounts of Base Rent arising from an interruption of the payment of the Base Rent, Expenses and Additional Rent otherwise payable by Lessor hereunder, as set forth in Exhibit B attached hereto. The premium for such insurance shall be deemed an "Expense" hereunder.

8.4 **Waiver of Subrogation.** Without affecting any other rights or remedies, Lessee and Lessor each hereby releases and relieves the other, and waives their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

8.5 **Indemnity.** Except for Lessor's negligence or willful misconduct, Lessee shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, partners, members, directors, and officers, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Lessee. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters, Lessee shall upon notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified. The provisions of this Section 8.5 shall survive the termination of this Lease.

8.6 **Exemption of Lessor from Liability.** Lessor shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or from any other cause, whether the said injury or damage results from conditions arising upon the Premises or from other sources or places.

8.7 **Loan Agreement.** The foregoing notwithstanding, for so long as the Loan is outstanding, Lessee shall be deemed to meet its insurance obligations as set forth in this Section 8 if it carries, and it hereby agrees to carry, the insurance required under the terms of Section 4.03 of the Loan Agreement, as such requirements may change from time to time as provided in the Loan Agreement. For so long as the Loan is outstanding, Lessee shall cause the Trustee and Lessor to be named as additional insureds on Lessee's liability and property insurance policies.

9. **Damage or Destruction.**

9.1 **Definitions.** "**Damage**" shall mean damage or destruction to the improvements on the Premises.

(a) "**Insured Loss**" shall mean Damage which was caused by an event required to be covered by the insurance described in Section 8.2, irrespective of any deductible amounts or coverage limits involved.

(b) "**Replacement Cost**" shall mean the cost to repair or rebuild the improvements owned by Lessor at the time of the occurrence to their condition existing

immediately prior thereto, including demolition, debris removal and upgrading required by the operation of Applicable Requirements, and without deduction for depreciation.

9.2 **Damage—Insured Loss.** Subject to the terms of the Loan Agreement, Lessor shall be entitled to any and all insurance proceeds that are available as a result of the Damage. If Damage that is an Insured Loss occurs, then Lessee shall be entitled to use the insurance proceeds that are actually collected as a result of the Damage to repair the Damage as soon as reasonably possible and this Lease shall continue in full force and effect. Notwithstanding the foregoing, if the required insurance was not in force or the insurance proceeds are not sufficient to affect such repair, Lessee shall promptly contribute the shortage in proceeds as and when required to complete said repairs.

9.3 **Damage—Uninsured Loss.** If Damage that is not an Insured Loss occurs, Lessee shall repair such damage as soon as reasonably possible at Lessee's expense, and this Lease shall continue in full force and effect.

9.4 **Waive Statutes.** Lessor and Lessee agree that the terms of this Lease shall govern the effect of any damage to or destruction of the Premises with respect to the termination of this Lease and hereby waive the provisions of any present or future statute to the extent inconsistent herewith.

10. **Real Property Taxes.**

10.1 **Definition.** As used herein, the term "**Real Property Taxes**" shall include any form of assessment; real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Premises, Lessor's right to other income therefrom; and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the address of the Premises and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises is located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the Term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

10.2 **Payment of Taxes.** Lessee shall timely file for exemption against any Real Property Taxes and shall maintain such exemption during the Term. In any event, Lessee shall pay, before the same become past due, the Real Property Taxes applicable to the Premises during the Term to the extent any such Real Property Taxes are charged, levied, assessed or imposed.

10.3 **Personal Property Taxes.** Lessee shall timely file for exemption against any taxes on Lessee Owned Alterations, Utility Installations, Trade Fixtures, furnishings, equipment and all personal property of Lessee and shall maintain such exemption during the Term. Lessee shall pay, prior to delinquency, all such taxes to the extent they are charged, levied, assessed or imposed after an exemption for such taxes is filed as required hereunder.

11. **Assignment and Subletting.**

11.1 **By Lessee.** Lessee shall not sublease, assign, mortgage, pledge, hypothecate or encumber this Lease or any of Lessee's interest hereunder without the prior written consent of Lessor (which shall not be unreasonably withheld). Lessee acknowledges that, pursuant to the Loan Agreement, Lessor is required to obtain Lender's approval to a sublease, assignment or other transfer of Lessee's interest in the Lease and that Lessor's disapproval shall be deemed reasonable if based on Lender's disapproval. Lessee acknowledges that the financing of the Premises through the tax-exempt Bonds may restrict the assignees which could be approved by Lessor.

11.2 **By Lessor.** Lessee acknowledges that the Premises are subject to a deed of trust and assignment of rents in favor of the Lender and that the Lease is assigned to the Lender as security for the Loan.

12. **Default; Breach; Remedies.**

12.1 **Default; Breach.** A "**Default**" is defined as a failure by Lessee to comply with or perform any of the terms, covenants or conditions under this Lease. A "**Breach**" is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

- (a) The abandonment of the Premises.
- (b) The failure of Lessee to make any payment of Rent required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond, or to fulfill any obligation under this Lease which endangers or threatens life or property, where such failure continues for a period of 3 business days following written notice to Lessee.
- (c) Any material representation or warranty made in this Lease, or in any report, certificate, financial statement, or instrument furnished in connection with this Lease, proves to have been false or misleading when made, in any material respect.
- (d) Lessee violates or fails to observe or perform any covenant contained in Section 3 of Exhibit D attached hereto.
- (e) The Debt Service Coverage Ratio (as defined in Section 8 of Exhibit D attached hereto) for any Fiscal Year ending on or after June 30, 2015 is less than 1.00:1.00 for such Fiscal Year.
- (f) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, other than those described in subparagraphs 12.1(a) through (d) above, where such Default continues for a period of thirty (30) days after written notice; provided, however, that if the nature of Lessee's Default is such that more than 30 days are reasonably required for its cure, then it shall not be deemed to be a Breach if Lessee commences such cure within said thirty (30) day period and thereafter diligently prosecutes such cure to completion.
- (g) The occurrence of any of the following events: (i) the making of any general arrangement or assignment for the benefit of creditors; (ii) becoming a "**debtor**" as

defined in 11 U.S.C. § 101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within 90 days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where possession is not restored to Lessee within sixty (60) days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee's assets located at the Premises or of Lessee's interest in this Lease, where such seizure is not discharged within sixty (60) days; provided, however, in the event that any provision of this subparagraph (e) is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.

(h) The discovery that any financial statement of Lessee given to Lessor was materially false.

12.2 Remedies. If Lessee fails to perform any of its affirmative duties or obligations (other than compliance with covenants and financial reporting requirements pursuant to Section 28), within fifteen (15) days after written notice (or, in the case of those duties and obligations that cannot reasonably be performed within fifteen (15) days after notice, to commence and diligently prosecute such duties and obligations to completion), Lessor may, at its option, perform such duty or obligation on Lessee's behalf, including but not limited to the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor. In the event of a Breach, including Lessee's failure to comply with the covenants or financial reporting requirements set forth in Section 28, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy which Lessor may have by reason of such Breach:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent which had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid Rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease or which in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees of Lessor, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the district within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Breach of this Lease shall not waive Lessor's right to recover damages under Section 12. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such

proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Section 12.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Section 12.1. In such case, the applicable grace period required by Section 12.1 and the unlawful detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and a Breach of this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue the Lease and Lessee's right to possession and recover the Rent as it becomes due. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect Lessor's interests, shall not constitute a termination of Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under this Lease, including under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

12.3 **Interest.** Any monetary payment due Lessor hereunder not received by Lessor when due as to scheduled payments (such as Base Rent) or within thirty (30) days following the date on which it was due for non-scheduled payments, shall bear interest from the date when due as to scheduled payments, or the 31st day after it was due as to non-scheduled payments. The interest ("**Interest**") charged shall be computed at the rate of 10% per annum but shall not exceed the maximum rate allowed by law. Interest is payable in addition to any late charges and default rate interest under the Loan Agreement.

13. **Condemnation.** If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively "**Condemnation**"), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs, and Expenses thereafter shall be limited to those applying to the remaining Premises subject to this Lease. Subject to the terms of the Loan Agreement, in the event that there is a Condemnation of less than all of the Premises, and such portion so taken is material to Lessee's use and quiet enjoyment of the Premises as a whole, then all available Condemnation awards and/or payments shall be used first, to restore the remaining portion of the Premises to a usable whole, and second, to reduce the balance of any loan made to Lessor and secured by the Premises in proportion to the portion taken or sold. Any portion of the award and/or payment that remains after the foregoing purposes have been satisfied shall be the property of Lessor. Subject to the terms of the Loan Agreement, if the entirety of the Premises is taken, then the Condemnation awards and/or payments shall be the property of Lessor.

14. **Estoppel Certificates.** Each Party (as "**Responding Party**") shall within ten (10) days after written notice from the other Party (the "**Requesting Party**") execute, acknowledge and deliver to the Requesting Party a statement in writing in form similar to the then most current "**Estoppel Certificate**" form published by the AIR Commercial Real Estate Association, plus

such additional information, confirmation and/or statements as may be reasonably requested by the Requesting Party.

15. **Definition of Lessor.** The term “**Lessor**” as used herein shall mean the owner or owners at the time in question of the fee title to the Premises. Upon any transfer of fee title to the Premises, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by Lessor. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by Lessor shall be binding only upon Lessor as hereinabove defined.

16. **Severability.** The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

17. **Days.** Unless otherwise specifically indicated to the contrary, the word “days” as used in this Lease shall mean and refer to calendar days.

18. **Limitation on Liability.** The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, and Lessee shall look to the Premises, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease.

19. **Time of Essence.** Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

20. **No Prior or Other Agreements.** Subject to the terms of the Loan Agreement and other documents relating to the Bonds, this Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous agreement or understanding shall be effective. Each Party represents and warrants that the execution of the Lease will not, to the best of the Party’s knowledge, constitute a violation under any material agreements to which such Party is a party.

21. **Notices.**

21.1 **Notice Requirements.** All notices required or permitted by this Lease or applicable law shall be in writing and may be delivered in person (by hand or by courier) or may be sent by regular, certified or registered mail or U.S. Postal Service Express Mail, with postage prepaid, or by facsimile transmission, and shall be deemed sufficiently given if served in a manner specified in this Section 21. The addresses for the Parties are set forth below and shall constitute the respective addresses for delivery or mailing of notices. Either Party may, by written notice to the others, specify a different address for notice. Upon Lessee’s taking possession of the Premises, the Premises shall constitute Lessee’s address for notice unless Lessee notifies Lessor otherwise. A copy of all notices to Lessor or Lessee shall be concurrently transmitted to such party or parties at such addresses as Lessor or Lessee, respectively, may from time to time hereafter designate in writing.

21.2 **Addresses.**

Lessor: MPM Sherman Way LLC
c/o Magnolia Properties Management, Inc.
13950 Milton Avenue, Suite 200B
Westminster, California 92683
Attention: Chief Financial Officer

Lessee: Magnolia Educational & Research Foundation
13950 Milton Avenue, Suite 200B
Westminster, California 92683
Attention: Chief Financial Officer

Lender (during the time the Loan is outstanding):
California School Finance Authority
State Treasurer's Office
304 S. Broadway, Suite 550
Los Angeles, California 90013
Attention: Executive Director
Telecopy: (213) 620-6309

21.3 **Date of Notice.** Any notice sent by registered or certified mail, return receipt requested, shall be deemed given on the date of delivery shown on the receipt card, or if no delivery date is shown; the postmark thereon. If sent by regular mail the notice shall be deemed given 48 hours after the same is addressed as required herein and mailed with postage prepaid. Notices delivered by United States Express Mail or overnight courier that guarantee next day delivery shall be deemed given 24 hours after delivery of the same to the Postal Service or courier. Notices transmitted by facsimile transmission or similar means shall be deemed delivered upon telephone confirmation of receipt (confirmation report from fax machine is sufficient), provided a copy is also delivered via delivery or mail. If notice is received on a Saturday, Sunday or legal holiday, it shall be deemed received on the next business day.

22. **Waivers.** No waiver by Lessor of the Default or Breach of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Breach by Lessee of the same or of any other term, covenant or condition hereof.

23. **No Right To Hold Over.** Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to 110% of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

24. **Cumulative Remedies.** No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

25. **Covenants and Conditions; Construction of Agreement.** All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

26. **Binding Effect; Choice of Law.** This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State of California. Any litigation between the Parties hereto concerning this Lease shall be initiated in the County of Los Angeles.

27. *(Reserved)*

28. **Mandatory Covenants.** For so long as the Loan is outstanding and has not been defeased or for so long as Lessor shall have obligations under the Loan Agreement, the provisions of Exhibit D shall be applicable for the benefit of Lessor and the Lender.

29. **Lessor's Access; Showing Premises; Repairs.** Lessor shall have the right to enter the Premises at any time in the case of an emergency, and otherwise at reasonable times after twenty-four hours' prior notice for the purpose of inspecting the Premises, verifying compliance by Lessee with this Lease, showing the Premises to prospective purchasers, lenders, or tenants, and making such alterations, repairs, improvements or additions to the Premises as Lessor may deem necessary or desirable and the erecting, using and maintaining of utilities, services, pipes and conduits through the Premises as long as there is no material adverse effect to Lessee's use of the Premises.

30. **Quiet Possession.** Subject to payment by Lessee of the Rent and performance of all of the covenants, conditions and provisions on Lessee's part to be observed and performed under this Lease, Lessee shall have quiet possession and quiet enjoyment of the Premises during the Term hereof.

31. **Counterparts.** This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

32. **Amendments.** Subject to the terms of the Indenture, this Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary modifications to this Lease as may be reasonably required by a lender in connection with the obtaining of normal financing or refinancing of the Premises.

33. **Limitation of Rights to Parties.** Except as otherwise provided herein, nothing in this Lease is intended or shall be construed to give to any person other than Lessor and Lessee any legal or equitable right, remedy or claim under or in respect of this Lease or any covenant, condition or provision herein contained; and all such covenants, conditions and provisions are and shall be held to be for the sole and exclusive benefit of Lessor and Lessee.

34. Subordination of Management Agreements. Lessee shall amend any management agreement for the School such that, so long as Bonds remain outstanding: (i) the obligation of Lessee to pay management fees relating to the School shall be subordinate to its payment of operating expenses of the School and rent payments to Lessor under the Lease; (ii) the obligation of Lessee to pay management fees relating to the School shall be suspended for any such time as the payment of management fees would cause Lessee to fail to meet any of the financial covenants contained in Sections 7 and 8 of Exhibit D to the Lease (concerning the days cash on hand and the debt service coverage ratio); and (iii) during any period of time when management fees remain unpaid, such fees shall accrue without interest.

(Signatures on next page)

(Signature page of Lease Agreement)

The Parties hereto have executed this Lease as of the day and year first above written.

Lessor:

MPM SHERMAN WAY LLC,
a California limited liability company

By: 

Name: Mekan Muhammedov

Title: Chief Financial Officer

Lessee:

**MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION,**
a California nonprofit public benefit corporation

By: 

Name: Mehmet Argin

Title: Chief Executive Officer

EXHIBIT A

Description of Premises

Real property in the City of Los Angeles (Reseda area), County of Los Angeles, State of California, described as follows:

LOT 1 AND ALL OF LOT 2, EXCEPT THE WESTERLY 62 FEET THEREOF AND ALL OF LOT 5, EXCEPT THE WESTERLY 62 FEET THEREOF, TRACT NO. 17598, IN THE CITY OF LOS ANGELES, COUNTY OF LOS ANGELES, STATE OF CALIFORNIA, AS PER MAP RECORDED IN BOOK 530 PAGES 37 AND 38 OF MAPS, IN THE OFFICE OF THE COUNTY RECORDER OF SAID COUNTY.

APN: 2125-036-095 and 2125-036-100

EXHIBIT B

Schedule of Base Rent Payments

(Remainder of page intentionally left blank)

Payment Date	Monthly Payment Amounts
7/1/2014	\$37,293.24
8/1/2014	37,293.24
9/1/2014	37,293.25
10/1/2014	37,293.24
11/1/2014	37,293.24
12/1/2014	37,293.25
1/1/2015	37,293.24
2/1/2015	37,293.24
3/1/2015	37,293.25
4/1/2015	37,293.24
5/1/2015	37,293.24
6/1/2015	37,293.23
7/1/2015	37,292.56
8/1/2015	37,292.56
9/1/2015	37,292.57
10/1/2015	37,292.56
11/1/2015	37,292.56
12/1/2015	37,292.57
1/1/2016	37,292.56
2/1/2016	37,292.56
3/1/2016	37,292.57
4/1/2016	37,292.56
5/1/2016	37,292.56
6/1/2016	37,292.55
7/1/2016	37,242.56
8/1/2016	37,242.56
9/1/2016	37,242.57
10/1/2016	37,242.56
11/1/2016	37,242.56
12/1/2016	37,242.57
1/1/2017	37,242.56
2/1/2017	37,242.56
3/1/2017	37,242.57
4/1/2017	37,242.56
5/1/2017	37,242.55
6/1/2017	37,242.56
7/1/2017	37,163.40
8/1/2017	37,163.40
9/1/2017	37,163.39

Payment Date	Monthly Payment Amounts
10/1/2017	37,163.40
11/1/2017	37,163.40
12/1/2017	37,163.39
1/1/2018	37,163.40
2/1/2018	37,163.40
3/1/2018	37,163.39
4/1/2018	37,163.39
5/1/2018	37,163.39
6/1/2018	37,163.39
7/1/2018	37,471.73
8/1/2018	37,471.73
9/1/2018	37,471.73
10/1/2018	37,471.73
11/1/2018	37,471.73
12/1/2018	37,471.73
1/1/2019	37,471.73
2/1/2019	37,471.73
3/1/2019	37,471.73
4/1/2019	37,471.72
5/1/2019	37,471.72
6/1/2019	37,471.73
7/1/2019	37,421.73
8/1/2019	37,421.73
9/1/2019	37,421.73
10/1/2019	37,421.73
11/1/2019	37,421.73
12/1/2019	37,421.73
1/1/2020	37,421.73
2/1/2020	37,421.73
3/1/2020	37,421.73
4/1/2020	37,421.72
5/1/2020	37,421.72
6/1/2020	37,421.73
7/1/2020	37,379.02
8/1/2020	37,379.02
9/1/2020	37,379.02
10/1/2020	37,379.02
11/1/2020	37,379.02
12/1/2020	37,379.02

Payment Date	Monthly Payment Amounts
1/1/2021	37,379.02
2/1/2021	37,379.02
3/1/2021	37,379.02
4/1/2021	37,379.02
5/1/2021	37,379.02
6/1/2021	37,379.02
7/1/2021	37,314.44
8/1/2021	37,314.44
9/1/2021	37,314.43
10/1/2021	37,314.44
11/1/2021	37,314.44
12/1/2021	37,314.43
1/1/2022	37,314.44
2/1/2022	37,314.44
3/1/2022	37,314.43
4/1/2022	37,314.44
5/1/2022	37,314.44
6/1/2022	37,314.43
7/1/2022	37,227.98
8/1/2022	37,227.98
9/1/2022	37,227.98
10/1/2022	37,227.98
11/1/2022	37,227.98
12/1/2022	37,227.98
1/1/2023	37,227.98
2/1/2023	37,227.98
3/1/2023	37,227.98
4/1/2023	37,227.97
5/1/2023	37,227.97
6/1/2023	37,227.98
7/1/2023	37,536.31
8/1/2023	37,536.31
9/1/2023	37,536.32
10/1/2023	37,536.31
11/1/2023	37,536.31
12/1/2023	37,536.32
1/1/2024	37,536.31
2/1/2024	37,536.31
3/1/2024	37,536.32

Payment Date	Monthly Payment Amounts
4/1/2024	37,536.31
5/1/2024	37,536.31
6/1/2024	37,536.30
7/1/2024	37,384.23
8/1/2024	37,384.23
9/1/2024	37,384.23
10/1/2024	37,384.23
11/1/2024	37,384.23
12/1/2024	37,384.23
1/1/2025	37,384.23
2/1/2025	37,384.23
3/1/2025	37,384.23
4/1/2025	37,384.22
5/1/2025	37,384.22
6/1/2025	37,384.23
7/1/2025	37,542.56
8/1/2025	37,542.56
9/1/2025	37,542.57
10/1/2025	37,542.56
11/1/2025	37,542.56
12/1/2025	37,542.57
1/1/2026	37,542.56
2/1/2026	37,542.56
3/1/2026	37,542.57
4/1/2026	37,542.56
5/1/2026	37,542.56
6/1/2026	37,542.55
7/1/2026	37,234.23
8/1/2026	37,234.23
9/1/2026	37,234.23
10/1/2026	37,234.23
11/1/2026	37,234.23
12/1/2026	37,234.23
1/1/2027	37,234.23
2/1/2027	37,234.23
3/1/2027	37,234.23
4/1/2027	37,234.22
5/1/2027	37,234.22
6/1/2027	37,234.23

Payment Date	Monthly Payment Amounts
7/1/2027	37,317.56
8/1/2027	37,317.56
9/1/2027	37,317.57
10/1/2027	37,317.56
11/1/2027	37,317.56
12/1/2027	37,317.57
1/1/2028	37,317.56
2/1/2028	37,317.56
3/1/2028	37,317.57
4/1/2028	37,317.56
5/1/2028	37,317.56
6/1/2028	37,317.55
7/1/2028	37,350.90
8/1/2028	37,350.90
9/1/2028	37,350.89
10/1/2028	37,350.90
11/1/2028	37,350.90
12/1/2028	37,350.89
1/1/2029	37,350.90
2/1/2029	37,350.90
3/1/2029	37,350.89
4/1/2029	37,350.89
5/1/2029	37,350.89
6/1/2029	37,350.89
7/1/2029	37,334.23
8/1/2029	37,334.23
9/1/2029	37,334.23
10/1/2029	37,334.23
11/1/2029	37,334.23
12/1/2029	37,334.23
1/1/2030	37,334.23
2/1/2030	37,334.23
3/1/2030	37,334.23
4/1/2030	37,334.22
5/1/2030	37,334.22
6/1/2030	37,334.23
7/1/2030	37,267.56
8/1/2030	37,267.56
9/1/2030	37,267.57

Payment Date	Monthly Payment Amounts
10/1/2030	37,267.56
11/1/2030	37,267.56
12/1/2030	37,267.57
1/1/2031	37,267.56
2/1/2031	37,267.56
3/1/2031	37,267.57
4/1/2031	37,267.56
5/1/2031	37,267.56
6/1/2031	37,267.55
7/1/2031	37,567.56
8/1/2031	37,567.56
9/1/2031	37,567.57
10/1/2031	37,567.56
11/1/2031	37,567.56
12/1/2031	37,567.57
1/1/2032	37,567.56
2/1/2032	37,567.56
3/1/2032	37,567.57
4/1/2032	37,567.56
5/1/2032	37,567.56
6/1/2032	37,567.55
7/1/2032	37,375.90
8/1/2032	37,375.90
9/1/2032	37,375.89
10/1/2032	37,375.90
11/1/2032	37,375.90
12/1/2032	37,375.89
1/1/2033	37,375.90
2/1/2033	37,375.90
3/1/2033	37,375.89
4/1/2033	37,375.89
5/1/2033	37,375.89
6/1/2033	37,375.89
7/1/2033	37,550.90
8/1/2033	37,550.90
9/1/2033	37,550.89
10/1/2033	37,550.90
11/1/2033	37,550.90
12/1/2033	37,550.89

Payment Date	Monthly Payment Amounts
1/1/2034	37,550.90
2/1/2034	37,550.90
3/1/2034	37,550.89
4/1/2034	37,550.89
5/1/2034	37,550.89
6/1/2034	37,550.89
7/1/2034	37,234.23
8/1/2034	37,234.23
9/1/2034	37,234.23
10/1/2034	37,234.23
11/1/2034	37,234.23
12/1/2034	37,234.23
1/1/2035	37,234.23
2/1/2035	37,234.23
3/1/2035	37,234.23
4/1/2035	37,234.22
5/1/2035	37,234.22
6/1/2035	37,234.23
7/1/2035	37,234.23
8/1/2035	37,234.23
9/1/2035	37,234.23
10/1/2035	37,234.23
11/1/2035	37,234.23
12/1/2035	37,234.23
1/1/2036	37,234.23
2/1/2036	37,234.23
3/1/2036	37,234.23
4/1/2036	37,234.22
5/1/2036	37,234.22
6/1/2036	37,234.23
7/1/2036	37,572.77
8/1/2036	37,572.77
9/1/2036	37,572.77
10/1/2036	37,572.77
11/1/2036	37,572.77
12/1/2036	37,572.77
1/1/2037	37,572.77
2/1/2037	37,572.77
3/1/2037	37,572.77

Payment Date	Monthly Payment Amounts
4/1/2037	37,572.77
5/1/2037	37,572.77
6/1/2037	37,572.77
7/1/2037	37,390.48
8/1/2037	37,390.48
9/1/2037	37,390.48
10/1/2037	37,390.48
11/1/2037	37,390.48
12/1/2037	37,390.48
1/1/2038	37,390.48
2/1/2038	37,390.48
3/1/2038	37,390.48
4/1/2038	37,390.47
5/1/2038	37,390.47
6/1/2038	37,390.48
7/1/2038	37,546.73
8/1/2038	37,546.73
9/1/2038	37,546.73
10/1/2038	37,546.73
11/1/2038	37,546.73
12/1/2038	37,546.73
1/1/2039	37,546.73
2/1/2039	37,546.73
3/1/2039	37,546.73
4/1/2039	37,546.72
5/1/2039	37,546.72
6/1/2039	37,546.73
7/1/2039	37,598.81
8/1/2039	37,598.81
9/1/2039	37,598.82
10/1/2039	37,598.81
11/1/2039	37,598.81
12/1/2039	37,598.82
1/1/2040	37,598.81
2/1/2040	37,598.81
3/1/2040	37,598.82
4/1/2040	37,598.81
5/1/2040	37,598.81
6/1/2040	37,598.80

Payment Date	Monthly Payment Amounts
7/1/2040	37,546.73
8/1/2040	37,546.73
9/1/2040	37,546.73
10/1/2040	37,546.73
11/1/2040	37,546.73
12/1/2040	37,546.73
1/1/2041	37,546.73
2/1/2041	37,546.73
3/1/2041	37,546.73
4/1/2041	37,546.72
5/1/2041	37,546.72
6/1/2041	37,546.73
7/1/2041	37,390.48
8/1/2041	37,390.48
9/1/2041	37,390.48
10/1/2041	37,390.48
11/1/2041	37,390.48
12/1/2041	37,390.48
1/1/2042	37,390.48
2/1/2042	37,390.48
3/1/2042	37,390.48
4/1/2042	37,390.47
5/1/2042	37,390.47
6/1/2042	37,390.48
7/1/2042	37,546.73
8/1/2042	37,546.73
9/1/2042	37,546.73
10/1/2042	37,546.73
11/1/2042	37,546.73
12/1/2042	37,546.73
1/1/2043	37,546.73
2/1/2043	37,546.73
3/1/2043	37,546.73
4/1/2043	37,546.72
5/1/2043	37,546.72
6/1/2043	37,546.73
7/1/2043	37,187.50
8/1/2043	37,187.50
9/1/2043	37,187.50

Payment Date	Monthly Payment Amounts
10/1/2043	37,187.50
11/1/2043	37,187.50
12/1/2043	37,187.50
1/1/2044	37,187.50
2/1/2044	37,187.50
3/1/2044	37,187.50
4/1/2044	37,187.50
5/1/2044	37,187.50
6/1/2044	37,187.50

EXHIBIT C

Insurance Coverage

Lessee shall obtain and maintain the following insurance coverages:

(a) Property insurance (including builder's all-risk insurance) against loss or damage to any structure constituting any part of the Premises by fire and lightning, with extended coverage and vandalism and malicious mischief insurance. Said extended coverage insurance shall, as nearly as practicable, cover loss or damage by explosion, windstorm, riot, aircraft, vehicle damage, smoke and such other hazards as are normally covered by such insurance. All insurance provided pursuant to this paragraph shall be in an amount equal to the lesser of (i) 100% of the replacement cost (without depreciation) of all improvements constituting any part of the Premises or (ii) the principal amount of the Loan then outstanding, and shall be subject to a deductible not to exceed \$5,000.

(b) Rental interruption insurance to cover loss, total or partial, of rental income to Lessor for any reason whatsoever, in an amount sufficient to pay the maximum Rent under the Lease for a period of at least 12 months.

(c) Liability insurance in amounts which are customarily carried and against such risks as are customarily insured against by other corporations in connection with the ownership and operation of facilities of similar character and size to the Premises.

(d) Workers' compensation insurance necessary to comply with California state law.

EXHIBIT D

Mandatory Covenants

For so long as the Loan is outstanding and has not been defeased or for so long as Lessor shall have obligations under the Loan Agreement, the following provisions of this Exhibit D shall be applicable for the benefit of Lessor and the Trustee. Capitalized terms not otherwise defined in this Exhibit D shall have the meanings ascribed to such terms in the Lease and the Loan Agreement.

1. **Covenants.** Lessee covenants and agrees:

(a) **School's Charter.** To take all reasonable actions to maintain its Charter with a sponsoring entity and to take or cause to be taken any and all actions required to renew or extend the term of its Charter with a sponsoring entity. As soon as practicable, Lessee covenants to provide Lessor with a copy of any notice received with regards to any sponsoring entity's intent to renew or extend the term of any such Charter or any notice of any issues which, if not corrected or resolved, could lead to termination or nonrenewal of any such Charter. If such Charter is terminated or not renewed, Lessee shall use its best efforts, and shall cooperate with Lessor, to assign this Lease to an entity that maintains a Charter with a sponsoring entity. Further, Lessee shall maintain accreditation status under the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code) and related administrative rules and, to the extent required to maintain the approval of its Charter petition by the sponsoring entity, meet the student performance accountability standards stated in its Charter petition.

(b) **Limitation on Disposition of Property, Plant and Equipment.** Without the consent of the Trustee, not to dispose or transfer any property, plant and equipment consisting of all or any part of the Premises, except for disposition or transfers:

(i) of property, plant and equipment no longer necessary for the operation of the Premises;

(ii) of property, plant and equipment replaced by property, plant and equipment of similar type and/or of substantially equivalent function with a substantially equivalent value; or

(iii) of property, plant and equipment sold or disposed of at a price equal to their fair market value.

(c) **No Additional Debt.** Except in connection with the issuance of Additional Bonds under the Indenture and the Loan Agreement, not to incur further or additional Indebtedness of Lessee payable out of the Gross Revenues of the School (as defined in Section 4.7 of the Lease) or to encumber any of the assets attributable to and necessary for the operation of the School.

As used in this Exhibit D to the Lease, “**Indebtedness of Lessee**” means any indebtedness or obligation of the Lessee (other than accounts payable and accruals), as determined in accordance with generally accepted accounting principles, including obligations under this Lease, installment purchase contracts, conditional sales contracts or other title retention contracts or rental obligations under leases which are considered capital leases under generally accepted accounting principles, payable from the Gross Revenues of the School; provided, that “Indebtedness of the Lessee” shall not include nonrecourse indebtedness or indebtedness in a principal amount of up to twenty-five percent (25%) of the total amount of revenues from federal and State Payments to the School for the Fiscal Year concluded immediately prior to the date of calculation that is subordinate to the obligations of Lessee hereunder.

2. **Financial Reporting.** Lessee agrees to provide Lessor, and upon written request, the Trustee, the following information:

(a) quarterly unaudited financial information of the School not later than 60 days from the end of each quarter,

(b) annual budgets of the School within 60 days of their adoption,

(c) financial information of the School within 30 days of approval by the governing board of Lessee of the School’s audited financial statements, which shall include calculations of the Days Cash on Hand and the Debt Service Coverage Ratio as described in Sections 7 and 8 below,

(d) the results of any federal or State of California testing within 60 days of receipt by the governing board of Lessee,

(e) within 14 days of receipt, any notification or report of any potential or alleged violation of the Charter for the School, and

(f) such other information as may be reasonably requested by Lessor or Lessor on behalf of the Trustee.

3. **Lessee Representations and Warranties.** Lessee represents, warrants, and covenants that:

(i) it is an organization described in Section 501(c)(3) and Section 170(b)(1)(A)(ii) of the Code, and except for unrelated business income taxable under Section 511 of the Code, it is exempt from federal income tax under Section 501(a) of the Code;

(ii) it will not take any action or omit to take any action that, if taken or omitted, would cause: (x) it to lose its current federal income tax status as exempt from federal income taxation under Section 501(a) of the Code as an organization described in Code Section 501(c)(3) and as an organization described in Code Section 170(b)(1)(A)(ii), or (y) Lessor to be viewed, for federal income tax purposes, as other than disregarded as an entity separate from its sole member pursuant to Treasury Regulation Section 301.7701-3(b);

(iii) it has not and will not divert a substantial part of its corpus or income for a purpose or purposes other than the purpose or purposes for which it is organized or operated and will use Bond proceeds solely for the charitable purposes of Lessee;

(iv) it has not operated, and will not operate, in a manner that would result in it being classified as an “action” organization within the meaning of Section 1.501(c)(3) (1)(c)(3) of the Treasury Regulations, including, but not limited to, promoting or attempting to influence legislation by propaganda or otherwise as a substantial part of its activities;

(v) it shall not use any of the proceeds of the Bonds to: (A) carry on propaganda, or otherwise attempt to influence legislation, within the meaning of Section 4945(d)(1) or Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws; or (B) participate in, or intervene in (including publishing or distributing of any statements), any political campaign on behalf of any political candidate for public office or attempt to influence the outcome of any specific public election, or to carry on, directly or indirectly, any voter registration drive, within the meaning of Section 4945(d)(2) or Section 501(c)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, and not make any grant which does not comply with the requirements of Section 4945(d)(3) or Section 4945(d)(4) of the Code, or corresponding provisions of any subsequent federal tax laws, or which violates the provisions of Section 4945(d)(5) of the Code, or corresponding provisions of any subsequent federal tax laws;

(vi) none of its directors, officers, organizers or incorporators, or any Person controlled by Lessee, or any other Person having a private or professional interest in the activities of Lessee has acquired or received nor will such Persons be allowed to acquire or receive, directly or indirectly, without due compensation, goods, or services therefore, or any of the income or assets of Lessee, in any form;

(vii) it is not a “private foundation” within the meaning of Section 509(a) of the Code;

(viii) it has not received any indication or notice to the effect that its exemption from federal income taxation under Section 501(a) of the Code has been revoked or modified, or that the Internal Revenue Service is considering revoking or modifying such exemption, and such exemption is still in full force and effect;

(ix) it will timely file with the Internal Revenue Service all requests for determination, reports, and returns required to be filed by them to maintain its status as organizations described in Section 501(c)(3) of the Code, and such requests for determination, reports, and returns have not omitted or misstated any material fact;

(x) it has not devoted nor will it devote more than an insubstantial part of its activities in furtherance of a purpose other than an exempt purpose within the meaning of Section 501(c)(3) of the Code;

(xi) its Charter is in full force and effect; and

(xii) to the best of its knowledge, it is in material compliance with the terms, including financial covenants, of all leases and loan agreements to which it is a party.

4. **Assignment to Trustee; Deposit of Rental Payments.** Lessee hereby acknowledges and consents to the assignment by Lessor of Lessor's rights hereunder to the Trustee under the Indenture and covenants and agrees to deposit all Base Rent and Additional Rent hereunder with the Trustee under the Indenture. Lessee hereby covenants to pay to the Trustee the Base Rent and Additional Rent due hereunder on or before the fifteenth (15th) day of each month. In accordance with the terms of Section 1.5 of the Lease, Lessee also agrees to provide an Intercept Notice to the State Controller requesting that the amounts specified therein be transferred to the Trustee.

5. **Limitation on Liens on Gross Revenues of the School.** Except as set forth above, Lessee covenants and agrees that it will not create, assume or suffer to exist any lien upon the Gross Revenues of the School and that, if a subordinate security interest is created or assumed upon the Gross Revenues of the School by Lessee, Lessee will make or cause to be made effective a provision whereby the obligations of Lessee under this Lease will be secured prior to any such indebtedness or other obligation secured by such security interest and that the revenues required by the Intercept Notice to be deposited with the Trustee under the Indenture will continue to be so deposited. A security interest in the Gross Revenues of the School on parity with the lien created by this Lease may only be created in connection with the issuance of Additional Bonds under the Indenture.

6. **Maintenance of Separate Bank Accounts.** Lessee currently maintains one or more separate bank accounts for funds attributable to the School and will continue to maintain such separate accounts (the "**School Accounts**") for the term of this Lease. Funds of the School shall not be comingled with other funds of Lessee or any other person or entity. Lessee hereby grants to the Trustee and Lessor a security interest in the School Accounts.

Lessee may from time to time borrow funds from the School Accounts for its corporate purposes but any such loan must be made pursuant to a written agreement and be for a term of no more than six (6) months. In order to enter into such loan or loans, Lessee must provide certification that the Days Cash on Hand covenant under Section 7 below requiring Days Cash on Hand of no less than 45 days is met prior to and subsequent to the loan. Except as otherwise provided herein, Lessee may not loan funds from the School Accounts to any other person or entity.

7. **Days Cash on Hand.** Lessee covenants and agrees to comply with the following Days Cash on Hand requirement. For purposes of this Section, the following definitions apply. "**Days Cash on Hand**" means: (i) the sum of Cash and Cash Equivalents in the School Accounts, as shown on the School's audited financial statements for each Fiscal Year; divided by (ii) the quotient of Operating Expenses, as shown on the audited financial statements for the preceding Fiscal Year, divided by 365. "**Operating Expenses**" means fees and expenses of the School, including maintenance, repair expenses, utility expenses, administrative and legal expenses, miscellaneous operating expenses, advertising costs, payroll expenses (including taxes), the cost of materials and supplies used for current operations of the School, the cost of vehicles, equipment leases and service contracts, taxes upon the operations of the School, charges for the accumulation of appropriate reserves for current expenses not annually recurrent, but which are such as may reasonably be expected to be incurred in accordance with Generally Accepted Accounting Principles, all in such amounts as reasonably determined by the School; provided,

however, “Operating Expenses” shall not include depreciation, amortization or other non-cash expenses nor those expenses which are actually paid from any revenues of the School which are not Gross Revenues of the School, nor payment for improvements to the Premises which are capitalized for accounting purposes.

The Days Cash on Hand requirement shall be equal to or greater than 45 days as of June 30 in each Fiscal Year, commencing June 30, 2015, and every year thereafter. Lessee will require its auditor to provide Lessee and the Trustee, by no later than December 31 of each year, commencing December 31, 2015, a certification that the Days Cash on Hand requirement has been met as of the preceding June 30 test date. The foregoing is subject to the qualification that if applicable State or federal laws or regulations, or the rules and regulations of agencies having jurisdiction, shall not permit Lessee to accumulate such level of Days Cash on Hand, then this covenant shall conform to the then-prevailing laws, rules or regulations.

If the Days Cash on Hand for any testing date is less than 45 days, then, upon the written direction of the Beneficial Owners of a majority in principal amount of the Bonds, Lessee will promptly employ an Independent Consultant acceptable to the Beneficial Owners of a majority in principal amount of the Bonds to review and analyze the operations and administration of Lessee, submit to Lessor and the Trustee written reports, and make such recommendations as to the operation and administration of Lessee as such Independent Consultant deems appropriate, including any recommendation as to a revision of the methods of operation of Lessee. Lessee agrees to consider any recommendations by the Independent Consultant and, to the fullest extent practicable and allowed by law and consistent with its covenants hereunder, to adopt and carry out such recommendations.

8. **Debt Service Coverage Ratio.** Lessee covenants and agrees to budget for and maintain a Debt Service Coverage Ratio for each Fiscal Year of not less than 1.10:1.00, commencing with the Fiscal Year ending June 30, 2015. Lessee shall require its auditor to provide the Trustee by no later than December 31 of each year, commencing December 31, 2015, with a certification of the Debt Service Coverage Ratio as of the end of the preceding Fiscal Year. As used in this Exhibit D to the Lease, “**Debt Service Coverage Ratio**” means, for any Fiscal Year, the ratio obtained by dividing the Net Income Available for Debt Service (as defined herein) for such Fiscal Year by the Base Rent under the Lease, as such ratio is certified to by an accountant of Lessee. “**Net Income Available for Debt Service**” means, for any period of determination thereof, the Gross Revenues of the School (as defined in the Lease) for such period (not including any insurance recoveries), plus the interest earnings on moneys held in the Bond Reserve Subaccount established under the Indenture (but only to the extent that such interest earnings are transferred to the Revenue Fund) minus the total Operating Expenses of the School for such period but excluding (i) interest paid on indebtedness, (ii) any profits or losses which would be regarded as extraordinary items under Generally Accepted Accounting Principles, (iii) gain or loss in the extinguishment of indebtedness of Lessee, (iv) proceeds of the Bonds and any other indebtedness permitted by the Loan Agreement, and (v) proceeds of insurance policies, other than policies for business interruption insurance, maintained by or for the benefit of Lessee, the proceeds of any sale, transfer or other disposition of the Premises or any other of the School’s assets by Lessee, and any condemnation or any other damage award received by or owing to Lessee.

If the Debt Service Coverage Ratio for any testing date is less than 1.10:1.00, then, upon the written direction of the Beneficial Owners of a majority in principal amount of the Bonds, Lessee will promptly employ an Independent Consultant acceptable to the Beneficial Owners of a majority in principal amount of the Bonds to review and analyze the operation and administration of Lessee, submit to Lessor and the Trustee written reports, and make such recommendations as to the operation and administration of Lessee as such Independent Consultant deems appropriate, including any recommendation as to a revision of the methods of operation of Lessee; Lessee agrees to consider any recommendations by the Independent Consultant and, to the fullest extent practicable and allowed by law and consistent with its covenants hereunder, to adopt and carry out such recommendations.

9. **Subordination of Collection of Management Fees.** So long as the Bonds remain outstanding: (i) Lessee's collection of management fees attributable to the School from the School Accounts for payment to third parties shall be subordinate to Lessee's obligation to pay rent to Lessor under the Lease; (ii) Lessee's collection of management fees attributable to the School from the School Accounts for payment to third parties shall be suspended for any such length of time as the collection of such fees would cause Lessee to fail to meet any of the financial covenants contained in Sections 7 and 8 of this Exhibit D (concerning days cash on hand and debt service coverage, respectively); and (iii) during any period of time when the collection of management fees is suspended in accordance with clause (ii) above, such fees shall accrue without interest.

10. **Change in Financial Accounting Under GAAP.** If any pending or future change in financial accounting under GAAP, including but not limited to a change in the treatment of leases, shall lead to a materially different result in a calculation under any financial covenant in this Exhibit D, then such financial covenant shall be calculated based on GAAP in effect as of the date of this Lease as if such change in financial accounting had never occurred.

EXHIBIT E

Form of Intercept Notice

This Notice shall be provided not later than the date of issuance of the Bonds.

Notice to the State Controller Pursuant to Education Code Section 17199.4

June __, 2014

Re: California School Finance Authority School Facility Revenue Bonds (Magnolia Science Academy-1, Reseda Project) Series 2014A and Series 2014B (Taxable)

WHEREAS, MPM Sherman Way LLC (the “Borrower”) has entered into a Loan Agreement, dated as of June 1, 2014, by and between the California School Finance Authority (the “Authority”) and the Borrower, providing for a loan (the “Loan”) for the acquisition and construction of charter school facilities to be owned by the Borrower and leased to Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation, which operates Magnolia Science Academy 1, also known as Magnolia Science Academy, a school established pursuant to the Charter Schools Act of 1992, as amended, constituting Part 26.8 (commencing with Section 47600) of Division 4 of Title 2 of the Education Code of the State of California (the “Lessee”) (CDS# 19-64733-6119945); and

WHEREAS, the Authority has issued its above-referenced revenue bonds (the “Bonds”) to fund the Loan;

NOW THEREFORE, NOTICE IS HEREBY GIVEN PURSUANT TO SECTION 17199.4(a)(1) AND (4) OF THE EDUCATION CODE OF THE STATE OF CALIFORNIA TO THE STATE CONTROLLER OF THE STATE OF CALIFORNIA (the “State Controller”), that:

1. The governing board of the Lessee has elected, pursuant to a resolution adopted on December 12, 2013 and Section 17199.4(A)(1) and (4) of the Education Code, to direct the State Controller to make transfers at the times and in the amounts (or such lesser amounts as are available to transfer) in the “State Intercept” column set forth on Schedule I attached hereto, directly to The Bank of New York Mellon Trust Company, N.A., as trustee (the “Trustee”), for the Bonds. If the amount transferred on any transfer date is less than the amount in the “State Intercept” column set forth on Schedule I attached hereto, then such deficiency shall be added to subsequent transfers until no deficiency remains.

2. Transfers pursuant to paragraph 1 above shall be paid by wire transfer of immediately available funds to:

The Bank of New York Mellon Trust Company N.A.
400 South Hope Street, Suite 400
Los Angeles, California 90071
Attention: Cristina Garchitorea, Vice President
Telephone Number: (213) 630-6271
ABA Routing Number: 021000018
Account Title/Owner: Magnolia Science Academy
Account Number: 8900300094

(Signature on next page)

(Signature page to intercept notice)

MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION, as operator of Magnolia Science
Academy 1, also known as Magnolia Science Academy

By: _____
Name: _____
Title: _____

Schedule I

Intercept Payment Amounts and Dates

(Remainder of page intentionally left blank)

Memorandum of Understanding Co-Location

This Memorandum of Understanding (this “MOU”) is entered into by and between Magnolia Science Academy—1 (“MSA—1”) and Magnolia Science Academy—5 (“MSA—5”). MSA-1 and MSA-5 are separate local education agencies for purposes of the California Department of Education but are operated by Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) under one tax identification number. MPS is a California non-profit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code.

RECITALS

A. Under Proposition 39, MSA—5, a middle school and high school, has been co-located on the Reseda Charter High School campus located at 18230 Kittridge Street in the City of Reseda since the 2015-16 school year.

B. MSA—1, a middle school and high school, is located at 18220 Sherman Way and 18238 Sherman Way in the City of Reseda (the “Premises”), the former of which houses MSA-1’s houses MSA-1’s high school grades and the latter of which houses the middle school grades. MSA—1 operates at the Premises under an Amended and Restated Lease Agreement (the “Lease”) by and between MPS, as Lessee, and MPM Sherman Way LLC, as Lessor, dated as of August 1, 2017. Capitalized terms not otherwise defined in this MOU shall have the meaning set forth in the Lease.

C. The Los Angeles Unified School District has declined to allow MSA—5 to remain on the Reseda Charter High School for the 2021-22 school year, instead offering MSA-5 Prop 39 space at Chatsworth Charter High School.

D. MSA—5 desires to remain in its neighborhood and the Parties agree that it is in the best interests of the Parties for MSA—5 to do so.

E. The MSA—1 facilities have sufficient space to accommodate the MSA—5 students without disrupting MSA—1’s operations.

F. MSA—1 and MSA—5 desire to memorialize their understanding regarding their collective use of the MSA—1 facilities.

UNDERSTANDING

The Parties understand and agree as follows:

1. Term. MSA—5 shall co-occupy the Premises jointly with MSA—1 for the twelve (12) months commencing on [], 2021 and ending [], 2022. As necessary, the Term may be extended by the Parties.

2. Fee. The basic fee for MSA—5’s use of the MSA—1 facilities shall be TWO HUNDRED TWENTY THOUSAND EIGHT HUNDRED SIXTY TWO AND 92/100 (\$220,862.92). Each of MSA—1 and MSA—5 shall be responsible for ongoing operations expenses on a pro rata basis based on the respective enrollment of MSA—1 and MSA—5.

3. Payment. MSA-5's obligation to pay the fees due under this MOU shall commence on the first day of school for MSA-5, payable in advance. MSA—5 shall cause all fees payable to MSA—1 under this MOU to be received by MSA—1 in lawful money of the United States on or before the day on which it is due, without offset or deduction. Fees for any period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month.

4. Use. The Premises shall be used as office and classroom space and for other uses necessary for MSA—5 to operate its educational program. To the greatest extent possible, MSA—5 shall be allocated separate space to operate its program. MSA-5 agrees to accept the Premises in their "as-is", "where-is" condition

5. Insurance. To the greatest extent possible and if practical, MSA—5 shall carry its own insurance including liability and property insurance in such amounts as are customarily carried and against such risks as are customarily insured against by other organizations in connection with the ownership and operation of facilities of similar character and size to the Premises.

5.1 Waiver of Subrogation. Without affecting any other rights or remedies, MSA—5 and MSA—1 each hereby releases and relieves the other, and waives their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto.

The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against MSA—1 or MSA--5, as the case may be, so long as the insurance is not invalidated thereby.

5.2 Indemnity. Except for MSA—1's negligence or willful misconduct, MSA—5 shall indemnify, protect, defend and hold harmless the Premises, Lessor, MSA—1, Lender, BHR, Master Trustee and their agents, partners, members, directors, and officers, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by MSA--5. If any action or proceeding is brought against Lessor, MSA—1, BHR, Master Trustee and/or Lender by reason of any of the foregoing matters, MSA—5 shall upon notice defend the same at MSA--5's expense by counsel reasonably satisfactory to Lessor, MSA—1, BHR, Master Trustee and/or Lender, as applicable, and Lessor, MSA—1, BHR, Master Trustee and/or Lender, as applicable, shall cooperate with MSA—5 in such defense. Lessor, MSA—1, BHR, Master Trustee and/or Lender, as applicable, need not have first paid any such claim in order to be defended or indemnified. The provisions of this section shall survive the termination of this MOU.

6. Further Assurances. The Parties covenant and agree that they will execute such other and further instruments and documents as are or may become necessary or convenient to effectuate and carry out the intent of this MOU.

The Parties acknowledge, agree with and understand the aforementioned terms.

**MAGNOLIA EDUCATIONAL & RESEARCH
FOUNDATION**

By: _____

Alfredo Rubalcava, CEO &
Superintendent

MAGNOLIA SCIENCE ACADEMY—1

By: _____

Mustafa Sahin, Principal

MAGNOLIA SCIENCE ACADEMY—5

By: _____

Brad Plonka, Principal



CITY OF LOS ANGELES CERTIFICATE OF OCCUPANCY



ADDRESS OF BUILDING: 18238 W SHERMAN WY

NOTE: Any change of use of occupancy must be approved by the Department of Building and Safety.

This certifies that, so far as ascertained or made known to the undersigned, the vacant land, building or portion of building described below and located at the address complies with the applicable construction requirements (Chapter 9) and/or the applicable zoning requirements (Chapter 1) of the Los Angeles Municipal Code for the use, or occupancy group in which it is classified * (Non-Residential Uses)

This certifies that, so far as ascertained by or make known to the undersigned, the building or portion of building described below and located at the above address complies with the applicable requirements of the Municipal Code, as follows Ch 1, as to permitted uses, Ch. 9, Arts. 1,3,4, and 5; and with applicable requirements of State Housing Law-for following occupancies.* (Residential uses)

Permit No.and Year: 02016 20000 08495

CHANGE OF USE: CHANGE USE FROM RETAIL (M) TO PUBLIC SCHOOL (E-1 OCC.) AND UPGRADE BUILDING TYPE FROM TYPE V TO TYPE III-1HR. B/E-1/A-3/A-4 OCCUPANCY. E-1=22897 SQ.FT., A-3=2626 SQ.FT., A-4=440 SQ.FT., B= 1449 SQ.FT.

CPC: 1986-788 GPC, 1996-131-PA

1010623200300002326

Total Parking Required:55

Total Parking Provided:75 =Standard:44 +Compact:28 +Disabled:3

* ALSO SUBJECT TO ANY AFFIDAVITS OR BUILDING AND ZONING CODE MODIFICATIONS WHETHER LISTED ABOVE OR NOT.

Issued By/Office: LA- (VN) -WLA-SP-C.D. #: Bureau (BLDG) -BCS Division (GI) -MS-MSS-EQ-BMI-COMM.

OWNER: SHERMAN WAY COLLECTION ASSOC.
OWNER'S 16430 VANOWEN ST
ADDRESS: VAN NUYS, CA 91406

Issued: 05/07/2003

BY: T.BURGIN/JG/bc

08-B-95C (R 11/89)

MEANS OF EGRESS

1004.5 Outdoor areas. Yards, patios, courts and similar outdoor areas accessible to and usable by the building occupants shall be provided with means of egress as required by this chapter. The occupant load of such outdoor areas shall be assigned by the building official in accordance with the anticipated use. Where outdoor areas are to be used by persons in addition to the occupants of the building, and the path of egress travel from the outdoor areas passes through the building, means of egress requirements for the building shall be based on the sum of the occupant loads of the building plus the outdoor areas.

Exceptions:

1. Outdoor areas used exclusively for service of the building need only have one means of egress.
2. Both outdoor areas associated with Group R-3 and individual dwelling units of Group R-2.

1004.6 Multiple occupancies. Where a building contains two or more occupancies, the means of egress requirements shall apply to each portion of the building based on the occupancy of that space. Where two or more occupancies utilize portions of the same means of egress system, those egress components shall meet the more stringent requirements of all occupancies that are served.

**SECTION 1005
MEANS OF EGRESS SIZING**

1005.1 General. All portions of the means of egress system shall be sized in accordance with this section.

Exception: Means of egress complying with Section 1028.

1005.2 Minimum width based on component. The minimum width, in inches (mm), of any means of egress components shall not be less than that specified for such component, elsewhere in this code.

1005.3 Required capacity based on occupant load. The required capacity, in inches (mm), of the means of egress for any room, area, space or story shall not be less than that determined in accordance with Sections 1005.3.1 and 1005.3.2:

1005.3.1 Stairways. The capacity, in inches (mm), of means of egress stairways shall be calculated by multiplying the occupant load served by such stairway by a means of egress capacity factor of 0.3 inch (7.6 mm) per occupant. Where stairways serve more than one story, only the occupant load of each story considered individually shall be used in calculating the required capacity of the stairways serving that story.

Exceptions:

1. For other than Group H and I-2 occupancies, the capacity, in inches (mm), of means of egress stairways shall be calculated by multiplying the occupant load served by such stairway by a means of egress capacity factor of 0.2 inch (5.1 mm) per occupant in buildings equipped throughout with an automatic sprinkler system installed in accordance with Section 903.3.1.1 or 903.3.1.2 and an emergency

**TABLE 1004.1.2
MAXIMUM FLOOR AREA ALLOWANCES PER OCCUPANT**

FUNCTION OF SPACE	OCCUPANT LOAD FACTOR ^a
Accessory storage areas, mechanical equipment room	300 gross
Agricultural building	300 gross
Aircraft hangars	500 gross
Airport terminal	
Baggage claim	20 gross
Baggage handling	300 gross
Concourse	100 gross
Waiting areas	15 gross
Assembly	
Gaming floors (keno, slots, etc.)	11 gross
Exhibit Gallery and Museum	30 net
Assembly with fixed seats	See Section 1004.4
Assembly without fixed seats	
Concentrated (chairs only-not fixed)	7 net
Standing space	5 net
Unconcentrated (tables and chairs)	15 net
Bowling centers, allow 5 persons for each lane including 15 feet of runway, and for additional areas	7 net
Business areas	100 gross
Courtrooms—other than fixed seating areas	40 net
Day care	35 net
Dormitories	50 gross
Educational	
Classroom area	20 net
Shops and other vocational room areas	50 net
Exercise rooms	50 gross
Group H-5 Fabrication and manufacturing areas	200 gross
Industrial areas	100 gross
Institutional areas	
Inpatient treatment areas	240 gross
Outpatient areas	100 gross
Sleeping areas	120 gross
Kitchens, commercial	200 gross
Laboratory	
Educational	50 net
Laboratories, non-educational	100 net
Laboratory suite ^b	200 gross
Library	
Reading rooms	50 net
Stack area	100 gross
Mall buildings—covered and open	See Section 402.8.2
Mercantile	
Areas on other floors	60 gross
Basement and grade floor areas	30 gross
Storage, stock, shipping areas	300 gross
Parking garages	200 gross
Residential	200 gross
Skating rinks, swimming pools	
Rink and pool	50 gross
Decks	15 gross
Stages and platforms	15 net
Warehouses	500 gross

For SI: 1 square foot = 0.0929 m².

a. Floor area in square feet per occupant.

b. See Section 443.2.



There are two ways to request a copy of the document image.
 1) By fax using the request form. Click on the following link
http://www.ladbs.org/permits/permit_related_forms/Research_Request_form.pdf to download the request form.
 2) In person. Bring the following summary to one of the following Record counters.

COUNTER HOURS
 MONDAY, TUESDAY, THURSDAY, FRIDAY: 7:30 AM to 4:30 PM
 WEDNESDAY: 9:00 AM to 4:30 PM

Metro	Van Nuys
201, N. Figueroa St. 1st Floor, Room 110 Record Counter Los Angeles, CA 90012	6262 Van Nuys Blvd Record Counter Van Nuys, CA 91401

Address: 18238 SHERMAN WAY

Document Type	Sub Type	Document Date	Document Number	Reel Batch Frame
ADMINISTRATIVE APPROVAL	EXTENSION OF TIME	3/15/2011	02016-20000-08495	
AFFIDAVIT	LOT TIE	5/13/1988	AFF 65515	HIST: M0294 009 0397
AFFIDAVIT	PARKING	5/19/1988	AFF 5611	HIST: M0294 009 0234
AFFIDAVIT	PARKING	5/19/1988	PKG 5611	HIST: M0294 009 0234
AFFIDAVIT	PARKING	6/7/2002	AF 021312336	HIST: M1393 002 0248
BUILDING PERMIT	BLDG-NEW	6/13/1955	1955VN02350	HIST: P1588 001 2367
BUILDING PERMIT	NEW CONSTRUCTION	6/13/1955	1955VN02350	IDIS: P5665 00941 0000 thru P5665 0001 HIST: P1588 001 2367
BUILDING PERMIT	BLDG-ALTER/REPAIR	8/15/1960	1960VN64539	HIST: P1588 001 2369
BUILDING PERMIT	BLDG-ALTER/REPAIR	8/15/1960	1960VN64539	IDIS: P5665 00942 0000 thru P5665 0001 HIST: P1588 001 2369
BUILDING PERMIT	ALTERATION	5/10/1962	1962LA11468	HIST: P1704 002 2302
BUILDING PERMIT	ALTERATION	8/10/1962	1962LA17741	HIST: P1707 002 0672
BUILDING PERMIT	BLDG-ADDITION	4/20/1988	1988LA95481	HIST: P0187 004 0460
BUILDING PERMIT	ALTERATION	7/26/1988	1988LA05117	HIST: P0199 003 0031
BUILDING PERMIT	ALTERATION	11/18/1988	1988VN52896	HIST: P0215 006 0267
BUILDING PERMIT	ALTERATION	12/20/1988	1988LA19665	
BUILDING PERMIT	SIGN	12/21/1988	1988VN54397	HIST: P0219 004 0221

Document Type	Sub Type	Document Date	Document Number	Reel Batch Frame
BUILDING PERMIT	ALTERATION	3/1/1990	1990VN77412	HIST: P0275 004 0101
BUILDING PERMIT	SIGN	11/20/1996	1996VN10584	
BUILDING PERMIT	SIGN	11/20/1996	96048-10000-00077	IDIS: P2345 01220 0000 thru P2345 01220 0006
BUILDING PERMIT	SIGN	5/22/2002	02048-20000-00606	HIST: P772 4 368
BUILDING PERMIT	SIGN	5/22/2002	02048-20000-00606	
BUILDING PERMIT	BLDG-ALTER/REPAIR	6/12/2002	02016-20000-08495	HIST: P774 2 283
BUILDING PERMIT	BLDG-ALTER/REPAIR	6/12/2002	02016-20000-08495	
CERTIFICATE OF OCCUPANCY		2/29/1956	1955VN02350	HIST: O238 2 2238
CERTIFICATE OF OCCUPANCY		10/12/1989	1988LA95481	IDIS: O0577 01391 0000 HIST: M0430 001 0032
CERTIFICATE OF OCCUPANCY		6/1/1990	1988LA95481	HIST: M0515 003 0477
CERTIFICATE OF OCCUPANCY		6/1/1990	1988LA95481	IDIS: O0578 03725 0000
CERTIFICATE OF OCCUPANCY		5/7/2003	02016-20000-08495	IDIS: O0505 02734 0000
DISASTER INSPECTION FILE	EARTHQUAKE	12/9/1994		IDIS: E0062 2 347 thru E0062 2 352
ELECTRICAL PERMIT		4/5/1988	0488Q7392	HIST: T0132 004 0142
ELECTRICAL PERMIT		8/24/1988	0888M4176	HIST: T0147 001 0205
ELECTRICAL PERMIT		1/23/1989	0189S2851	HIST: T0162 002 0016
ELECTRICAL PERMIT		6/12/1989	0689R4021	HIST: T0177 001 0247
ELECTRICAL PERMIT		6/27/1989	0689N347	HIST: T0178 004 0144
ELECTRICAL PERMIT		5/3/1990	0590VN043650	HIST: T0212 003 0155
ELECTRICAL PERMIT		7/31/2002	02041-90000-16762	
MECHANICAL PERMIT	PLUMBING	5/4/1988	0588P6309	HIST: T0135 005 0501
MECHANICAL PERMIT	HVAC	8/9/1988	0888S8131	HIST: T0146 002 0138
MECHANICAL PERMIT	PLUMBING	9/23/1988	0988K6009	HIST: T0150 006 0370
MECHANICAL PERMIT	PLUMBING	9/30/1988	0988B3003	HIST: T0152 001 0358
MECHANICAL PERMIT	HVAC	11/29/1988	1188R5759	HIST: T0157 004 0417
MECHANICAL PERMIT	PLUMBING	1/24/1989	0189B4123	HIST: T0162 001 0212
MECHANICAL PERMIT	ELEVATOR/PRESSURE VESSEL	4/4/1989	0489C7724	HIST: T0168 006 0076
MECHANICAL PERMIT	PLUMBING	4/5/1989	0489L7333	HIST: T0169 003 0446
MECHANICAL PERMIT	HVAC	4/7/1989	0489Q4051	HIST: T0169 003 0492
MECHANICAL PERMIT	PLUMBING	4/20/1989	0489L9811	HIST: T0170 005 0495
MECHANICAL PERMIT	PLUMBING	4/17/1990	0490VN032185	HIST: T0210 001 0380
MECHANICAL PERMIT	PLUMBING	4/30/1990	0490VN033563	HIST: T0211 002 0007
MECHANICAL PERMIT	PLUMBING	6/21/1990	0690LA056474	HIST: T0217 005 0284

Document Type	Sub Type	Document Date	Document Number	Reel Batch Frame
MECHANICAL PERMIT	PLUMBING	7/2/2002	02042-90000-18593	
PLAN MAINTENANCE		2/25/1977	1977VNS2692	HIST: M912 4 156
PLAN MAINTENANCE		2/25/1977	1977VNS2692	HIST: J3244 1 469
PLAN MAINTENANCE		4/20/1988	1988LA95481	HIST: H1480 001 0323
PLAN MAINTENANCE		4/20/1988	1988LA95481	HIST: H1715 001 0353
PLAN MAINTENANCE		7/26/1988	1988LA05117	HIST: H1715 001 0353
PLAN MAINTENANCE		12/21/1988	1988VNS4397	HIST: H1798 001 0241
PLAN MAINTENANCE		3/1/1990	1990VNT7412	HIST: J0258 001 0001
PLAN MAINTENANCE		6/12/2002	02016-20000-08495	HIST: J1678 1 1
RANGE FILE	MISCELLANEOUS	3/31/1988		HIST: M0298 003 0468
RANGE FILE	MISCELLANEOUS	6/29/1988		HIST: M0316 002 0390
RANGE FILE	MISCELLANEOUS	2/3/1992		HIST: M0723 007 0001
RANGE FILE	MISCELLANEOUS	8/3/1992		HIST: M0785 006 0343
RANGE FILE	MISCELLANEOUS	1/4/1993		HIST: M0814 002 0407
RANGE FILE	MISCELLANEOUS	1/25/1993		HIST: M0814 007 0464
RANGE FILE	MISCELLANEOUS	11/10/1994		HIST: M0926 004 0079
RANGE FILE	MISCELLANEOUS	12/15/1994		HIST: M0933 002 0378
RANGE FILE	MISCELLANEOUS	10/23/1997		HIST: M1038 007 0212
RANGE FILE	MISCELLANEOUS	2/28/2000		HIST: M1233 008 0420
RANGE FILE	MISCELLANEOUS	5/16/2002		HIST: M1407 007 0083
RANGE FILE	MISCELLANEOUS	6/19/2002		HIST: M1462 005 0374
RANGE FILE	MISCELLANEOUS	8/9/2002		HIST: M1463 010 0339
RANGE FILE	MISCELLANEOUS	9/26/2002		HIST: M1452 003 0095
RANGE FILE	ABANDONED AUTOS	12/22/2003		IDIS: R596 00494 0000 thru R596 00494 0006
RANGE FILE	MISCELLANEOUS	3/24/2004		IDIS: R596 00495 0000 thru R596 00495 0005
RANGE FILE	MISCELLANEOUS	9/10/2004		
RANGE FILE	MISCELLANEOUS	5/5/2005		
RANGE FILE	MISCELLANEOUS	7/20/2005		IDIS: R596 00493 0000 thru R596 00493 0013
RANGE FILE	MISCELLANEOUS	10/13/2006		IDIS: R639 00385 0000 thru R639 00385 0002
RANGE FILE	MISCELLANEOUS	2/8/2008		IDIS: R680 00460 0000 thru R680 00460 0006
RANGE FILE	MISCELLANEOUS	8/24/2009		IDIS: R761 00356 0000 thru R761 00356 0008

USE AND OCCUPANCY CLASSIFICATION

303.4 Assembly Group A-3. Assembly uses intended for worship, recreation or amusement and other assembly uses not classified elsewhere in Group A including, but not limited to:

- Amusement arcades
- Art galleries
- Bowling alleys
- Community halls
- Courtrooms
- Dance halls (not including food or drink consumption)
- Exhibition halls
- Funeral parlors
- Gymnasiums (without spectator seating)
- Indoor swimming pools (without spectator seating)
- Indoor tennis courts (without spectator seating)
- Lecture halls
- Libraries
- Museums
- Places of religious worship
- Pool and billiard parlors
- Waiting areas in transportation terminals

303.5 Assembly Group A-4. Assembly uses intended for viewing of indoor sporting events and activities with spectator seating including, but not limited to:

- Arenas
- Skating rinks
- Swimming pools
- Tennis courts

303.6 Assembly Group A-5. Assembly uses intended for participation in or viewing outdoor activities including, but not limited to:

- Amusement park structures
- Bleachers
- Grandstands
- Stadiums

303.7 Fixed guideway transit systems. [SFM] Fixed guideway transit system buildings shall conform to the requirements of this code for their occupancy classification in addition to the provisions set forth in Section 433.

303.8 Subterranean spaces for winery facilities in natural or manmade caves. [SFM] For fire and life safety requirements, see Section 436.

SECTION 304 BUSINESS GROUP B

304.1 Business Group B. Business Group B occupancy includes, among others, the use of a building or structure, or a portion thereof, for office, professional or service-type transactions, including storage of records and accounts. Business occupancies shall include, but not be limited to, the following:

- Airport traffic control towers
- Ambulatory care facilities serving five or fewer patients (see Section 308.3.2 for facilities serving more than five patients)
- Animal hospitals, kennels and pounds

- Banks
- Barber and beauty shops
- Car wash
- Civic administration
- Clinic, outpatient [SFM] (not classified as Group I-2.1)
- Dry cleaning and laundries: pick-up and delivery stations and self-service
- Educational occupancies for students above the 12th grade
- Electronic data processing
- Laboratories: testing, research and [SFM] instruction
- Motor vehicle showrooms
- Post offices
- Print shops
- Professional services (architects, attorneys, dentists, physicians, engineers, etc.)
- Radio and television stations
- Telephone exchanges
- Training and skill development not within a school or academic program

304.2 Definitions. The following terms are defined in Chapter 2:

AMBULATORY CARE FACILITY.

CLINIC, OUTPATIENT.

SECTION 305 EDUCATIONAL GROUP E

305.1 Educational Group E. Educational Group E occupancy includes, among others, the use of a building or structure, or a portion thereof, by more than six persons at any one time for educational purposes through the 12th grade.

Exception: [SFM] A residence used as a home school for the children who normally reside at the residence. Such residences shall remain classified as Group R-2, or Group R-3 occupancies.

305.1.1 Accessory to places of religious worship. Religious educational rooms and religious auditoriums, which are accessory to places of religious worship in accordance with Section 303.1.4 and have occupant loads of less than 100, shall be classified as Group A-3 occupancies.

305.2 Group E, day care facilities. This group includes buildings and structures or portions thereof occupied by more than six children 2 years of age and older who receive educational, supervision or personal care services for fewer than 24 hours per day.

Exception: [SFM] A Day-care facility not otherwise classified as an R-3 occupancy, where occupants are not capable of responding to an emergency situation without physical assistance from the staff shall be classified as Group I-4.

SECTION 306 FACTORY GROUP F

306.1 Factory Industrial Group F. Factory Industrial Group F occupancy includes, among others, the use of a building or structure, or a portion thereof, for assembling, disassembling,

18224 W Sherman Way



Permit #: **02016 - 20000 - 24593**
 Plan Check #: B02VN2088FO Printed: 01/24/03 01:48 PM
 Event Code:

Bldg-Alter/Repair Commercial Regular Plan Check Plan Check Submittal	City of Los Angeles - Department of Building and Safety APPLICATION FOR BUILDING PERMIT AND CERTIFICATE OF OCCUPANCY	Last Status: Ready to Issue Status Date: 01/24/2003
---	---	--

1. TRACT	BLOCK	LOT(S)	ARB	COUNTY MAP REF #	PARCEL ID # (PIN #)	2. ASSESSOR PARCEL #
TR 21799		1		M B 617-42/44	183B125 217	2125 - 036 - 021

3. PARCEL INFORMATION

Airport Hazard Area - HORIZONTAL SURFACE AREA District Map - 183B125
 BAS Branch Office - VN Energy Zone - 9
 Council District - 3 Fire District - 2
 Community Plan Area - Reseda - West Van Nuys Near Source Zone Distance - 11.1
 Census Tract - 1323.000 Thomas Brothers Map Grid - 530-J5

ZONE(S): C2-1L /

4. DOCUMENTS

ZI - ZI-1896	ORD - ORD-171941	BZA - BZA-3886
ZA - ZA-1988-350-CUB	ORD - ORD-172925	
ZA - ZA-1993-594-CUZ	CPC - CPC-1986-788-GPC	
SPA - Reseda Central Business District	CPC - CPC-1996-131-PA	

5. CHECKLIST ITEMS

6. PROPERTY OWNER, TENANT, APPLICANT INFORMATION

Owner(s): Sherman Way Collection Assoc 16430 Vanowen St VAN NUYS CA 91406

Tenant:
 Applicant: (Relationship: Agent for Owner)
 Ed Kish - 8471 Independence Av CANOGA PARK, CA (818) 718-2550

7. EXISTING USE	8. DESCRIPTION OF WORK
(16) Retail	CHG OF USE FROM RETAIL TO GYMNASIUM AND ACCESSORY OFFICES. (IN CONJUNCTION WITH SCHOOL ADJACENT TO THE UNIT).

9. # Bldgs on Site & Use: RETAIL

10. APPLICATION PROCESSING INFORMATION

BLDG. PC By: Angelo Yumul DAS PC By: Aldous Chic
 OK for Cashier: Angelo Yumul Coord. OK: _____
 Signature: _____ Date: _____

For information and/or inspection requests originating within LA County,
Call toll-free (888) LA4BUILD
 Outside LA County, call (213)-977-6941. (LA4BUILD = 524-2845)

For Cashier's Use Only W/O #: 21624593

11. PROJECT VALUATION & FEE INFORMATION Final Fee Period

Permit Valuation: \$50,000	PC Valuation:
FINAL TOTAL Bldg-Alter/Repair	603.26
Permit Fee Subtotal Bldg-Alter/Repe	528.75
Handicapped Access	
Plan Check Subtotal Bldg-Alter/Rep	0.00
Off-hour Plan Check	0.00
Fire Hydrant Refuse-To-Pay	0.00
E.Q. Instrumentation	10.50
O.S. Surcharge	10.79
Sys. Surcharge	32.36
Planning Surcharge	15.86
Planning Surcharge Misc Fee	5.00
Permit Issuing Fee	0.00

Sewer Cap ID: _____ Total Bond(s) Due: _____

VIN 10 02 041154 01/24/03 01:48

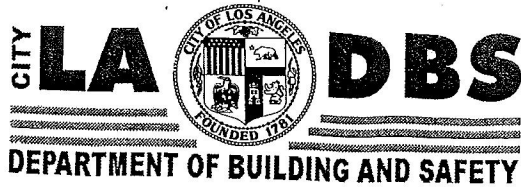
BUILDING PERMIT COMM	
BY COMMERCIAL	
ONE STOP SURCH	
SYSTEMS DEVT FEE	\$21.75
MISCELLANEOUS	\$5.00
CITY PLANNING SURCH	\$15.98
Total Due:	\$603.26
Check:	\$603.26

03VN 23600

12. ATTACHMENTS

Plot Plan

INSPECTION RECORD



For use by cashier only

03VN 23600
 01/24/03 13:52:28
 VN16 T-041134 C 07
 02016-20000-24593

PERMIT # - -

ADDRESS

JOB DESCRIPTION

INSPECTION RECORDS AND PLANS MUST BE AVAILABLE WHEN REQUESTED

GRADING INSPECTIONS		
TYPE	DATE	INSPECTOR
Initial Grading		
Toe or Bottom		
Soils Report Approved		

DO NOT PLACE/FILL UNTIL ABOVE IS SIGNED		
Backfill		
Fill		
Excavation		
Drainage Devices		
Rough Grading		
Approved Compaction Report		

FOOTING INSPECTIONS		
Footing Excavation		
Forms		
Reinforcing Steel		
OK to Place Footings		

GROUNDWORK INSPECTIONS		
Electrical		
Plumbing	12-12-02	John M. / [Signature]
Gas Piping		
Heating & Refrigeration		
Disabled Access		
OK to Place Floor		

DO NOT PLACE FLOOR UNTIL ABOVE IS SIGNED

ROUGH INSPECTIONS		
Electrical	3-30-03	[Signature]
Electrical Life Safety		
Plumbing	1-22-03	[Signature]
Fire Sprinkler		
Heating & Refrigeration		
Roof Sheathing		
Framing	1/22/03	[Signature]
Insulation		
Disabled Access		
Elevator		
Suspended Ceiling		
OK to Cover		

DO NOT COVER UNTIL PREVIOUS IS SIGNED		
Exterior Lathing		
Interior Lathing		
Drywall	1/30/03	[Signature]
OK to Cover Walls		

DO NOT COVER UNTIL ABOVE IS SIGNED		
WORK OUTSIDE OF THE BUILDING		
Electrical Underground		
Gas		
Heating & Refrigeration		
Sewer		
Disabled Access		

POOL INSPECTIONS		
TYPE	DATE	INSPECTOR
Excavation		
Reinforcing Steel		
Bonding		
Piping		
Pre-Gunite		
Deck		
Enclosure/Fence		
Pool/Spa Cover		
OK to Fill Pool		

DO NOT FILL POOL UNTIL ABOVE IS SIGNED

FINAL INSPECTIONS		
Grading		
Electrical	3-30-03	[Signature]
Electrical Life Safety		
Plumbing	2-27-03	BEAUFONT
Gas		
Gas Test		
Heating & Refrigeration	2-24-03	S. KRALL PER PERMIT COPY
Elevator		
Fire Sprinkler		
Disabled Access		
LAFD (Title 19 only)		
LAFD Fire Life Safety	4/8/03	[Signature]
Pool Final		
AQMD sign-off provided		
PROJECT FINAL	9/9/03	[Signature]

AQMD Sign-Off Required YES NO

FOR INSPECTION REQUESTS, PLEASE CALL
 1- (888) - LA-4-BUILD (524-2845)

18224 W Sherman Way



Permit #: 02044 - 20000 - 12147

Plan Check #: Printed: 12/16/02 03:16 PM

Event Code:

HVAC
Commercial
Express Permit
No Plan Check

City of Los Angeles - Department of Building and Safety

**APPLICATION FOR HVAC
PLAN CHECK AND INSPECTION**

Last Status: Ready to Issue

Status Date: 12/16/2002

1. PROPERTY OWNER

Sherman Way Collection Assoc 16430 Vanowen St VAN NUYS CA 91406 UNK

2. APPLICANT INFORMATION (Relationship: Contractor)

18224

3. TENANT INFORMATION

4. CONTRACTOR, ARCHITECT, & ENGINEER NAME

(C) A F Air Conditioning & Heating In 30623 Janlor Drive, Agoura, CA 91301 CLASS LICENSE# C20 770477 PHONE# 8189918856

5. APPLICATION COMMENTS

6. DESCRIPTION OF WORK

INSTALL (6) 5 TON PACKAGE HEAT PUMPS.

7. COUNCIL DISTRICT: 3

8. APPLICATION PROCESSING INFORMATION

PC OK By:
OK for Cashier: Janet Yamamoto
Signature: _____ Date: _____

In the event that any box (i.e. 1-10) is filled to its capacity, it is possible that additional information has been captured electronically and could not be printed due to space restrictions. Nevertheless, the information printed exceeds that required by Section 19825 of the Health and Safety Code of the State of California.

For information and/or inspection requests originating within LA County,
Call toll-free (888) LA4BUILD
Outside LA County, call (213)-977-6941 (LA4BUILD = 524-2845)
For Cashier's Use Only W/O #: 24412147

18224 W Sherman Way
02044-20000-12147

AC inspection

9. FEE INFORMATION

Inspection Fee Period
Permit Fee: 158.76

INSPECTION TOTAL HVAC	158.76
Permit Total	158.76
Permit Fee Subtotal HVAC	130.00
Permit One Stop Surcharge	2.94
Permit Sys. Development Surcharge	8.82
Permit Issuing Fee	17.00
Permit Supp. Issuing Fee	0.00

LA Department of Building and Safety VN 16 08 038804 12/16/02 03:45PM	
HTG/REF PMT COMM	\$147.00
ONE STOP SURCH	\$2.94
SYSTEMS DEVT FEE	\$8.82
Subtotal:	\$158.76
Carry Over FROM Tran# 038803	\$70.20
Total Due:	\$228.96
Check:	\$228.96

1-10-03 Refon to cover HVAC
Dezall
2-24-03 - Final ac Ball

LA Department of Building and Safety VN 16 08 038804 12/16/02 03:45PM	
HTG/REF PMT COMM	\$147.00
ONE STOP SURCH	\$2.94
SYSTEMS DEVT FEE	\$8.82
Subtotal:	\$158.76
Carry Over FROM Tran# 038803	\$70.20
Total Due:	\$228.96
Check:	\$228.96

FIRE LIFE SAFETY



PRE-TEST SHEET

JOB ADDRESS 18224 Sherman Way, Reseda, CA

INSPECTION RECORDS AND PLANS MUST BE AVAILABLE WHEN REQUESTED

- NOTE:**
1. All items below that pertain to the area(s) being tested shall be checked, verified, initialed and dated by the installer responsible for the installation. All other items shall have N/A placed in it's applicable box.
 2. The Building Inspector for the project must be called and perform their Final Building Inspection prior to scheduling the Fire Life Safety Test.
 3. Electrical Inspector must perform a final electrical inspection of the fire alarm system prior to LAFD fire alarm test.

FIRE ALARM - LIFE SAFETY CONTRACTOR

APPROVED PLANS AND PERMIT SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	COMPONENTS SUPERVISION / NFPA 72 SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	BUILDING COMMUNICATION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	A/C SHUTDOWN SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>
COMPLETE ALL CONSTRUCTION SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	DEVICE ANNUNCIATION SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	SUBSEQUENT ALARM ACTIVATION SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	STAIRWELL PRESSURIZATION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>
FIRE RATED CONSTRUCTION SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	CONTROL PANEL STATUS SIGN <u>Normal</u> DATE <u> </u> / <u> </u> / <u> </u>	SPECIAL EXTINGUISHING / PRE ACTION SYSTEM SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	BUILDING, AUXILIARY AND OUTSIDE AIR SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>
FIRE RATED PENETRATIONS SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	VOICE/FIRE TONE 15 dBA ABOVE AMBIENT SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	SEQUENCE OF OPERATION VERIFICATION SIGN <u>OK</u> DATE <u> </u> / <u> </u> / <u> </u>	FIRE DAMPER OPERATION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>
INITIATING DEVICE(S) TESTED LOCATION OF DEVICE(S) TO BE VERIFIED BY LAFD	STROBE LOCATION, CANDELA / NFPA 72, ADA LOCATION OF DEVICE(S) SHALL BE VERIFIED BY LAFD	ELECTRIC DOOR LOCKING PER LAFD SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	ELEVATOR RECALL SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>

ELECTRICAL CONTRACTOR

APPROVED PLANS AND PERMIT SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	FIRE RATED CONSTRUCTION / PENETRATIONS SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	ELECTRIC DOOR LOCKING PER LAFD SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	EXIT SIGN(S) TESTED LOCATION OF EXIT LIGHTING SHALL BE VERIFIED BY LAFD
COMPLETE ALL CONSTRUCTION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	EXIT SIGN CIRCUITRY SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	EMERGENCY LIGHTING TESTED LOCATION OF LIGHTING SHALL BE VERIFIED BY LAFD	EXIT PATH VERIFICATION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>

MECHANICAL CONTRACTOR

APPROVED PLANS AND PERMIT SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	FIRE RATED PENETRATIONS SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	BUILDING, AUXILIARY AND OUTSIDE AIR SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	FIRE DAMPER OPERATION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>
COMPLETE ALL CONSTRUCTION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	CONTROL PANEL STATUS SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	STAIRWELL PRESSURIZATION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	OTHER SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>
FIRE RATED CONSTRUCTION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	A/C SHUTDOWN SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	SMOKE EVAC SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	OTHER SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>

GENERAL CONTRACTOR

APPROVED PLANS AND PERMIT SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	FIRE RATED CONSTRUCTION / PENETRATIONS SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	FIRE DOOR INSTALLATION / NFPA 80 SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	DOOR DROP / LATCH SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>
COMPLETE ALL CONSTRUCTION SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	RATED DOOR HARDWARE / LABEL SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	EVACUATION SIGNAGE SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	OTHER SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>

TOTAL NUMBER OF LIFE SAFETY DEVICES TO BE TESTED SIGN <u>17</u> DATE <u> </u> / <u> </u> / <u> </u>	VERIFIED BY GENERAL CONTRACTOR (NAME) SIGN <u> </u> DATE <u> </u> / <u> </u> / <u> </u>	LAFD INSPECTOR NAME / PHONE # <u> </u>	LIFE SAFETY PERMIT NUMBER <u>03041 20000 06904</u>
FIRE WARNING SYSTEM PRE TESTED BY SIGN <u> </u> DATE <u>4/1/03</u>	VERIFIED BY BUILDING REPRESENTATIVE SIGN <u> </u> DATE <u>4/21</u>	JOB PHONE <u>818-982-0126</u>	

(CITY USE ONLY) (CITY USE ONLY) (CITY USE ONLY) (CITY USE ONLY) (CITY USE ONLY)

FIRE ALARM WIRING COMPLETED ELECTRICAL INSPECTOR SIGNATURE <u> </u> DATE <u>4/9/03</u>	BUILDING FINAL INSPECTION CONDUCTED (Correction May Be Pending) BUILDING INSPECTOR SIGNATURE <u> </u> DATE <u>4/1/03</u>
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NOTE: BOTH SIDES OF THIS FORM MUST BE FILLED OUT IN ITS ENTIRETY PRIOR TO CALLING FOR LIFE SAFETY INSPECTION.

Permit fees provide for a limited number of inspections. A reinspection fee may be assessed for each inspection when the work for which the inspection was requested is not completed, when inspection records or plans are not available, or there is a failure to provide access.

REGENCY

FIRE PROTECTION, INC.

6925 Farmdale Ave., North Hollywood, California 91605
(818) 982-0126 FAX (818) 982-0452 Lic. # 523116

DATE OF ORDER
4-8-03

FIELD TEST - INSPECTION RECORD

INSPECTION TIME 13:00

JOB NAME Gym

ADDRESS 18224 Sherman way PHONE NUMBER _____

CITY Reseda FLOOR NUMBER _____

TYPE OF INSPECTION

- ROUGH HYDRO & OVERHEAD
- HYDRO FLUSING

- WELD INSPECTION
- STANDPIPE
- SPRINKLER FINAL

- FIRE ALARM ROUGH
- FIRE ALARM FINAL
- CENTRAL STATION FINAL

INSPECTOR'S NAME STEVE SKINNER PHONE NUMBER 06 7568561

APPROVED BY (INSPECTOR'S SIGNATURE) [Signature] DATE APPROVED 4-8-03

CITY OF LOS ANGELES CALIFORNIA



ERIC GARCETTI
MAYOR

CERTIFICATE OF OCCUPANCY

<p>OWNER MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION</p> <p>13950 MILTON AVE UNIT 200 WESTMINSTER CA 92683</p>	<p>No building or structure or portion thereof and no trailer park or portion thereof shall be used or occupied until a Certificate of Occupancy has been issued thereof. Section 91.109.1 LAMC</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> CERTIFICATE BY: RICKEY JACKSON </td> <td style="width: 40%;"> Issued-Valid DATE 05/14/2020 </td> </tr> </table> <p>GREEN - MANDATORY</p>	CERTIFICATE BY: RICKEY JACKSON	Issued-Valid DATE 05/14/2020
CERTIFICATE BY: RICKEY JACKSON	Issued-Valid DATE 05/14/2020		

SITE IDENTIFICATION
ADDRESS: 18220 W SHERMAN WAY 91335

TRACT	BLOCK	LOT(s)	ARB	CO. MAP REF #	PARCEL PIN	APN
TR 21799		1		M B 617-42/44	183B125 217	2125-036-021

This certifies that, so far as ascertained or made known to the undersigned, the vacant land, building or portion of building described below and located at the above address(es) complies with the applicable construction requirements (Chapter 9) and/or the applicable zoning requirements (Chapter 1) of the Los Angeles Municipal Code for the use and occupancy group in which it is classified and is subject to any affidavits or building and zoning code modifications whether listed or not.

COMMENT NEW 2 STORY WITH ROOF TOP PLAY YARD BUILDING FOR NEW HIGH SCHOOL (GRADE 9 - 12). TYPE III-B, FULLY SPRINKLER.

USE	PRIMARY	OTHER
	Charter School - high school	(-) None

PERMITS 17010-10000-02289 | 17010-10001-02289 | 17010-10002-02289

STRUCTURAL INVENTORY	CHANGED	TOTAL
ITEM DESCRIPTION		
Floor Area (ZC)	25228 Sqft	25228 Sqft
Height (BC)	41 Feet	41 Feet
Height (ZC)	43.1 Feet	43.1 Feet
Landscape Area	8272 Sqft	8272 Sqft
Length	132.5 Feet	132.5 Feet
NFPA-13 Fire Sprinklers Thru-out		
Stories	3 Stories	3 Stories
Type III-B Construction		
Width	104 Feet	104 Feet
A3 Occ. Group	6213 Sqft	6213 Sqft
A3 Occ. Load	408 Max Occ.	408 Max Occ.
B Occ. Group	1657 Sqft	1657 Sqft
E Occ. Group	14534 Sqft	14534 Sqft
E Occ. Load	726 Max Occ.	726 Max Occ.
S2 Occ. Group	479 Sqft	479 Sqft
Long Term Bicycle Parking Provided for Bldg	4 Spaces	4 Spaces
Long Term Bicycle Parking Req'd for Bldg	4 Spaces	4 Spaces
Parking Req'd for Bldg (Auto+Bicycle)	121 Stalls	121 Stalls
Provided Offsite for Bldg	35 Stalls	35 Stalls
Short Term Bicycle Parking Provided for Bldg	82 Spaces	82 Spaces
Short Term Bicycle Parking Req'd for Bldg	82 Spaces	82 Spaces



APPROVAL

CERTIFICATE NUMBER: 179404

BRANCH OFFICE: VN

COUNCIL DISTRICT: 3

BUREAU: INSPECTN

DIVISION: BLDGINSP

STATUS: CoFo Issued

STATUS BY: RICKEY JACKSON

STATUS DATE: 05/14/2020

Rickey Jackson

APPROVED BY: **RICKEY JACKSON**

EXPIRATION DATE:

PERMIT DETAIL

PERMIT NUMBER	PERMIT ADDRESS	PERMIT DESCRIPTION	STATUS- DATE - BY
17010-10000-02289	18220 W Sherman Way	NEW 2 STORY WITH ROOF TOP PLAY YARD BUILDING FOR NEW HIGH SCHOOL (GRADE 9 - 12). TYPE IIIB, FULLY SPRINKLER.	CofO Issued - 05/14/2020 RICKEY JACKSON
17010-10001-02289	18220 W Sherman Way	SUPPLEMENTAL TO PERMIT APPLICATION # 17010-10000-02289 TO ELIMINATE STANDPIPES AND ROOF FDCS	Permit Finaled - 03/10/2020 JEFFREY R DURAN
17010-10002-02289	18220 W Sherman Way	SUPPLEMENTAL TO 17010-10000-02289 FOR ROOF AND FLOOR TRUSS DEFERRED SUBMITTAL	Permit Finaled - 09/16/2019 JEFFREY R DURAN

PARCEL INFORMATION

Airport Hazard Area: Horizontal Surface Area	Area Planning Commission: South Valley	Census Tract: 1323.00
Certified Neighborhood Council: Reseda	Community Design Overlay District: Reseda Central Business District Map: 183B125	Community Plan Area: Reseda - West Van Nuys
Council District: 3	LADBS Branch Office: VN	Energy Zone: 9
Fire District: 2	Thomas Brothers Map Grid: 530-J5	Near Source Zone Distance: 10.2
School Within 500 Foot Radius: YES		Zone: [Q]C2-II-CDO

PARCEL DOCUMENT

Affidavit (AFF) 20170176561-PKG	Board of Zoning Appeals Case (BZA) BZA-3886	City Planning Cases (CPC) CPC-11708
City Planning Cases (CPC) CPC-1986-251-GPC	City Planning Cases (CPC) CPC-1986-788-GPC	City Planning Cases (CPC) CPC-1988-275-SP-ICO
City Planning Cases (CPC) CPC-1996-131-PA	City Planning Cases (CPC) CPC-2002-1263-CDO-ZC-MS	City Planning Cases (CPC) CPC-6497
Ordinance (ORD) ORD-109345	Ordinance (ORD) ORD-119865	Ordinance (ORD) ORD-162925
Ordinance (ORD) ORD-169649	Ordinance (ORD) ORD-171941	Ordinance (ORD) ORD-172925
Ordinance (ORD) ORD-176557	Ordinance (ORD) ORD-176558	Ordinance (ORD) ORD-176619
Zoning Administrator's Case (ZA) ZA-1988-350-CUB	Zoning Administrator's Case (ZA) ZA-1993-594-CUZ	Zoning Administrator's Case (ZA) ZA-2005-3787-ZV
Zoning Administrator's Case (ZA) ZA-2008-748-ZV	Zoning Administrator's Case (ZA) ZA-2014-995-ZV	Zoning Information File (ZI) ZI-2339 Reseda Central Business District

CHECKLIST ITEMS

Attachment - Plot Plan	Fabricator Reqd - Prefabricated Joist	Permit Flag - Fire Life Safety Clearance Reqd
Permit Flag - Fire Life Safety by LADBS	Special Inspect - Structural Observation	Special Inspect - Structural Wood (periodic)
Std. Work Deser - Excess Flow Shut Off Valve	Storm Water - LID Project	

PROPERTY OWNER, TENANT, APPLICANT INFORMATION

OWNER(S) Magnolia Educational And Research Foundation	13950 Milton Ave UNIT 200	WESTMINSTER CA 92683
TENANT		
APPLICANT Relationship: Other Etmny Cornejo-Franco Architects Inc.	12345 Ventura Bl, Suite H	STUDIO CITY, CA 91604 (818) 754-2030

BUILDING RELOCATED FROM:

(C)ONTRACTOR, (A)RCHITECT & (E)NGINEER INFORMATION

NAME	ADDRESS	CLASS	LICENSE #	PHONE #
(A) Wang, Johann D	3375 Canton Way, Studio City, CA 91604	NA	C27010	
(C) Oltmans Construction Co	10005 Mission Mill Road, Whittier, CA 906080985	B	86393	(213) 507-0099
(E) Baroonian, Armen	867 N Fair Oaks Ave 100, Pasadena, CA 91103	NA	S4227	
(E) Hill, Edward Foster	Geotech 439 Western Ave, Glendale, CA 91201	NA	GE2126	

SITE IDENTIFICATION-ALL

ADDRESS: 18220 W SHERMAN WAY 91335

LEGAL DESCRIPTION-ALL

TRACT	BLOCK	LOT(s)	ARB	CO.MAP REF #	PARCEL PIN	APN
TR 21799		1		M B 617-42/44	183B125 217	2125-036-021

Cover Sheet

Approval of College and Career Access Pathways Partnership (CCAP) Agreement between Magnolia Public Schools and Los Angeles Valley College

Section: III. Action Items
Item: B. Approval of College and Career Access Pathways
Partnership (CCAP) Agreement between Magnolia Public Schools and Los Angeles
Valley College
Purpose: Vote
Submitted by:
Related Material:
College and Career Access Pathways Partnership Agreement MPS & LAVC.pdf



Board Agenda Item #	III B: Action Item
Date:	April 22, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	College and Career Access Pathways Partnership Agreement between MPS and Los Angeles Valley College

Proposed Board Motion

I move that the board authorizes the College and Career Access Pathways Partnership Agreement between Magnolia Public Schools and Los Angeles Valley College.

Introduction

Assembly Bill 288, effective January 1, 2016, authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education, preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. AB 288 allows community college districts to enter into partnership agreements with high schools to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Assembly Bill 288 authorizes specified high school pupils to enroll in up to 15 units per term if those units are required for the pupils' partnership programs and would authorize a community college district to exempt special part-time and special full-time students taking up to a maximum of 15 units per term from specified fee requirements.

Research increasingly bears out the benefits of participating in dual enrollment. Compared with their peers with similar high school academic performance and demographics, students who have participated in dual enrollment coursework share the following characteristics:

- More likely to meet college readiness benchmarks.
- More likely to enter college, and enter shortly after high school graduation.
- Less likely to place into remedial English or math.
- Higher first-year GPA.
- Higher second-year retention rates.
- Higher four- and six-year college completion rates.
- Shorter average time to bachelor's degree completion for those completing in six years or less. (Education Commission of the States, 2015)

Background and Analysis

MSA-3 and Los Angeles Valley College (LAVC) have established a successful history of collaboration and mutual support to provide students and local communities with exceptional educational programs and activities. MSA-3 continues to find ways to broaden advanced educational opportunities for students including college preparatory and college credit courses and MSA-3 desires to offer students the opportunity for college pathways as dual enrollment. As a result of the partnership LAVC will offer college courses on the MSA-3 campus, which will benefit MSA-3 students by providing a convenient location and schedule. This partnership will enable MSA-3 students the opportunity to enroll in dual enrollment courses in order to expand access to affordable higher education, provide challenging academic and career preparatory experiences to qualified high school students, and enable students to earn simultaneous college credit and meet high school graduation requirements.

Budget Implications

MSA-3 will not lose ADA funding as a result of this program or partnership. MSA-3 will provide students with textbooks, equipment, and any materials needed in connection with any course specified in Appendix A. Los Angeles Community College District (LACCD) will make every effort to minimize costs of textbooks through methods such as using textbooks for at least three years.

Exhibits (attachments):

1. College and Career Access Pathways Partnership Agreement between MPS and Los Angeles Valley College
2. MSA-3 GE Plan
3. LAVC Catalog 2020-2021

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

BETWEEN

LOS ANGELES COMMUNITY COLLEGE DISTRICT,

a community college district duly organized and existing under the laws

of the State of California

Magnolia Educational & Research Foundation
dba Magnolia Public Schools, a California non-
profit public benefit corporation operating
multiple public charter schools who are each a
local educational agency,

AND

 _____,

a school district duly organized and existing under the laws

of the State of California

DATED

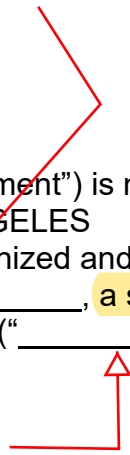
COLLEGE AND CAREER ACCESS PATHWAYS

PARTNERSHIP AGREEMENT

This College and Career Access Pathways Partnership Agreement (“Agreement”) is made as of August 15, 2019 (“Commencement Date”), by and between the LOS ANGELES COMMUNITY COLLEGE DISTRICT, a community college district duly organized and existing under the laws of the State of California (“LACCD”), and the _____, a school district duly organized and existing under the laws of the State of California (“_____”). LACCD and _____ hereby agree as follows:

RECITALS

MPS



- A. Assembly Bill 288, effective January 1, 2016, authorizes the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education, preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.
- B. Assembly Bill 288 allows community college districts to enter into partnership agreements with high school to outline the terms of the partnership and to establish protocols for information sharing, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- C. Assembly Bill 288 authorizes specified high school pupils to enroll in up to 15 units per term if those units are required for the pupils' partnership programs and would authorize a community college district to exempt special part-time and special full-time students taking up to a maximum of 15 units per term from specified fee requirements.

AGREEMENT:

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual covenants contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. Terms of the Partnership:

1.1. Term of the Agreement: The term of this Agreement shall be five (5) years from the Commencement Date, unless sooner terminated as provided herein.

1.2. Submission and Amendments: Pursuant to Education Code Section 76004(c)(3), copies of this Agreement shall be filed with both the Chancellor of the California Community Colleges (“State Chancellor”) and with the Department of Education before the start of the partnership created by this Agreement. The State Chancellor may void this Agreement if it is determined that this Agreement does not comply with the intent of Education Code Section 76004. Any amendment to this Agreement shall be filed with the

MPS

State Chancellor. The parties may meet on an annual basis to determine if the Agreement should be amended, to include but not be limited to adding additional courses and pathways that have been developed.

1.3. Courses Offered Under this Agreement: LACCD shall offer courses to _____ students who are dual enrolled at both _____ and LACCD. LACCD shall offer courses on at _____ and/or on a LACCD campus. LACCD will offer these courses to _____'s students for college credit and limit courses to _____ students pursuant to Education Code Section 76004(o). Courses will be offered (See Appendix A)

1.3.1. Minimum Class size: _____ and LACCD will work collaborative to ensure a class size of at least 30 students. In circumstances in which fewer than 30 students are enrolled in the course, LACCD retains the right to cancel the course until such time that the class size threshold is met.

1.4. Employer of Record: All courses offered under this Agreement shall be taught by faculty employed by LACCD. LACCD shall be the employer of records for these faculty members and shall be responsible for all assignment monitoring and reporting obligations to the county office of education and under applicable federal teacher quality mandates, if any.

1.5. Collective Bargaining: LACCD and _____ certify that all actions taken pursuant to this Agreement are in compliance with all local collective bargaining agreements.

1.6. Criteria for Assessing Pupils' Ability to Benefit: In developing the educational program created under this Agreement, LACCD and _____ shall make assessments as to whether the participating _____ students have the ability to benefit from the courses offered in this Agreement. LACCD and _____ **shall apply the following criteria in making this assessment: 1).**

1.7. Total Number of High School Students Served Per Year is projected to be:

1.8. Apportionment: Pursuant to Education Code Section 76004(s), LACCD shall request and receive state apportionment funding for all college courses offered under the AB 288 Agreement. Pursuant to Education Code Section 76004(r), _____ shall not seek or receive a state allowance or apportionment funding for any instructional activity for which LACCD requests or receives state apportionment funding. Any courses offered under this Agreement shall be offered at such times to ensure that _____ students are scheduled to meet minimum day requirements to receive average daily attendance funding.

1.9. Student Fee Exemptions: Pursuant to Education Code Section 76004(q), _____ students admitted to LACCD under this Agreement as special part-time students shall be exempt from the following student fees: 1) Student Representation Fee

(Education Code Section 76060.5); 2) Nonresident Tuition Fee (Education Code Section 76140); 3) Transcript Fee (Education Code Section 76223); 4) Enrollment Fee (Education Code Section 76300); 5) Apprentice Fee (Education Code Section 76350); and 6) Child Development Center Fee (Education Code Section 79121). A high school pupil enrolled in a course offered through this Agreement shall not be assessed any fee that is prohibited by Section 49011. (Education Code Section 76004(f).)

1.10. Protocol for Information Sharing: Any education records or personally identifiable information pertaining to any _____ students taking courses under this Agreement shall be exchanged between _____ and LACCD in compliance with the Family Educational Privacy Rights Act (FERPA), Education Code Sections 76200-76246, and LACCD Board Rules. LACCD shall provide a dual enrollment application form on which the parent or guardian of the _____ student will provide written consent to information sharing between _____ and LACCD. Education records and personally identifiable information regarding _____ students shall be shared between the Points of Contact identified in Paragraph 6 below. _____'s and LACCD's Points of Contact shall then further share that information within their respective institutions as necessary.

1.11. Parental Consent: _____ shall obtain any required parental consent for any _____ student taking LACCD courses under this Agreement. Parental consent will be part of the application process, which includes the dual enrollment/special part-time student approval form.

2. Courses Offered under this agreement

2.1. Courses Offered: Appendix A to this Agreement lists the courses that LACCD shall offer on _____ campuses. Each course listed in Appendix A is offered for the purpose of: 1) preparing students for transfer; or 2) completing a CTE Pathway. Courses are offered to expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education. All courses listed in Appendix A are offered to attain these specific goals.

2.2. Use of _____ Facilities: When LACCD offers any course specified in Appendix A at a _____ site, _____ shall provide the classrooms in which LACCD's faculty shall conduct the courses and provide parking spaces for use by LACCD faculty.

2.3 Materials Fees: In compliance with Education Code Sections 76004(f) and 49011, _____ shall provide to its students, at no cost to the students, all textbooks, equipment, and any materials needed in connection with any course specified in Appendix A. LACCD will make every effort to minimize costs of textbooks through methods such as using textbooks for at least three years.

2.5 LACCD Faculty: No LACCD or community college instructor who has been convicted of any sex offense, as defined in Education Code Section 87010, or any controlled substance offense, as defined in Education Code Section 87011, shall be retained by LACCD to teach any course on any _____ campus. All LACCD faculty teaching courses

under this Agreement shall meet all required minimum qualifications and conditions including clearance through a Live Scan process.

2.6 No Displacement of _____ Faculty: _____ certifies that no _____ faculty member who was teaching a course similar to one offered under this Agreement has been displaced or terminated because a course is being offered under this Agreement.

2.7 Admission of Special Part-Time or Full-Time Students: _____ students who are selected to take courses at LACCD campuses under this Agreement shall be admitted to LACCD as special part-time or special full-time students pursuant to Education Code Section 76001 and applicable regulations and LACCD Board Rules. _____ students admitted to the LACCD under this Agreement, or otherwise permitted to enroll in LACCD courses, shall be subject to LACCD's student Code of Conduct, LACCD student discipline rules and regulations, and Education Code sections, or other laws, governing community college student discipline.

2.8 Unit Limit: Pursuant to Education Code Section 76004(p), _____ students admitted as special part-time students and taking courses under this Agreement, may enroll in up to a maximum of 15 units per term if: 1) the units constitute no more than four community college courses per term; 2) the units are part of an academic program under this Agreement; and 3) the units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

3. Certifications: LACCD hereby certifies that: 1) the community college courses offered for college credit on _____'s campus do not reduce access to the same course offered on LACCD's campus; 2) community college courses that are oversubscribed or have waiting lists shall not be offered in this Agreement; 3) participation in this partnership and this Agreement is consistent with LACCD's core mission pursuant to Education Code Section 66010.4; and 4) _____ students participating in this partnership and this Agreement will not cause otherwise eligible adults to be displaced from LACCD courses.

4. Points of Contact at LACCD and _____: The following officials shall serve as the point of contact under this Agreement:

Email: _____

LACCD:

Jermain Pipkins
L. A. Community College District
5800 Fulton Avenue
Valley Glen, CA 91401
Phone: 818-947-2625
Email: pipkinjc@lavc.edu

5. Annual Reporting to the State Chancellor: On or before January 1 of each year of this Agreement, _____ and LACCD shall submit a joint report to the State

Chancellor. The report shall state: 1) the total number of _____ students, by school site, taking courses under this Agreement, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws; 2) the total number of community college courses offered under this Agreement by course category and type and by schoolsite; 3) the total number and percentage of successful course completions, by course category and type and by schoolsite; and 4) the total number of full-time equivalent students generated through courses offered under this Agreement. By October 1 of each year of this Agreement, the Points of Contact from _____ and LACCD shall meet to plan and commence the preparation of the joint report.

6. Mutual Defense and Indemnity: LACCD shall indemnify and hold harmless _____, its officers, agents, and employees for any and all loss, cost, expense, claims or liability for injury to or death of any person, or damage to any property, caused by the negligence and/or tortuous conduct of LACCD in the performance of LACCD's responsibilities under this Agreement. In such an event, LACCD, at its own expense, shall also defend all actions, suits, or other proceedings brought against _____, its officers, agents, or employees and satisfy any judgment rendered against _____, its officers, agents, or employees because of such negligence and/or tortuous conduct. Similarly, _____ shall indemnify and hold harmless LACCD, its officers, agents, and employees for any and all loss, cost, expense, claims or liability for injury to or death of any person, or damage to any property, caused by the negligence and/or tortuous conduct of _____ in the performance of _____'s responsibilities under this Agreement. In such an event, _____, at its own expense, shall also defend all actions, suits, or other proceedings brought against LACCD, its officers, agents or employees and satisfy any judgment rendered against LACCD, its officers, agents, or employees because of such negligence and/or tortuous conduct.

7. Insurance: Without limiting the parties' indemnification obligations herein and as a material condition of this Agreement, each party shall maintain, at its expense and for the duration of this Agreement, a program of insurance or self-insurance and provide evidence thereof, as required below, against claims for injury, damage or loss that may arise from or in connection this Agreement and/or the use of facilities under the Agreement. Each party shall furnish the other party with certificates of insurance or other satisfactory documentation of all insurance or self-insurance required by this Agreement. Each party shall have the other party added as additional insureds to all of the following policies. The Minimum Scope and Limits of Insurance shall be as follows (coverage shall be at least as broad):

Commercial General Liability Insurance "occurrence" form only to provide defense and indemnity coverage to the insured for liability for bodily injury, personal injury, and property damage, of not less than a combined single limit of Five Million Dollars (\$5,000,000.00) per occurrence. The general aggregate limit shall be twice the required per occurrence limit. If such insurance is obtained from a third party insurer and not self-insured, the insuring party shall name the other party as an additional insured on the policy.

Business Automobile Liability Insurance to provide defense and indemnity coverage to the Insured for liability for bodily injury and property damage covering owned, non-owned, and hired automobiles of not less than a

combined single limit of One Million Dollars (\$1,000,000) per occurrence. If such insurance is obtained from a third party insurer and not self-insured, the insuring party shall name the other party as an additional insured on the policy.

Workers' Compensation Insurance as required by the Labor Code of the State of California, and Employers' Liability insurance with limits of not less than One Million Dollars (\$1,000,000.00) per accident. Any notice required to be served hereunder shall be in writing.

8. Choice of Law and Venue: This Agreement, its interpretations, performance or any breach thereof, shall be construed in accordance with, and all questions with respect thereto shall be determined by, the laws of the State of California applicable to contracts entered into and wholly to be performed within the State of California. Los Angeles County shall be the venue for all legal matters concerning the Agreement.

9. Termination: Either party shall have the right to terminate this Agreement without cause by providing to the non-terminating party a written notice of termination. Notice of termination shall be provided at least 180 days prior to the termination date. Each party shall continue to fulfill its obligations under this Agreement until date of termination.

10. Notices: Any notices to be given pursuant to this Agreement shall be in writing and such notices, as well as any other document to be delivered, shall be delivered by personal service or by deposit in the U.S. Mail, certified or registered, return receipt requested, postage prepaid, and addresses to the party for whom intended as follows:

To High School:
Office of the Superintendent

_____, CA _____

To LACCD:
Los Angeles Community College District
Contracts Office - 3rd Floor
770 Wilshire Boulevard
Los Angeles, California 90017

11. Miscellaneous: This Agreement constitutes the entire agreement between the parties hereto pertaining to the subject matter hereof and all prior and contemporaneous agreements, representations and understandings of the parties hereto, oral or written, are hereby superseded and merged herein. No supplement, modification or amendment of this Agreement shall be binding unless in writing and executed by all parties hereto. No waiver of any of the provisions of this Agreement shall be deemed or shall constitute a waiver of any

other provisions, whether or not similar, nor shall any waiver be a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver. This Agreement shall be construed and enforced in accordance with, and governed by, the law of the State of California. The headings of this Agreement are for purposes of reference only and shall not limit or define the meaning of the provisions hereof. This Agreement may be executed in any number of counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

12. Board Approval Required. This Agreement is conditioned upon the approval of the governing boards of both _____ and LACCD as set forth by Education Code Section 76004.

IN WITNESS WHEREOF, LACCD and HIGH SCHOOL have executed this Agreement as of the date first above written.

High School

By: _____
Name: _____
Title: _____

LOS ANGELES COMMUNITY COLLEGE
DISTRICT,

By: _____
Name: _____
Title: _____

Appendix A

Courses Offered by LACCD on _____ Campus

1. Courses offered to prepare students for transfer (Education Code Section 76004(a) and (d))

2. Courses offered to help _____ complete a Career Pathway (Education Code Section 76004(a) and (d))

Year 1	
Fall 2021	
COUNSEL 004	Career Planning
CINEMA 107	Understanding Motion Pictures
Spring 2022	
SOC 001	Introduction to Sociology
Comm 101	Public Speaking
Summer 2022	
BRDCSTG 026	TV-Film Aesthetics
Year 2	
Fall 2022	
AFRO AM 020	The African American in Contemporary Urban Society
POL SCI 001	The Government of the United States
Spring 2023	
ENGLISH 101	College Reading and Composition I
Summer 2023	
ASTRON 001	Elementary Astronomy
ASTRON 005	Fundamentals of Astronomy Laboratory
Year 3	
Fall 2023	
ENGLISH 102	College Reading and Composition II
CHICANO 008	The Mexican-American in the History of the United States II
Spring 2024	
ECON 001	Principles of Economics I
Year 4	
Fall 2024	
ANTHRO 101	Human Biological Evolution
Spring 2025	
STAT 101	Statistics for the Social Sciences
AREA 6: LANGUAGE OTHER THAN ENGLISH: UC REQUIRED ONLY! Proficiency equivalent to two years of high school in the same foreign language with a grade of C or better.	

MSA 3 - Sample General Education Plan

IGETC GENERAL EDUCATION PLAN	Course Name	Course Description
Year 1		
Fall 2021		
COLLEGE 101 (1)	Navigating Your Path Through College to Career	College success is strongly predicted by a student's sense of belonging, confidence as a learner, and work towards personally meaningful goals. This course aims to promote growth in all three of these areas. Students will explore career pathways and develop community with faculty and peers who share their academic interests. Students will identify their college readiness strengths and needs, explore relevant campus services, and practice essential academic skills to expand their personal tool-kit for academic success. Assignments and activities will develop critical thinking, communication, research, information literacy, and study skills in ways that integrate the student's career and academic interests and apply across general education disciplines.
Area 3A – CINEMA 107 (3)	Understanding Motion Pictures	This course provides students with an analytical critical survey of motion pictures as an art form, entertainment industry, and communication medium via screenings, lectures, readings about 'classic' and contemporary films, American and foreign, theatrical and non-theatrical
Spring 2022		
Area 4 – SOC 001 (3)	Introduction to Sociology	This introductory course provides a set of concepts and theories to describe and explain the social behavior of human beings and organization of society. Students examine subjects such as culture, deviance, sexuality, media, social stratification, and the institutions of the family, religion, education, politics, and the economy.
Area 1C – Comm 101 (3)	Public Speaking	This is an introductory course stressing the need for effective oral communication. The emphases in the course are on: principles of human communication, structuring various types of speeches, researching information, audience analysis, critical analysis of public discourse, presentation of speeches and building self confidence in public speaking situations.
Summer 2022		
Area 3A – BRDCSTG 026 (3)	TV-Film Aesthetics	This class introduces the analysis of film and television texts. Students will examine the broad questions of form and content, aesthetics and meaning, and history and culture. The class explores the diverse possibilities presented by the cinematic art and television form through an examination of a wide variety of productions. It includes topics such as modes of production, narrative and non-narrative forms, visual design, editing, sound, genre, ideology and critical analysis.
Year 2		

MSA 3 - Sample General Education Plan

Fall 2022		
Area 3B – AFRO AM 020 (3)	The African American in Contemporary Urban Society	This course surveys the urbanization of African Americans with emphasis on contemporary issues, public policy solutions, civil rights, and equality of opportunity. Other topics include education, housing, economics (welfare, poverty, and employment), politics, justice and law enforcement, urban and community development, and family.
Area 4 – POL SCI 001 (3)	The Government of the United States	This is an introductory course about the U.S. political system. The course incorporates the theory, structure, and functions of the national, state, and local governments. The course emphasizes political parties, interest groups, and the roles and functions of state and national institutions. This course fulfills the state graduation requirement in the U.S. Constitution and state and local governments.
Spring 2023		
Area 1A – ENGLISH 101 (3)	College Reading and Composition I	English 101 is required for AA and GE/transfer completion. Student placement in English 101 is determined by multiple measures of assessment. This course introduces students to academic reading and writing, critical thinking, and principles of rhetoric. Students will use their creative compositional and critical thinking skills to write college-level essays in response to academic articles.
Summer 2023		
Area 5A – ASTRON 001 (4)	Elementary Astronomy	This course is a non-mathematical survey of astronomy, including selected historical aspects of Astronomy. Course topics include the sun, planets, their satellites and other members of the solar system; celestial motions and coordinates as shown by the planetarium projector; elementary optics and their application to the telescope and its accessories; star systems and the constitution of stars; the classification of stars; novae, nebulae, galaxies; black holes; quasars; and the evolution of our universe. Activities conducted outside of class may include telescopic observations at star parties (outdoor observation sessions), planetarium shows or lectures.
Area 5C – ASTRON 005 (1)	Fundamentals of Astronomy Laboratory	Using the planetarium and telescopes (as available on campuses) and/or planetarium software, star atlases and planispheres, this class will study the methods used by astronomers to determine the nature of the universe.
Year 3		
Fall 2023		

MSA 3 - Sample General Education Plan

Area 1B – ENGLISH 102 (3)	College Reading and Composition II	This course develops reading, writing, and critical thinking skills beyond the level achieved in English 101 and requires the writing of a minimum of 10,000 words in essays and a research paper throughout the semester. It emphasizes logical reasoning, analysis, and strategies of argumentation using literature and literary criticism. Evaluations of texts reveal the multicultural/global aspects of our society, which include traditional and contemporary forms in fiction, poetry, essays, and drama.
Area 4 – PSYCH 001 (3)	General Psychology I	This course is an introduction to the scientific study of behavior and mental processes, incorporating theories, concepts, and research findings. Topics include the biological bases of behavior, gender and sexuality, human development, cognition and intelligence, consciousness, learning, memory, motivation and emotion, personality, social psychology, psychological disorders, therapeutic treatments, and applied psychology.
Spring 2024		
Area 4 – ECON 001 (3)	Principles of Economics I	This is an introductory microeconomics course designed to provide students with an understanding of the basic economic principles which govern the production, distribution, exchange, and consumption of goods and services. Some of the topics covered are: economic decision-making given scarce resources, supply and demand, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure. Contemporary economic problems are analyzed throughout the course. This course meets the general education Social Science requirement.
Year 4		
Fall 2024		
Area 5B – PSYCH 002 (3)	Biological Psychology	This course introduces the scientific study of the biological foundation for behavior and its fundamental role in the neurosciences. Students will examine the physiological, hormonal, and neurochemical mechanisms of brain-behavior relationships. The psychological phenomena of sensation, perception, regulatory processes, emotion, learning, memory, and psychological disorders will be addressed. This course also explores historic scientific contributions and current research principles for studying brainbehavior relationships and mental processes, including ethical standards for research.
Spring 2025		

MSA 3 - Sample General Education Plan

<p>Area 2 – STAT 101 (4)</p>	<p>Statistics for the Social Sciences</p>	<p>This course focuses on data collection, hypothesis testing and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.</p>
<p>Total Units: 43</p>		
<p>Total IGETC GE Units Needed: 37</p>		



To: Magnolia Public Schools

From: Patrick Ontiveros, MPS General Counsel & Director of Facilities

Date: 4/21/2021

RE: College and Career Access Pathways Partnership (CCAP) Agreement between Magnolia Public Schools and Los Angeles Valley College

Magnolia Public Schools (MPS) Chief Executive Officer and MPS General Counsel acknowledge that they have read and reviewed the contract/memorandum pertaining to the above matter.

A handwritten signature in black ink that reads "Patrick Ontiveros".

Patrick Ontiveros
MPS General Counsel & Director of
Facilities

4/20/2021

Date

A handwritten signature in black ink that reads "Alfredo Rubalcava".

Alfredo Rubalcava
MPS CEO & Superintendent

4/21/2021

Date



2020-2021 CATALOG

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Los Angeles Valley College

5800 Fulton Avenue
 Valley Glen, CA 91401-4096
 (818) 947-2600
www.lavc.edu

LAVC TELEPHONE DIRECTORY

CAMPUS TELEPHONE: (818) 947-2600

Administrative and College Services

Listed Alphabetically with Telephone Extensions. Dial (818) 947- plus extension.

DEPARTMENT	EXTENSION	DEPARTMENT	EXTENSION
Academic Affairs	2326	Lost & Found	2911
Academic Resource Center	2811	Maintenance & Operations	2301
Admissions	2553	Mosaic Center	(818) 778-5998
Assessment Center	2587	Museum	2373
Associated Student Union	(818) 778-5516	Ombudsperson	2317
Athletic Director	2508	Personnel	2414
Bookstore	2313	President	2321
Business Office	2318	Radio Station (KVCM)	2305
CalWORKs	2976	Receiving	2996
Career/Transfer Center	2646	Records Office	2403
Child Development Center	2931	Scholarships and Grants	2700
Community Services Program	(818) 947-2577 EXT. 4172	Services for Students with Disabilities	2681
Cooperative Education	2333	Sheriff's Department	2911
Counseling	(818) 947-2600 EXT. 4200	Student Health Center/ Psychological Services	2918
Donations	2619	TDD (for Deaf only)	2680
EOPS/CARE/ Next Up/Guardian Scholars	2432	TRIO/Student Support Services	2487
Financial Aid	2412	Valley Star (School Paper)	2868
Foundation	2619	Veterans Services	(818) 778-5627
International Students	(818) 778-5517	Vice President, Academic Affairs	2378
Job Resource Center	2334	Vice President, Administrative Services	2336
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Los Angeles Valley College 2020-2021 Catalog: Matthew Walsh, Editor; Luiza Minasyan, Graphic Designer; with the collaboration of Jermain Pipkins, Dean of Academic Affairs; Edgar Perez, Curriculum Chair; and Anita Martinez, Articulation Officer.

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Cover Photo: Luiza Minasyan



2020-2021 CATALOG

Volume 71

Accredited by the Western Association of Schools and Colleges

Los Angeles Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (10 Commercial Blvd., Ste. 204, Novato, CA 94949, 415-506-0234), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Information on filing a complaint against the college regarding a possible violation of accreditation standards can be found on the ACCJC website at www.accjc.org.

Accuracy Statement

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

2020-2021 Calendar

Fall Semester 2020

Classes: August 31 - December 20, 2020
 Finals: December 14 - December 20, 2021

Spring Semester 2021

Classes: February 8 - June 7, 2021
 Finals: June 1 - June 7, 2021

LOS ANGELES COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

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PRESIDENT'S MESSAGE

Welcome to Los Angeles Valley College



On behalf of the faculty, staff, and administrators, I would like to welcome you to Los Angeles Valley College. We are passionate about our goals of supporting access, equity, and success, and are committed to supporting you in achieving your educational goals.

As you can see by the catalog's content, Valley College offers all the general education courses you need to transfer to a major university. For students specifically seeking to transfer to a CSU campus, we currently offer 26 approved Associate Degrees for Transfer. Valley College also offers courses and programs that prepare you to succeed in a wide array of occupational fields, in addition to courses that help you enhance your basic skills. Complementing these programs, Valley College provides you with opportunities to participate in Extension and Community Education programs. With a focus on supporting success in these instructional programs, we provide services and programs which have been designed to meet the needs of members of our diverse student population.

Valley College publishes a schedule of classes prior to each academic session, and both the catalog and the schedule of classes are available on our website at www.lavc.edu. If you don't find the answers to your questions as you browse through the catalog or the website, our dedicated staff and faculty are available to help you.

Again, welcome to Valley College. I wish you success in reaching your educational goals.

Sincerely,



Dr. Barry Gribbons
President

Los Angeles Valley College is a proud member of the:
American Assoc. of Community Colleges



One Dupont Circle, NW, Suite 410 • Washington, DC 20036
Tel: 202.728.0200 • Fax: 202.833.2467 • www.aacc.nche.edu

MISSION:

Los Angeles Valley College serves as our students' pathway to their success and career goals. We embrace the diversity of our community and strive to empower all members to be engaged, confident, and productive. Our comprehensive curriculum and support services enrich learning and inspire our students to achieve their personal goals, including completion of certificates, degrees, and transfer requirements. We are dedicated to providing continuing education, and enhancing personal development and quality of life.

CORE VALUES:

RESPECT, DIVERSITY, OPENNESS AND SUPPORT

Los Angeles Valley College is a respectful and supportive community, open to all learners. We recognize diversity by offering extensive resources and pathways within a vibrant and evolving campus. Our focus on equity and inclusion will ensure our disproportionately impacted students are served.

STUDENT GROWTH THROUGH INNOVATIVE TEACHING AND LEARNING

The college creates a learning-centered environment that offers a broad range

of academic and career pathways and services in an atmosphere of academic freedom and collaboration responsive to students, faculty, staff, and community. The college proactively guides, helps navigate, and supports students' growth to fulfill their educational goals through innovative teaching and learning.

RESOURCEFULNESS AND ENVIRONMENTAL STEWARDSHIP

The college strives to be effective stewards of our physical, technological, and financial resources to maximize institutional effectiveness. The college fosters sustainability and pride in our vibrant and evolving campus.

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GENERAL INFORMATION

College Information

COLLEGE HISTORY

Los Angeles Valley College was created in June 1949 to meet the tremendous growth of the San Fernando Valley during the 1940's and early 1950's. In September 1949, the college was officially chartered by the Los Angeles Board of Education. The pioneer class comprised of 439 students (254 men and 185 women), who were taught by 23 faculty members in five bungalows at Van Nuys High School. Vierling Kersey served as the first director of the college.

The college moved to its present site in the heart of the San Fernando Valley during the summer of 1951. At the opening semester on the new campus, enrollment was 1,003 students, with 55 faculty. The student body was housed in 33 temporary bungalow structures, which increased to 45 bungalows between 1951 and 1956 to meet the growing enrollment. By 1952, the fall enrollment exceeded 2,300 students.

After separating from the Los Angeles Unified School District, the Los Angeles Community College District (LACCD) was formed in 1969. The first independent Board of Trustees was elected the same year. LAVC is one of nine college campuses in the Los Angeles Community College District.

From 1959 to the 1970's, the college added 20 permanent buildings. These buildings included a library, administration building, cafeteria, theater arts, planetarium, campus center, and classroom buildings with science laboratories.

In 2001, LAVC began a bond-funded \$704 million renovation and building project to improve aging college facilities, upgrade infrastructure, and construct new building. All its existing buildings on the campus were renovated, and it added 13 new LEED-certified sustainable buildings.

Today, LAVC serves approximately 28,000 students annually from the neighboring communities of Van Nuys, Burbank, Studio City, Sherman Oaks, Valley Village, North Hollywood, Panorama City, North Hills, and Encino. The college offers 75 associate degree programs, 26 associate degrees for transfer, 83 certificate programs, as well as continuing education, noncredit, and job training programs. Today, it has more than 200 full-time faculty and more than 400 part-time instructors. LAVC is accredited by the Accrediting Commission for Community and Junior Colleges, and is a Hispanic-Serving Institution.

COLLEGE FACILITIES

Los Angeles Valley College is a 104-acre community college located heart of the San Fernando Valley. The tree lined campus is affectionately known as the first California community college to be designated as a Tree Campus USA.

LAVC is proud of its Administration and Career Advancement building, Allied Health and Sciences Center, Child Development & Family Complex, Community Services Center,

Library & Academic Resource Center, Monarch Athletic Center, Student Services Center and Annex, Student Union, and renovated classrooms and laboratories with upgraded smart technology. The college also has a child development center, a family resource center for student parents, and a state-of-the-art television studio. Athletic facilities include a stadium with the only 10-lane Mondo track in southern California, baseball and softball fields, archery field, soccer field, tennis courts, an athletics training facility, rock climbing wall, gymnastics center, a gym for individuals with disabilities, and an aquatics center with an Olympic-sized pool.

The college anticipates opening a new academic and cultural building in 2022, and is planning to build two new multi-discipline academic buildings. Learn more at the LAVC ReVitalizing Valley Web page at www.lavc.edu/revitalizingvalley.

MISSION & CORE VALUES

MISSION STATEMENT

Los Angeles Valley College serves as our students' pathway to their success and career goals. We embrace the diversity of our community and strive to empower all members to be engaged, confident, and productive. Our comprehensive curriculum and support services enrich learning and inspire our students to achieve their personal goals, including completion of certificates, degrees, and transfer requirements. We are dedicated to providing continuing education, and enhancing personal development and quality of life.

CORE VALUES

Respect, Diversity, Openness, and Support

Los Angeles Valley College is a respectful and supportive community, open to all learners. We recognize diversity by offering extensive resources and pathways within a vibrant and evolving campus. Our focus on equity and inclusion will ensure our disproportionately impacted students are served.

Student Growth through Innovative Teaching and Learning

The college creates a learning-centered environment that offers a broad range of academic and career pathways and services in an atmosphere of academic freedom and collaboration responsive to students, faculty, staff, and community. The college proactively guides, helps navigate, and supports students' growth to fulfill their educational goals through innovative teaching and learning.

Resourcefulness and Environmental Stewardship

The college strives to be effective stewards of our physical, technological, and financial resources to maximize institutional effectiveness. The college fosters sustainability and pride in our vibrant and evolving campus.

GENERAL INFORMATION

WHAT WE OFFER

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

GENERAL EDUCATION

LAVC offers programs of undergraduate courses that develop basic academic and technical knowledge and skills needed for further study in a field or needed for employment.

Associate Degree (AA/AS)

An Associate Degree (AA/AS) provides students with basic academic and technical knowledge in a particular subject of study. It may be earned in conjunction with preparing to transfer or an occupational program.

TRANSFER

LAVC offers programs that allow students, who complete 60 transferable units of study, to transfer to an accredited four-year college or university to continue their upper-division work towards a bachelor's degree. Students are encouraged to use the Career/Transfer Center.

Associate Degree for Transfer (AA-T/AS-T)

The Associate Degree for Transfer (AA-T/AS-T) prepares students for transfer to a California State University (CSU). Students completing these degrees are guaranteed admission to the CSU system.

Transfer Pathways to University of California

The UC Transfer Pathways is for community college students who plan to transfer to a University of California (UC) campus to complete their undergraduate degree. It provides a clear road map that prepares students for one of several popular majors, making them competitive for acceptance to and timely graduation from any University of California (UC) campus. It does not guarantee admission to a UC.

CAREER TECHNICAL EDUCATION

LAVC offers occupational programs that help students develop skills in a particular discipline that can lead to employment, job advancement, certification or an associate degree.

Certificate of Achievement

A Certificate of Achievement (CA) program is for students who are looking for instruction with a high degree of specialization.

Skills Certificate

A Skills Certificate is for students who want to take a sequence of credit courses that prepares him or her to progress in a career path.

FOUNDATIONAL & TRANSITIONAL SKILLS

LAVC offers English as a Second Language (ESL) instruction and Civics for immigrants, foreign students and other students with limited English proficiency, and vocational education that prepares students for basic workplace skills.

Noncredit Certificate of Completion

A Noncredit Certificate of Completion (NC) is for students who want to prepare to transition into college-credit courses or the workplace, in subject areas such as ESL, Civics, and Vocational Education.

COUNSELING AND GUIDANCE

LAVC offers counseling and guidance support in academic, career, and personal counseling and assistance in matters of admissions, financial aid, job placement and student activities. It is designed to assist the student in the establishment of educational goals and in the selection and pursuit of a life work compatible with his or her interests, aptitudes and abilities.

COMMUNITY EDUCATION

LAVC offers a Community Services program designed to meet the college's mission for lifelong learning providing hundreds of not-for-credit educational offerings (online and classroom) in computer applications, health and wellness, open recreation, personal growth, and business-related studies. This program is a completely self-supported, fee-based division of the college. Register online for Community Services classes at: lavalley.augusoft.net.

CONTINUING EDUCATION

LAVC offers opportunities for individuals who are interested in improving their academic and occupational competencies. In addition, tuition-free noncredit courses are intended to provide students with lifelong learning and college and career preparation opportunities.

LOS ANGELES VALLEY COLLEGE FOUNDATION

The Foundation is a non-profit organization whose purpose is to benefit Los Angeles Valley College students and college programs and activities. The Foundation raises funds to support student scholarships, faculty projects, and various campus programs, and alumni events.

To inquire about the Foundation or to make a contribution, please call (818) 947-2619, or visit them online at www.lavcfoundation.org.

GENERAL INFORMATION

COLLEGE COLORS & MASCOT

The students, faculty and staff of Los Angeles Valley College have selected green and gold as the college's official colors. The mascot is the lion, and its sports teams are known as the "Monarchs". The school colors and mascot were selected by the pioneer class of Los Angeles Valley College in 1949. For the college logo, contact the LAVC Public Relations Office at news@lavc.edu.

ACADEMIC FREEDOM

The Board's policy on academic freedom is contained in Article 4 of the LACCD's Agreement with the American Federation of Teachers College Guild, which is in effect between July 1, 2017 and June 30, 2020. This article states that "the Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students."

ACADEMIC CALENDAR

Los Angeles Valley College offers two semesters (Fall and Spring) every academic year. In addition, the college may offer two intersessions (Winter and Summer)*. All college classes are open to regularly enrolled students.

The following outlines some of important dates for the 2020-2021 academic year; a complete listing of academic dates and deadlines is posted each semester

2020-2021 Term Dates	
Summer Period Begins Summer Ends	6/15/20 Monday 8/30/20 Sunday
Fall Instruction Begins Fall Finals End	8/31/20 Monday 12/20/20 Sunday
Winter Instruction Begins Winter Instruction Ends	1/4/21 Monday 2/7/21 Sunday
Spring Instruction Begins Spring Finals End	2/8/21 Monday 6/7/21 Monday
Summer Period Begins Summer Period Ends	6/14/21 Monday 8/29/21 Sunday

2020- 2021 Academic Calendar

Fall 2020 Semester

REGISTRATION STARTS

June 8, 2020	Tier 1: CalWorks, SSD, EOPS, Foster Youth, Active Duty/Veterans
June 11, 2020	Tier 2: Athletes, Promise, Completion
June 15, 2020	Continuing & New, Fully Matriculated Students and Middle College High School
June 29, 2020	Students Who Lost Priority
July 1, 2020	Open Enrollment, including K-12 Special Admits

GENERAL CALENDAR DATES

August 31, 2020	Day and Evening Classes Begin
September 5, 2020	Saturday Classes Begin
December 20, 2020	Last Day of Instruction
December 14-20, 2020	Final Examinations

HOLIDAY- NO CLASSES

September 7, 2020	Labor Day, college closed
November 11, 2020	Veterans Day, college closed
November 26-27, 2020	Thanksgiving, college closed
December 24, 2020- January 1, 2021	Winter Break, college closed

Spring 2021 Semester

REGISTRATION STARTS

November 9, 2020	Tier 1: CalWorks, SSD, EOPS, Foster Youth, Active Duty/Veterans
November 12, 2020	Tier 2: Athletes, Promise, Completion
November 16, 2020	Continuing & New, Fully Matriculated Students and Middle College High School
December 2, 2020	Students Who Lost Priority
December 7, 2020	Open Enrollment, including K-12 Special Admits

GENERAL CALENDAR DATES

February 8, 2021	Day and Evening Classes Begin
February 20, 2021	Saturday Classes Begin
June 7, 2021	Last Day of Instruction
June 1 - 7, 2021	Final Examinations

HOLIDAY- NO CLASSES

January 18, 2021	Martin Luther King Jr. Day, college closed
February 12 & 15, 2021	Presidents' Day, college closed
March 31, 2021	Cesar Chavez Day, college closed
April 3 - 9, 2021	Spring Break, college closed
May 31, 2021	Memorial Day, college closed

The Catalog, schedule of classes, and a complete listing of academic dates and deadlines in a given semester are available on the LAVC's Class Schedule webpage at www.lavc.edu/schedule/.

* Summer and winter intersessions are subject to approval by the Board of Trustees.

MATRICULATION/ADMISSIONS AND REGISTRATION PROCEDURES

ADMISSION ELIGIBILITY

Anyone with a high school diploma or its equivalent meets the basic eligibility requirement for admission to a California public two-year community college.

People who do not have a high school diploma or its equivalent but meet additional criteria are also eligible for admission if, in the judgment of the college Admissions Officer, they are capable of profiting from instruction. Additional eligibility criteria include:

1. People who are eighteen (18) years old.
2. People who are apprentices, as defined by Section 3077 of the California Labor Code.
3. People in grades K-12, under special circumstances.

Information regarding other eligibility criteria and/or admission procedures is available in the Office of Admissions and Records.

HIGH SCHOOL STUDENTS (9-12 GRADES)

ADMISSION

High school students are allowed to enroll while they are still in high school provided they submit an online Admissions Application and get the approval of their principal or designee and parent on a Concurrent Enrollment Form.

ASSESSMENT

High school students may refer to their U.S. high school transcripts when answering the multiple measures questions as part of the initial college application to LAVC.

DECIDING WHICH CLASSES TO TAKE

The principal or designee signing the Concurrent Enrollment Form should approve the class(es) in which the student is attempting to enroll. However, the student is still required to meet college-level prerequisites for any course they wish to take.

ENROLLING IN CLASSES

Students may choose to take Dual Enrollment classes after school at Los Angeles Valley College or on select high school campuses. Students should see their college counselor for more information, because courses vary by semester.

■ After-School Classes

Students must submit an online admissions application and bring a Concurrent Enrollment Form. For more information students should talk to their high school counselor or college advisor.

■ General Courses/Intersession

Students must submit an online admissions application and Concurrent Enrollment Form to the Office of Admissions and Records during normal business hours. Students will receive an internet registration appointment at this time. For more information go to Admissions and Records located in the Student Services Center building.

PAYING YOUR FEES

Concurrently enrolled middle/high school students are exempt from paying enrollment fees provided they enroll in 11 units or less. If they enroll in more than 11 units, the student is responsible for paying fees for all units enrolled.

ELEMENTARY AND MIDDLE SCHOOL STUDENTS (K-8 GRADES)

ADMISSION: K – 8

Los Angeles Valley College provides opportunities for academically advanced students to enroll at the college. Students who wish to enroll in courses must complete an application packet, available at the Academic Affairs Office Located in the Administration and Career Advancement Building (ACA) room 2401. Students must complete and submit the application packet no later than two weeks prior to the beginning of the semester. There are no exceptions. Once a completed application is received, the K-8 Admissions Committee will review the application. Students will be admitted only for enrichment purposes. (Administrative Regulation E-87)

FEE PAYMENT

ATTENTION CALIFORNIA COLLEGE PROMISE GRANT STUDENTS (FORMERLY BOARD OF GOVERNORS FEE WAIVER)

All students will be charged the health fee (\$19 for Fall/Spring and \$16 for Summer/Winter). This fee will no longer be waived for students who are eligible for a fee waiver. Please feel free to contact the Financial Aid Office at extension 2412 if you have any questions.

Fees for California residents are subject to change by California legislature. **PAY FEES AS SOON AS POSSIBLE TO AVOID DELAYS** in receiving your **REGISTRATION FEE RECEIPT**. You will need this receipt to purchase books and to avoid long lines or a hold on classes/books/records. If you pay by mail, the **REGISTRATION FEE RECEIPT** form will be mailed to you. If you don't receive your fee receipt by mail, you may pick it up at the Business Office. If you delay in payment of fees, your enrollment process will be delayed.

You will need your **REGISTRATION FEE RECEIPT** before you can purchase books, check out library materials, or identify

MATRICULATION | ADMISSIONS | REGISTRATION

yourself for any purpose as an enrolled student. If you do not pay your fees, you will not be able to purchase a parking permit or take a photo I.D.

FEDERAL EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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 written request for access.
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.
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.
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.
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.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, DC 20202-4605

RESIDENCY REQUIREMENTS

CALIFORNIA RESIDENCY REQUIREMENT

To attend any of the Los Angeles Community Colleges as a resident of California, a student is required to have been a California resident for more than one year immediately preceding the Residency Determination Date. The Residency Determination Date is the day before classes begin. Residence is defined as a union of act and intent.

NON-RESIDENTS

A non-resident student is one who has not had residence in the State of California for more than one year immediately preceding the Residency 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 others are not. Check with the Admissions

Office regarding your particular status.

A student classified as a non-resident will be required to pay non-resident tuition fees as established by the District Board of Trustees.

RESIDENCY RECLASSIFICATION

Students who have been classified as non-residents may petition to be reclassified at any time they feel their status has changed. The Residency Reclassification forms are available in the Admissions Office and must be submitted prior to the semester in which reclassification as a resident is to be effective.

RESIDENCY APPEAL

A student may appeal the residence classification as determined by the college. The appeal must be made within 30 calendar days of receipt of residency reclassification decision. The appeal must be submitted in writing to the college Admissions Officer, who will forward it to the District Residency Appeal Officer.

COLLEGE RESIDENCY

Units for which credit is given pursuant to the provision of this section shall not be counted in determining the twelve units of credit for residence requirement.

FOREIGN STUDENT ADMISSION F-1 VISA APPLICANTS

Los Angeles Valley College issues I-20s to foreign students who wish to study on an F-1 visa. The college works closely with the United States Citizenship and Immigration Services (USCIS). Therefore, foreign students are urged to acquaint themselves with the USCIS prior to applying for admission.

Foreign student applications are accepted Fall/Spring semesters. Foreign students are required to pay the non-resident tuition fee. Tuition and fees must be paid at the time of registration in accordance with the number of units in which the student enrolls. There is a \$50.00 application processing fee due at the time of application.

I-20s may be issued to the following applicants:

Applicants within the U.S.

- F-1 visa students transferring from another institution
- F-2 visa students nearing their 21st birthday
- Other eligible visa holders who wish to go through a change-of-status to become F-1 students

Applicants outside the U.S.

- May apply to the college provided they have completed their secondary (high school) education in their home country and are English proficient.

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I-20s are not issued to people who are out-of-status with USCIS or students with GPA below a 2.0.

Effective April 12, 2002, the USCIS has issued a rule which requires students with B visas to change their visa status to either an F-1 or M-1 non-immigrant visas prior to pursuing a course of study at the college.

Applications for admission to Los Angeles Valley College are accepted on or before the last day to apply.

Applying from outside the U.S. and for a change of status.

Fall	Feb 1 – June 1*
Spring	August 1 – Nov 1*

Applying from inside the U.S.

Fall	Feb 1 – June 30*
Spring	August 1 – Nov 30*

* Application materials must be post-marked on or before application deadlines.

International students are required to purchase the college's International Medical Insurance plan.

FEES

ENROLLMENT FEE

Section 72252 of the Education Code requires community colleges to charge an enrollment fee for each student enrolling in a college. The fee prescribed by this section shall be forty-six dollars (\$46) per unit with no maximum per semester.

Financial aid may be available to students who meet the qualification requirements. Students with questions concerning financial aid eligibility should contact the college Financial Aid Office. Applications should be submitted as soon as possible. These fees are subject to change.

ENROLLMENT FEE ASSISTANCE

The college offers enrollment fee assistance to students who are unable to pay the enrollment fee. For assistance with enrollment fees. Students should contact the college Financial Aid Office, located in the Student Services Center building.

The Enrollment Fee Waiver is available to students who receive AFDC, SSI/SSP, General Relief; or who live with their parents, and their parents only source of income is AFDC, SSI/SSP, or General Relief; or who are dependents of deceased/disabled veterans; or who are dependents of an unmarried surviving spouse of a deceased/disabled member of the California National Guard.

In addition the Enrollment Fee Exemption is available to students who meet the eligibility criteria established by the Board of Governors of the State of California in regard to income level by household size.

ENROLLMENT FEE REFUND POLICY

For other than short-term classes, a full refund of the enrollment fee will be issued to the end of the second week of class. Thereafter, no refund is authorized except when college action to cancel or reschedule a class necessitates the drop.

For short-term classes, a full refund is authorized up to the end of a period of time equal to 10% of the total class time. Thereafter, no refund is authorized except when college action to cancel or reschedule a class necessitates the drop. Check with the office of Admissions for actual dates.

NOTE ON REFUNDS: All refunds of enrollment fees, non-resident tuition, parking, and A.S.U. membership must be formally requested by the student and submitted to the Business Office in person or by mail. All refunds will be in accordance with the published refund schedules and each claim must be requested no later than the 5th week of the semester in which instruction occurs.

NON-RESIDENT TUITION FEE

The Board of Trustees adopted a non-resident tuition fee of \$282 per semester unit for students attending the District colleges who are non-residents of the state. Furthermore, for non-resident students who are both citizens and residents of a foreign country, the Board adopted a \$282 per semester unit fee AND a \$50 nonrefundable application processing. These fees are subject to change each academic year.

LACCD Board Rule 8100.15 states that "students who are citizens and residents of a foreign country, or who are legally precluded from establishing residency in California, shall be entitled to exemption from nonresident fees on the basis of individual financial need in accordance with regulations adopted by the Chancellor. Such individual exemptions shall not be granted in excess of ten percent (10%) of the District's students who are both citizens and residents of a foreign country in the applicable term. Students who may be eligible to receive nonresident tuition exemption should contact the office of admissions and records.

Nonresident students who are admitted as "Special Part Time Students Grades K-12" and who enroll in more than six (6) units will be subject to the nonresident tuition fee for all units taken.

Resident students admitted as "Special Part Time Students Grades K-12" and enrolling in 11 or fewer units are exempt from enrollment fees charged for all terms (including summer) pursuant to Education Code section 76300.

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INTERNATIONAL STUDENT MEDICAL INSURANCE FEE

Effective for the Fall 2009 semester, international students attending a college in the Los Angeles Community College District under an F-1 or M-1 visa shall be charged a medical insurance fee equal to the cost of medical insurance purchased by the District on the student's behalf.

In exchange for the International Student Medical Insurance fee, international students will be provided with a medical insurance policy with the following minimum coverage:

1. Medical benefits of at least \$50,000 per accident or illness,
2. Repatriation of remains in the amount of \$7,500,
3. Expenses associated with the medical evacuation of the student to his or her home country in the amount of \$10,000, and
4. A deductible not to exceed \$500 per accident or illness.

PERIODS OF COVERAGE

The International Student Medical Insurance fee will be charged at the time of registration. International students registering for the Fall semester will be charged for and receive medical insurance from August 15 through January 31. International students registering for the Spring semester will be charged for and receive medical insurance coverage from February 1 through August 14.

International students who register for the first time during a Summer term will be charged for and receive medical insurance from May 15 through August 14. International students enrolling for the first time during the Winter term will be charged for and receive medical insurance coverage from December 15 through January 31.

Coverage is for the periods listed above and is not prorated.

REFUNDS

Once international student registration information is transmitted to the District's international student medical insurance provider, the District will not provide any refunds. If an international student terminates his or her enrollment, any refunds must be arranged with the provider.

FEES

For the Fall 2020-2021 Academic Year, the International Student Medical Insurance fee is \$761 in Fall and Spring Semesters.

Fall 2020 Coverage Dates: August 15, 2020 to January 31, 2021.

Spring 2021 Coverage Dates: February 1, 2021 to August 14, 2021.

HEALTH SERVICE FEE

The Los Angeles Community College District charges a \$19 mandatory health fee for fall and spring and \$16 for summer and winter. The fee is payable to one campus only, to cover the costs of health centers at each college. This fee is subject to change. If you are a member of a religious group that depends on prayer for healing, contact the office of the Vice President of Student Services for exemption procedures.

General health, emergency and first aid, as well as non-emergency physician services are available by appointment. Psychological counseling is also available.

Preventative health screenings are provided at no cost and include: physical exams, blood pressure screenings, breast exams, testicular exams and more. Lab testing and immunizations are provided on an as-needed basis at a low cost. Referral services are also available.

HEALTH FEE EXEMPTIONS

Los Angeles Community College District policy exempts the following students from paying the student health fee: (a) students who depend exclusively on prayer for healing in accordance with the teaching of a bona fide religious sect, (b) students who are attending classes under an approved apprenticeship training program, (c) noncredit education students, (d) students enrolled in District colleges exclusively at sites where student health services are not provided, (e) students who are-enrolled in District colleges exclusively through contract education, (f) students admitted as Special Part-time Students (K-12) or Special Summer School Students under the provisions of Board Rule 81001.01 or 81001.02. Students exempted under the provisions of (b), (c), or (f) above are eligible to receive the services of the college health program; all other exempted students are not eligible to receive the services of the college health program, unless they opt to pay the fee.

INSTRUCTIONAL MATERIALS

Students may be required to provide (purchase) 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.

MATRICULATION | ADMISSIONS | REGISTRATION

PARKING FEE

A parking permit is required at all times when using campus parking facilities including any and all roads within the campus boundaries during regular school hours.

The Board of Trustees of the Los Angeles Community College District has authorized parking fees for all on campus parking at district colleges.

PARKING PERMIT FEE:

\$20.00 (Spring/Fall) \$7.00 (Winter/Summer)

Students who pay the parking fee will be issued a permit. Parking permits purchased online must be picked up at the Business Office by the student. The permit must be displayed clearly when parking in college student parking lots. Students who do not elect to purchase the permit at the time of registration may do so at any time during the semester at the Business Office. No refunds are made for parking fees unless there is a complete withdrawal from the college during the first two weeks in which instruction occurs. Parking permits must be returned to claim the refund. NO refund will be issued after the second week of the semester.

Note: The issuance of a parking permit does not guarantee the student a parking space, only the opportunity to park in the appropriate lot if spaces are available. Any vehicle parked in the areas without proper permit appropriately displayed will be cited.

BUSINESS OFFICE

OFFICE HOURS

Monday, Wednesday, Thursday, Friday: 8:00 a.m. - 3:45 p.m.
Tuesday: 8:00 a.m. - 6:15 p.m.

The Business Office is located in the Student Union Building room 143. It is the center where you can pay your school fees in person. Please call (818) 947-2318 or email Businessoffice@lavc.edu.

PAYMENT METHODS

The Business Office accepts the following method of payments:

- Cash, money orders, and cashier's checks.
- You may pay via the internet at www.laccd.edu/student_information/sis_logon.asp
- You may also pay by mail to:

Los Angeles Valley College
Business Office
5800 Fulton Ave.
Valley Glen, CA. 91401-4096

ENROLLMENT FEES

Enrollment fees are set by the California State Legislature and are subject to change.

Fee Section 722 of the Education Code requires community colleges to charge an enrollment fee for each student enrolling in a college. Enrollment fees are due at the time of registration. California residents will be required to pay \$46 per unit enrollment fee with no maximum per semester. For example, if you enroll in 10 units, the cost will be \$460. If you enroll in 15 units, the cost will be \$690, and so forth. Enrollment fees must be paid at the time of registration.

Students remain financially responsible for enrollment fee and tuition charges unless they officially drop semester length classes in the first two weeks of the regular classes (Fall/Spring).

After the refund deadline, fees will not transfer when students add and drop classes, whether or not fees have been paid.

ENROLLMENT FEE ASSISTANCE (FINANCIAL AID)

You may be eligible for a California College Promise Grant

The Financial Aid Office provides an enrollment fee waiver for qualifying students who are California residents. We encourage students to complete a Free Application for Federal Student Aid (FAFSA) to be considered for all possible types of financial aid the college offers. The Los Angeles Valley College Federal School Code is 001228. Students who file the FAFSA and meet eligibility requirements will receive a postcard in the mail indicating a fee waiver has been processed.

It is recommended that students obtain the fee waiver prior to registering for their classes; however, enrollment fee waivers may be obtained at any time within a given term for eligible students. Students who pay for their registration fees now and later find that they were eligible for a fee waiver may apply for a refund at the Los Angeles Valley College Business Office by June 30th of the award year.

If you do not qualify for the waiver, you will be responsible for paying all fees necessary to enroll in classes. Please note that students who elect to audit classes are ineligible for financial aid, including the fee waiver.

OFFICE HOURS

Monday-Thursday: 8:00 a.m. - 7:00 p.m.
Friday: 8:00 a.m. - 2:00 p.m.

The Financial Aid Office is located on the first floor of the Student Services Building. Our telephone number is (818) 947-2412 and our LAVC email is financialaid@lavc.edu.

Warning: Students who drop classes may be required to repay some of the federal financial aid funds they have received. We highly recommend that you contact the Financial Aid Office prior to dropping any of your classes.

MATRICULATION | ADMISSIONS | REGISTRATION

CAMPUS PROCEDURE ON FEE REFUNDS

All refunds of enrollment fees, non-resident tuition, parking, and A.S.U. membership **MUST BE FORMALLY REQUESTED** by the student and submitted to the Business Office in person or by mail. All refunds are in accordance with the published refund schedules and each claim must be requested no later than the 5th week during which instruction occurs.

STUDENT REPRESENTATION FEE

The \$2 student representation fee provides independent support to student-elected governmental affairs representatives to express the opinions and viewpoints of community college students regarding education and social issues before city, county and district government offices and agencies at the local, state and federal level. This very modest fee helps ensure students have a voice in the government process.

If students wish to opt-out of paying the \$2 Student Representation Fee, they can either visit the Business Office or sign in to the MyCollege.laccd.edu student portal, click on the "Student Account" tile, followed by the "Account Services" drop down menu. Click on "ASO/Rep Fee Opt Out" link and then follow the instructions on the page.

AUDIT FEE

The audit fee is \$15 per unit. Students who are enrolled in ten units of credit or more may audit up to three units without charge. There is no withdrawal from an audit or refund of the audit fee. It is not possible to transfer from audit to credit enrollment.

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. Such request must be made in writing on a form provided by the District.

The date used for non-resident refund purposes is the date on which such request is filed and time stamped, regardless of when separation may have occurred. All non-resident refunds will be made by mail.

STUDENT ID CARDS

All students will be issued a picture ID card.

ID cards serve as official identification for access to college programs and services. A \$10 fee is charged for replacement of lost cards.

ASSOCIATED STUDENTS ORGANIZATION FEE

Each student is encouraged to become a member of the Associated Student Organization. \$10 for the Spring and Fall semesters; \$3 for the Winter and Summer sessions. ASO membership enables students to join clubs, receive free printing, use the Lion's Den Game Room, and more.

FEE AND REFUND SCHEDULE

Enrollment Fee	\$46 per unit*	End of second week of the semester. Deadline for short-term classes will be different for each class
*Subject to change by the California Legislature		
Non-resident Tuition (All non-resident students must pay the \$46* per unit enrollment fee in addition to non-resident tuition. Non-resident tuition is due upon registration.)		
Students from another State:	\$282 per unit	End of second week of the semester. Deadline for short-term classes will be different for each class
Student from another Country:	\$282 per unit	
International Student Fees		
International Student (F1 VISA)		
Application Fee:	\$50	Non-refundable
SEVIS Processing Fee	\$25	Non-Refundable
International Student Medical Insurance (IMED)		
	Estimate at \$761 for Fall Semester	Full refund before the first day of instruction. Prorated by Vendor thereafter.
Health Service Fee	\$19	End of second week of the semester. Deadline for short-term classes will be different for each class
Audit Fee	\$15 per unit (Student who have enrolled in 10 units or more of credit enrollment may audit up to 3 units without charge)	NON REFUNDABLE OR TRANSFERABLE
Student Representative Fee	\$2	End of second week of the semester. Deadline for short-term classes will be different for each class
Parking Fee	\$20 (Spring/Fall) \$7 (Winter/Summer)	End of second week of the semester. Deadline for short-term classes will be different for each class
Associated Students Organization Membership Fee	\$10 (Spring/Fall) \$3 (Winter/Summer)	End of second week of the semester. Deadline for short-term classes will be different for each class
Other Fees		
Emergency Processing of Transcript or Verification of Enrollment	\$10	*The first two transcripts or verifications are free.
Verification of Enrollment*	\$3	
Record of Work in Progress*	\$3	All Fees owed must be paid before transcripts or verification will be released.
Transcript*	\$3	
All fee refunds must be claimed in person at the Business Office. Please note that a \$10 returned check charge is assessed for a check returned to the Business Office unpaid by the bank for any reason. A stop payment order on a check does not constitute an official withdrawal nor does it release the student's financial obligation for the fees. A student with an unpaid financial obligation will not be able to register for subsequent semesters.		

REFUNDS

- Cash - All refunds of payments will be made through BankMobile. No cash refund will be made
- Credit Cards - A credit will be issued through the credit card agency and must be claimed in person at the Business Office.

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RETURNED CHECK/STOP PAYMENT CHARGE

There is a charge for each check returned by the maker's bank or if payment is stopped by the maker. Currently this charge is \$10, but is subject to change without notice. In addition, the college reserves the right to refuse acceptance of a check from an individual who previously had his/her check returned by the maker's bank to this college or any of the other eight colleges in the L.A. Community College District.

Students remain financially responsible for the enrollment fee and non-resident tuition unless they officially drop classes through the Admissions and Records Office by the end of the second week of the semester. The Business Office no longer accepts checks for payments.

STUDENT EQUITY AND ACHIEVEMENT PROGRAM (SEA)

All new students are required to complete the Student Equity and Achievement Program (SEA) matriculation process which includes three core services: English and Math Placement, Orientation, and Counseling/Student Educational Planning (POC).

PLACEMENT

Following the guidelines of AB 705, Los Angeles Valley College has implemented a NEW process for placement into English and Math courses. English as a Native Language (ENL) & Math assessments are no longer offered. The college application process utilizes multiple measures including high school coursework, grades, and grade point average to determine placement into college-level English and Math.

New and returning students may refer to their U.S. high school transcripts when answering the multiple measures questions as part of the initial college application.

Students interested in being placed in the English as a Second Language (ESL) sequence may visit the [Assessment Center](#) for ESL assessment and placement.

Students not qualified to answer the multiple measures questions should complete the guided self-placement process with a counselor for English and math placement.

ORIENTATION

All new students are required to complete [Online Orientation](#) which is a multimedia presentation available any time on the Counseling Department webpage and/or through the [Student Information System](#).

Topics include:

- Campus Policies & Procedures
- Academic expectations
- Educational program information
- Campus resources and special programs
- Maintaining registration priority

COUNSELING/STUDENT EDUCATIONAL PLANNING

FIRST SEMESTER STUDENT EDUCATIONAL PLANNING (SEP)

Once students have completed the self-placement and online orientation, they are required to attend an in-person Counseling: First Semester Student Educational Planning (SEP) session or complete the [online](#) version. In-person SEP sessions are counselor-led group advisement sessions where students receive more personalized attention and review of the following:

- Educational programs
- Registration process
- Important dates and deadlines
- First Semester Educational Planning (Abbreviated SEP)

COMPREHENSIVE STUDENT EDUCATIONAL PLAN (SEP)

Students are encouraged to declare their educational goal and major early in their college career. Students should meet with a counselor to develop their Comprehensive Student Educational Plan (SEP) within their first year of college. The Comprehensive SEP guides students in completing their educational goal.

New students may take a Counseling 1 or 20 course. These courses introduce students to various campus resources, help build study skills, explore career and transfer options, and create their comprehensive Student Educational Plan.

Students may schedule an individual counseling appointment for comprehensive student educational planning to help guide them in reaching their educational goal. Schedule appointments in the Counseling Department, in Student Services Annex, or call 818 947-2474, or go online to: [lavc.edu/counseling](#). Counselors are available year-round by appointment for:

- Comprehensive SEP
- Career assessment and exploration
- Transfer information
- Academic or personal issues

Additional counselors are available for appointments in the following satellite locations on campus: [Black Scholars](#) (Mosaic Center, SSC 205), [CalWORKS](#) (ACA 1101), [Dream Resource Center](#) (Mosaic Center, SSC 205), [EOPS](#) (SSC 217), [STEM](#) (CC 100), [Services for Students with Disabilities](#) (SSA 175), [TRiO](#) (SSC 228), [Veterans](#) (Mosaic Center, SSC 205).

MATRICULATION | ADMISSIONS | REGISTRATION

STUDENTS' RESPONSIBILITIES

Non-exempt students are required to express at least a broad educational intent upon admission, declare a specific educational goal prior to the completion of 15 semester units at Los Angeles Valley College, participate in counseling and advisement, diligently attend class, complete assigned course work, prepare a student educational plan, complete courses, and maintain progress toward the goal identified in their educational plan.

STUDENTS' RIGHTS

Students who fail to fulfill the responsibilities required above will receive the latest priority registration appointment. Please be aware of the fact that the college does not terminate any service to which a student is otherwise entitled.

Students have the right to challenge any procedure which they feel is in violation of state regulations.

COUNSELING COURSES

We recommend that new students take a Counseling 1 or 20 course prior to the completion of 15 semester units at Los Angeles Valley College. These courses assist students in utilizing campus resources, improving their study skills, career exploration, and creating their comprehensive Student Educational Plan.

ENGLISH, ESL, AND MATH PLACEMENT

California Assembly Bill (AB) 705, a law which took effect January 1, 2018, requires that California Community Colleges use multiple methods of placing students into transfer-level English, English as a second language (ESL) and math courses. Following the guidelines of AB 705, LA Valley College has implemented a NEW process for placement into English & Math courses. The new process uses multiple measures including high school coursework, grades, and grade point average to determine placement into college-level English & Math.

- New and returning students may refer to their U.S. high school transcripts when answering the multiple measures questions as part of the initial college application.
- Continuing students will be prompted to complete the multiple measures questions in the student portal for updated English and Math placements.

Students unable to answer the multiple measures questions, should complete the guided self-placement process available online or consult with a counselor.

The English as a Second Language (ESL) assessment is still offered. Students interested in being placed in the ESL sequence may visit the Assessment center or call (818) 947-2587 to make an appointment.

ADDITIONAL RESOURCES ON AB 705:

- Assembly Bill 705: https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705
- Assembly Bill 1805: https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1805
- CCC Chancellor's Office Memo AA 18-40: <https://assessmentplacement.squarespace.com/s/0718-AB-705-Implementation-Memorandum.pdf>
- CCC Chancellor's Office Memo AA 18-41: https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b68e1ba70a6add62b06a9a9/1533600186421/AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf

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

ENGLISH PLACEMENT CRITERIA

Assignment to a tier is based on the student's HSGPA (US high school cumulative grade point average). All students who provide placement data may enroll in transfer-level English composition (ENGLISH 101) with or without the optional support courses or services listed in the placement message. Students who place in ENG Tier 3 are encouraged to concurrently enroll in ENGLISH 101 and ENGLISH 72.

ENGLISH AS A SECOND LANGUAGE (ESL) PLACEMENT CRITERIA

Each LACCD college uses its own criteria for ESL placement. At LAVC, please visit the Assessment center or call (818) 947-2587 to make an appointment. Note: ESL placement does not override English placement.

MATH PLACEMENT CRITERIA

Assignment to a tier is based on the student's HSGPA (US high school cumulative grade point average). All students who provide placement data may enroll in some form of transfer-level math. In some tiers, students are encouraged to consider enrollment in a concurrent support course (e.g. MATH 100); using the Math Tutoring Lab; or consider enrolling in a course one-level below transfer in preparation for a transfer-level course appropriate to their chosen major. Students are encouraged to see a counselor and the catalog to determine which (if any) of the courses they are cleared to take are required for their education plan.

MATRICULATION | ADMISSIONS | REGISTRATION

BUSINESS, SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (BSTEM) PLACEMENT CRITERIA

The following criteria is used for placement into mathematics courses typically required for business, science, technology, engineering, and mathematics programs (BSTEM).
HSGPA=US high school cumulative grade point average;
HS=US high school course.

BSTEM TIERS

TIER	PLACEMENT CRITERIA	RECOMMENDED SUPPORT
1	HSGPA \geq 3.4 or HSGPA \geq 2.6 & HS Calculus	
2	HSGPA \geq 2.6 or HS Precalculus (or equivalent/higher)	
3	HSGPA $<$ 2.6	
N	Insufficient data to apply the above	

STATISTICS AND LIBERAL ARTS MATH (SLAM)

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

SLAM TIERS

TIER	PLACEMENT CRITERIA	RECOMMENDED SUPPORT
1	HSGPA \geq 3.0	
2	$2.3 \leq$ HSGPA $<$ 3.0	
3	HSGPA $<$ 2.3	
N	Insufficient data to apply the above	

GUIDED SELF-PLACEMENT

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

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

- The support courses and services offered to students enrolled in transfer-level courses
- Students' rights under the AB 705 law

CONTINUING STUDENTS

Continuing students are those who were admitted in an earlier term and continue to take courses. Continuing students whose placement has been updated using the new placement criteria are not required to take any course that is part of their old placement. This is especially true if they were placed below transfer-level in English or more than one level below-transfer in math. Such students may enroll in any course listed in their new placement message without taking any course below it in the sequence, even if that means skipping several courses that would have been required under the old placement.

HOW PLACEMENT AFFECTS PREREQUISITES/ COREQUISITES AND MAJOR REQUIREMENTS

Students who place into a course that is part of a sequence do not need to take any course lower in that sequence, whether such a course is a pre- or corequisite to any course in the same or any other subject or a prerequisite or requirement for any program.

Students who place into any transfer-level math course are not required to take any below-transfer-level math course for any reason. However, students who intend to earn an associate of arts/science degree and cannot meet math competency through any other means will need to pass a course approved to meet math competency prior to graduation.

MATRICULATION | ADMISSIONS | REGISTRATION

REGISTRATION PROCESS ENROLLMENT PRIORITY POLICY CHANGES:

The California Community Colleges Board of Governors established system-wide enrollment priorities effective Fall 2014. Enrollment priorities dictate how registration appointments are assigned. Students with the highest priority are given the earliest registration appointments.

The changes are designed to ensure class availability for students: seeking job training, degree attainment, transfer, and to reward students making progress toward their educational goals.

PRIORITY REGISTRATION GROUPS:

Group 1: Fully Matriculated State Mandated Special Populations

- Fully Matriculated active-duty military, CalWorks, EOPS, DSPS, Foster Youth and Veterans students.

Group 2: Athletes, Promise and Completion

- Fully matriculated athletes, L.A. College Promise, and students completing a first degree in the registration term.

Group 3: Continuing and New Students

- Fully matriculated continuing, new, and returning students.

Group 4: Students without Priority Enrollment

- Non-matriculated continuing students, students with 100+ degree applicable units district wide, continuing students not in good standing (2nd semester academic &/or progress probation), new and returning students applying after cutoff date to assign priority registration appointments.

Group 5: K - 12 Students

- Continuing, new and returning K-12 students. K-12 students who applied after the cutoff date to assign priority registration appointments.

Notes:

1. Good standing is defined as not on academic or progress probation.
2. Non-degree applicable basic skills units do not count toward the 100 units completed.
3. Students may appeal the loss of priority in cases of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.
4. Disabled students may also appeal the loss of priority, if they did not receive reasonable accommodations in a timely manner.

DISTRICT-WIDE REGISTRATION

REGISTER AT MORE THAN ONE COLLEGE!

Students registering for classes through the college's web-based registration system will also have the opportunity to register for classes at any of the other colleges in the Los Angeles Community College District – East L.A. College, L.A. City College, L.A. Harbor College, L.A. Mission College, Pierce College, L.A. Trade Technical College, L.A. Southwest College, L.A. Valley College, and West Los Angeles College.

SEARCH FOR CLASSES ON THE WEB!

Using the college's web registration system, students can search for available classes at any college in the Los Angeles Community College District. They can even search for a particular course by time and days of the week!

12,000 CLASSES TO CHOOSE FROM!

The opportunity to enroll at multiple colleges gives students access to over 12,000 classes throughout the nine colleges in the Los Angeles Community College District.

REGISTER FOR CLASSES ONLINE

LOG INTO PORTAL

1. Go to mycollege.laccd.edu or from the LAVC homepage, click on the **REGISTER** tab.
2. Enter your student ID number in the username field, and your password.

SEARCH FOR CLASSES AND ADDING TO THE SHOPPING CART

1. Go to **Academics Menu** and then **Search for Classes**.
2. Select the Term for which you are trying to enroll.
3. Select subject and course number, then click search.
4. Select the class in which you want to enroll (enter Permission Number if you are enrolling after the term has begun) and click next.
5. This class has been successfully added to the Shopping Cart.

ENROLL IN CLASS(ES)

1. Go to the Academics Menu and select Add Classes
2. Select the Term for which you are trying to enroll.
3. The classes you've added to your Shopping Cart will appear and you may PROCEED TO STEP 2 of 3
4. Click Finish Enrolling.

MATRICULATION | ADMISSIONS | REGISTRATION

CHALLENGE TO PREREQUISITES AND COREQUISITES — DEADLINE: LAST DAY TO ADD CLASSES

- A prerequisite is a requirement that a student demonstrate current readiness to enroll in a particular course or program.
- A corequisite is a requirement that a student enroll in another course at the same time as a particular course or program.
- An advisory is a course or preparation that is recommended, but not required, to enroll in a particular course or program.

The requirements of a prerequisite or corequisite may be challenged on the following grounds:

1. The student has the documented knowledge or ability to succeed without meeting the prerequisite/corequisite.
2. The prerequisite/corequisite is not reasonably available.
3. The prerequisite/corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
4. The prerequisite/corequisite has not been established in accordance with the district's process.
5. The prerequisite/corequisite is in violation of Title 5 section 55003.

CHALLENGE PROCEDURES

Prerequisites/Corequisites

Students without transcripts or other proof of having taken the prerequisite course(s) required for entry into a particular course must go through the prerequisite challenge procedure as follows:

1. Complete the **Prerequisite/Corequisite Challenge Form**. Form available in the following locations:
 - Admissions & Records - Student Services Center, 1st Floor
 - Academic Affairs - Administration & Career Advancement, room 2401
 - Counseling - Student Services Annex
 - Services for Students with Disabilities (Formerly DSPS) - Student Services Annex
 - EOPS - Student Services Center, 2nd Floor
2. Take the completed form to the chair of the department through which the course in question is being offered.
3. The chair will either approve or deny the challenge, providing written reasons in the space provided on the Prerequisite/Corequisite Form, sign and date his/her response, and return the form to the student.

4. All Challenge Forms must be processed no later than the last day to add classes. If the challenge is approved, the student should take the form to Admissions, and request that he/she be allowed to enroll in the course in question.
5. If the Challenge Form is denied, and the student then wishes to appeal the chair's decision, the student should:
 - a. bring the form, signed and dated by the Chair, to Admissions.
 - b. Academic Affairs will call a meeting of the Prerequisite/Corequisite Appeals Committee.
 - c. the Appeals Committee will decide on the appeal within five working days of the time the appeal is filed. If the course is open, the student will be allowed to enroll in the class during the appeal.
 - d. if the Appeals Committee fails to render a decision within five days of receiving the appeal, the student will be allowed to remain in the class. If the appeal is denied, the student will be notified and dropped administratively.

UNLAWFUL DISCRIMINATION

Students who file a challenge related to matriculation may file a formal complaint of unlawful discrimination in Administration and Career Advancement building 2301. They may also consult with the Compliance Officer (See District and College Policies: Non-Discrimination Policy and Compliance Procedures).

LAVC MILESTONES

and Program Mapper

Program Mapper shows the recommended semester-by-semester academic plan from entry to completion for a full-time student for each degree and certificate. Go to <https://programmap.lavc.edu> for more information.

Program Maps help you:

- prepare to meet with your counselor and create your educational plan
- talk with a professor in your major about courses you might want to take
- see the sequence of courses to take that meets both degree requirements and general education requirements
- calculate the impact on graduation timing of course load and use of intersessions

During your educational journey, Milestones will help guide you, keep you on track to your goals, and celebrate your progress and accomplishments.

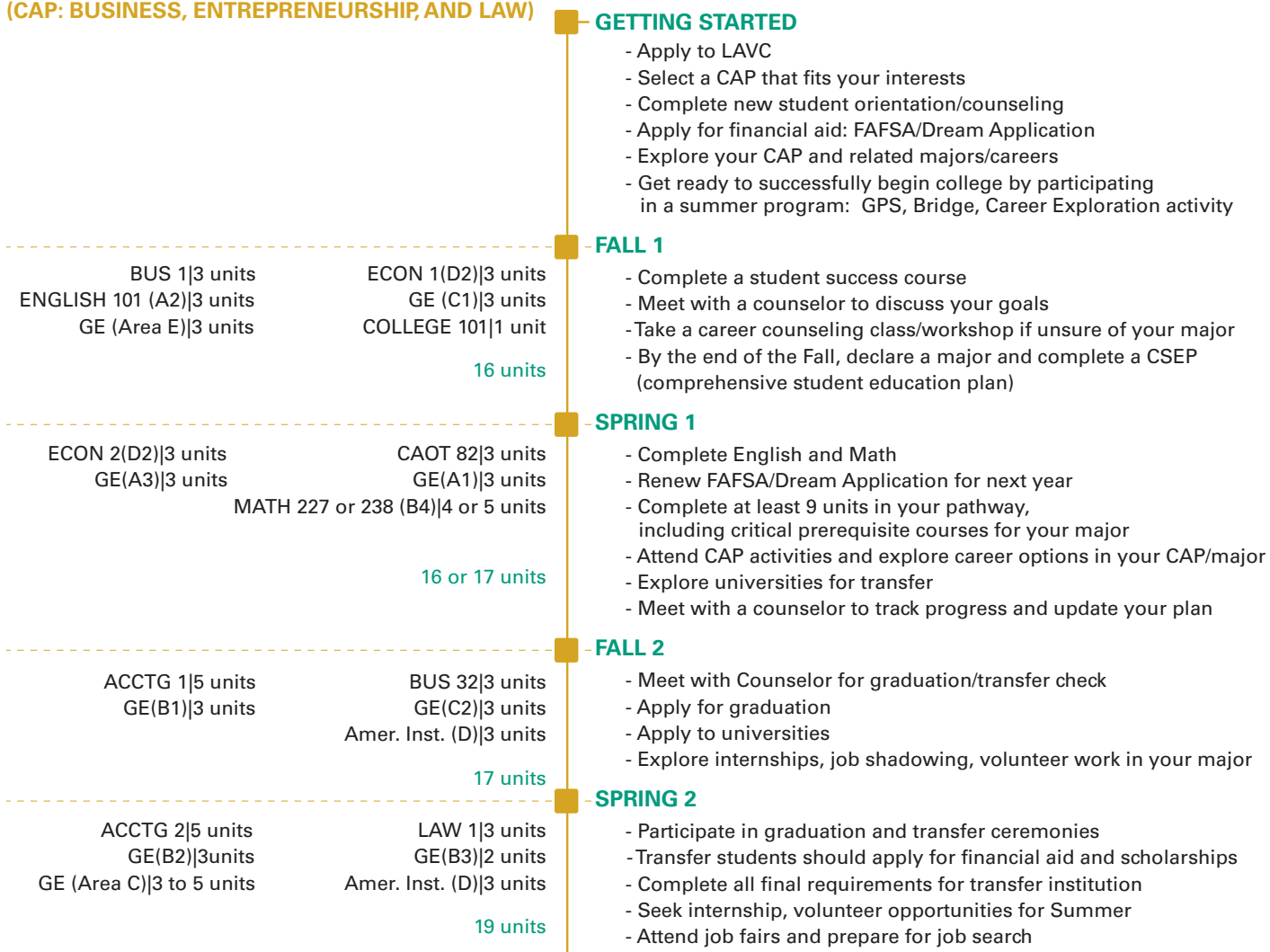
Milestones help you:

- stay on your path and keep track of your progress
- complete your educational goal in a timely manner
- explore major and career options that lead to successful career decisions

A typical program map and milestones to meet while at LAVC are shown below for the AS-T in Business Administration.

AS-T IN BUSINESS ADMINISTRATION

(CAP: BUSINESS, ENTREPRENEURSHIP, AND LAW)



EDUCATIONAL PROGRAMS

Instructional Programs At Los Angeles Valley College

[Career and Academic Pathways](#) (CAPs) are groups of similar programs designed to help you select a program of study (i.e., a major) and speed your progress towards completion. Within each CAP, you can explore a set of program maps that show a semester by semester path from program entry to completion. Each program map shows the recommended courses for a full-time student. Please use these as a starting point when meeting with a [counselor](#) to develop your [Student Education Plan](#) to best meet your schedule and academic goals. The information about Salary, Growth, and Careers reflects California trends from the Bureau of Labor Statistics' Occupational Employment Statistics Survey. You can learn more about careers at the [LAVC Career Transfer Center page on Major Exploration](#).

For more information on our programs, click the links below to see full program descriptions and requirements.



ART, MEDIA, AND DESIGN

Art

Art History	AA , AA-T
Studio Arts	AA-T
Art: Graphic Design	AA , CA
Art: Three Dimensional Design	AA
Art: Studio	AA

Broadcasting

Broadcasting	AA
Broadcasting: Performance	AA , CA
Broadcasting: Radio	AA , CA
Broadcasting: Television	AA , CA

Cinema

Cinema Arts Production	AA , CA
Cinema Arts Theory	AA , CA

English

English	AA-T
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Journalism

for full listing see Humanities and Communication

Film, Television, Electronic Media

Film, Television, and Electronic Media	AS-T
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Humanities

Humanities	AA
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Media Arts

Gig Economy Careers in Entertainment	NC
Media Arts: Core Studies	CA
Media Arts: Directing	AA , CA
Media Arts: Post-Production	AA , CA
Media Arts: Producing	AA , CA
Media Arts: Screenwriting	AA , CA
Media Arts: Visual Effects	AA , CA

Music

Commercial Music	AA
Commercial Music: Instrumental/Vocal Performer	CA
Commercial Music: Jazz Studies	CA
Music	AA , AA-T
Commercial Music: Music Arranging	CA
Commercial Music: Music Notation	CA
Music Technology	CA

Theater

Theater Arts	AA , AA-T
Theater Arts: Acting	AA
Theater Arts: Directing	AA
Theater Arts: Technical	AA
Theater Production	CA
Theatrical Performance	SC
Musical Theater	SC

General Studies

General Studies: Arts	AA
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BUSINESS, ENTREPRENEURSHIP, AND LAW

Accounting

Accounting	AA , CA
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Business

21st Century Employability Skills - Basic	NC
21st Century Employability Skills - Basic/ Intermediate	NC
21st Century Employability Skills - Intermediate	NC
21st Century Employability Skills - Intermediate/ Advanced	NC
21st Century Employability Skills - Advanced	NC
Banking and Finance	AA , CA
Business Administration	AS-T
Business Management	CA
Insurance	NC
Management	AA
Marketing	AA , CA
Property Management	CA
Real Estate	AA , CA
Retail Management	CA

CAOT

CAOT: Administrative Assistant	AA , CA
CAOT: Computer Applications Specialist	AA , CA
Computerized Bookkeeping	CA
CAOT: General Office Assistant	CA
CAOT: Website Software Specialist	SC

Economics

Economics	AA , AA-T
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Political Science

Political Science	AA , AA-T
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Workplace Success

Workplace Success	NC
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EDUCATIONAL PROGRAMS



HEALTH AND PUBLIC SERVICE

Administration of Justice

Administration of Justice [AS-T, CA](#)

Child Development

Child Development [AA](#)
 Early Childhood Education [AA, AS-T](#)
 Child Development: Special Education [AA](#)
 Child Development: Teacher [CA](#)
 Child Development: Associate Teacher, Preschool (A) [CA](#)
 Child Development: Director, Preschool (B) [CA](#)
 Child Development: School Age Programs Teacher Day Care (C) [CA](#)
 Child Development: Infant/Toddler Care Teacher (D) [CA](#)
 Child Development: Associate Teacher, Preschool, Literary (E) [SC](#)
 Child Development: Associate Teacher, Preschool, Special Education (F) [SC](#)

Fire Technology

Fire Technology [AS, CA](#)

Kinesiology

Kinesiology [AA-T](#)
 Physical Education [AA](#)

Health Science

Registered Nurse [AS](#)
 Respiratory Therapy [AS, CA](#)

Psychology

Psychology [AA-T](#)

Teacher Prep

Liberal Studies: Multiple Subject Teacher Prep [AA](#)
 Elementary Teacher Education [AA-T](#)



HUMANITIES AND COMMUNICATION

Art

see full listing under Art, Media and Design

Communication Studies

Communication Studies [AA-T](#)

English

English [AA-T](#)

English as a Second Language

English as a Second Language - Speech [NC](#)
 ESL Civics 1, ESL Civics 2 [NC](#)
 English as a Second Language - I, II, III, IV [NC](#)
 ESL Milestone - Pathway to Language Arts/Spoken [CA](#)
 ESL Milestone - Pathway to Language Arts/Written [CA](#)

Foreign Languages

Foreign Languages [AA](#)
 French [AA](#)
 German [AA](#)
 Italian [AA](#)
 Spanish [AA, AA-T, SC](#)

History

History [AA, AA-T](#)

Humanities

Humanities [AA](#)

Journalism

Journalism [AA-T](#)
 Journalism: Magazine [AA, CA](#)
 Journalism: Newspaper [AA, CA](#)
 Journalism: Photojournalism [AA, CA](#)

Music

see full listing under Art, Media and Design

Philosophy

Philosophy [AA, AA-T](#)



MANUFACTURING, ELECTRONICS, AND CONSTRUCTION

Architecture

Architecture [CA](#)
 Computer Graphics/Design [CA](#)

Electronics

Electronics [AS](#)
 Electronics Technician [CA](#)
 Electronics Technology [CA](#)
 Electronics: Biomedical Instrumentation [AS, CA](#)
 Robotics and PLCs [NC](#)

Manufacturing

Manufacturing Technology: Metal Machining [AS, CA](#)
 Manufacturing Technology: Numerical Control [AS, CA](#)
 Mechanical Drafting/Design [AS, CA](#)
 Mechanical Engineering Technology [CA](#)

Construction

Sustainable Construction Management [AS, CA](#)

EDUCATIONAL PROGRAMS



SOCIAL AND BEHAVIORAL SCIENCE

Anthropology

Anthropology [AA-T](#)

Child Development

see full listing under Health & Human Services

Economics

Economics [AA](#), [AA-T](#)

Ethnic Studies

Ethnic Studies [AA](#)

Chicano Studies [AA](#)

Geography

Geography [AA](#), [AA-T](#)

History

History [AA](#), [AA-T](#)

Political Science

Political Science [AA](#), [AA-T](#)

Psychology

Psychology [AA-T](#)

Psychology: Social & Personality [AA](#)

Religious Studies

Religious Studies [AA](#)

Sociology

Sociology [AA](#), [AA-T](#)

Sociology: Social Welfare [AA](#)

General Studies

General Studies: Social And Behavioral Science [AA](#)



SCIENCE, TECHNOLOGY, ENGINEERING, MATH

Anthropology

Anthropology [AA-T](#)

Biology

Biology [AS](#), [AS-T](#)

Chemistry

Chemistry [AS](#)

Computer Science

Computer Science [AS](#)

Computer Science Programming [CA](#)

.Net Programming [SC](#)

A+/Net+ Certification Preparation [SC](#)

C/C++ [SC](#)

Microcomputer Literacy [NC](#)

Microcomputer Systems [SC](#)

Earth Science

Earth Science [AS](#)

Engineering

Engineering [AS](#)

Engineering Technology:
Industrial/Manufacturing [AS](#), [CA](#)

Engineering Technology:
Mechanical Engineering [AS](#)

Geography

Geography [AA](#), [AA-T](#)

Geology

Geology [AS](#), [AS-T](#)

Math

Mathematics [AS-T](#)

Physics

Physics [AS](#), [AS-T](#)

Psychology

Psychology [AA-T](#)

General Studies

General Studies: Natural Science [AA](#)

[AA](#) - ASSOCIATE OF ARTS DEGREE

[AS](#) - ASSOCIATE OF SCIENCE DEGREE

[AA-T](#) - ASSOCIATE OF ARTS FOR TRANSFER DEGREE

[AS-T](#) - ASSOCIATE OF SCIENCE FOR TRANSFER DEGREE

[CA](#) - CERTIFICATE OF ACHIEVEMENT

[SC](#) - SKILLS CERTIFICATE

[NC](#) - NONCREDIT CERTIFICATE OF COMPLETION

STUDENT LEARNING OUTCOMES

Los Angeles Valley College has seven Institutional Learning Outcomes (ILOs):

1. Academic Habits of Mind
2. Communication Skills
3. Global Awareness
4. Professional Behavior
5. Reasoning Skills
6. Social Responsibility & Personal Development
7. Technical Skills

The ILOs were embedded and assessed within the three pathways of our program pathways model: Foundational, Career-Technical, and General Education/Transfer. The program pathways outcomes are broad based and cut across the curriculum, bringing coherence and connection to the learning experience. Embedded in these are the greater goals

of critical thinking and lifelong learning. For more on each of these program pathways, please visit: <http://www.lavc.edu/Committees-Workgroups/outcomes/programassessment.aspx>.

LAVC is in the process of transitioning to an emphasis on outcomes identified within each degree or certificate. These Program Student Learning Outcomes (PSLOs) can be found in Program Mapper: <https://programmapp.lavc.edu>.

The PSLOs will allow you to explore the outcomes of any degree or certificate program, expand your understanding of each program, and help build confidence in your program choice.

Course SLOs are located at <http://ecd.laccd.edu>. For more information on SLOs visit: www.lavc.edu/outcomes.

EDUCATIONAL PROGRAMS

COURSE SUBJECT ABBREVIATIONS

The following course subject abbreviations are used on the college transcripts.

SUBJECT	FULL NAME	SUBJECT	FULL NAME
ACCTG	ACCOUNTING	HUMAN	HUMANITIES
ADM JUS	ADMINISTRATION OF JUSTICE	INTBUS	INTERNATIONAL BUSINESS
AFRO AM	AFRICAN AMERICAN STUDIES	ITALIAN	ITALIAN
ANATOMY	ANATOMY	JEWISH	JEWISH STUDIES
ANTHRO	ANTHROPOLOGY	JOURNAL	JOURNALISM
ARC	ARCHITECTURE	KIN	KINESIOLOGY
ART	ART	KIN ATH	KINESIOLOGY ATHLETICS
ASTRON	ASTRONOMY	KIN MAJ	KINESIOLOGY MAJOR
BIOLOGY	BIOLOGY	LAW	LAW
BIOTECH	BIOTECHNOLOGY	LRNSKIL	LEARNING SKILLS
BRDCSTG	BROADCASTING	LIB SCI	LIBRARY SCIENCE
BUS	BUSINESS	LING	LINGUISTICS
CHEM	CHEMISTRY	MSCNC	MACHINE SHOP-CNC
CHICANO	CHICANO STUDIES	MGMT	MANAGEMENT
CH DEV	CHILD DEVELOPMENT	MARKET	MARKETING
CINEMA	CINEMA	MATH	MATHEMATICS
COLLEGE	COLLEGE STUDIES	MEDIART	MEDIA ARTS
CAOT	COMPUTER APPLICATIONS OFFICE TECHNOLOGY	METEOR	METEOROLOGY
CIS	COMPUTER INFORMATION SYSTEMS	MICRO	MICROBIOLOGY
CS	COMPUTER SCIENCE INFORMATION TECHNOLOGY	MUSIC	MUSIC
COMM	COMMUNICATION STUDIES	NUM CON	NUMERICAL CONTROL
COOP ED	COOPERATIVE EDUCATION	NRSCE	NURSING SCIENCE
COUNSEL	COUNSELING	OCEANO	OCEANOGRAPHY
DNCESPC	DANCE SPECIALTIES	PHILOS	PHILOSOPHY
DANCEST	DANCE STUDIES	PHOTO	PHOTOGRAPHY
DANCETO	DANCE TECHNIQUES	PHYS SC	PHYSICAL SCIENCE
DEV COM	DEVELOPMENTAL COMMUNICATIONS	PHYSICS	PHYSICS
ECON	ECONOMICS	PHYSIOL	PHYSIOLOGY
EDUC	EDUCATION	POL SCI	POLITICAL SCIENCE
ELECTRN	ELECTRONICS	PSYCH	PSYCHOLOGY
ENG GEN	ENGINEERING, GENERAL	REAL ES	REAL ESTATE
EGT	ENGINEERING, GENERAL TECHNOLOGY	RECR	RECREATION
ENGLISH	ENGLISH	RESPTH	RESPIRATORY THERAPY
E.S.L.	ENGLISH AS A SECOND LANGUAGE	SOC	SOCIOLOGY
ENV SCI	ENVIRONMENTAL SCIENCE	SPANISH	SPANISH
ENVSTDS	ENVIRONMENTAL STUDIES	STAT	STATISTICS
FINANCE	FINANCE	THEATER	THEATER
FIRETEK	FIRE TECHNOLOGY	T & M	TOOL AND MANUFACTURING TECHNOLOGY
FRENCH	FRENCH	*BSICKL	BASIC SKILLS
GEOG	GEOGRAPHY	*ESL NC	ENGLISH AS A SECOND LANGUAGE
GEOLOGY	GEOLOGY	*ESLCVCS	ESL CIVICS
GERMAN	GERMAN	*OLD ADL	OLDER ADULTS
HEALTH	HEALTH	*PARENT	PARENTING
HEBREW	HEBREW	*TUTOR	SUPERVISED LEARNING ASSISTANCE
HISTORY	HISTORY	*VOC ED	VOCATIONAL EDUCATION

**Noncredit course abbreviation*

TRANSFER REQUIREMENTS

GENERAL INFORMATION

Information in this section provides information for Los Angeles Valley College students who intend to transfer to a four-year college or university for a Bachelor's degree (BA/BS). However, since each college or university has its own requirements for admission and placement into junior standing, students are urged to consult the catalog of the university of their choice if their University has not been included in this section. Online catalogs and other transfer resources are also available in the Career/Transfer Center. Information and counseling regarding transfer requirements for majors are available in the Counseling Office.

While there are many points of similarity in the transfer requirements at different institutions, students wishing to avoid unnecessary delays in achieving their goals should try to decide before beginning community college work whether they want to transfer to a four-year university after completing their coursework at Los Angeles Valley College.

Articulation is the process of developing a formal, written agreement that identifies courses (or sequences of courses) from one institution that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. These articulation agreements may specify one or more of the following: courses accepted for Baccalaureate (transferable) credit; general education-breadth requirement agreements; course-to-course agreements; and lower-division major preparation agreements. Los Angeles Valley College has established articulation agreements with all of the California State University and University of California campuses, as well as many of the four-year independent institutions in California.

ASSIST (Articulation System Stimulating Intersegmental Student Transfer) is the official repository of articulation for California's public colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. ASSIST displays reports of how course credits earned at California's community colleges can be applied when transferring to a California State University (CSU) or University of California (UC) campus. For information on California's Independent Colleges go on-line at www.aiccu.edu. The Career/Transfer Center has information on California Independent Colleges as well.

ASSIST is available at www.assist.org

The following sections list requirements for transfer admission as a Junior (or upper division student) at the California State Universities and the University of California system, and more specifically California State University, Northridge (CSUN), California State University, Los Angeles and University of California, Los Angeles (UCLA), since the greatest number of students from Los Angeles Valley College transfer to these institutions. However, in all cases students are urged to explore several colleges and universities and to study the requirements of each school they plan to apply for transfer, and to check regularly with their counselor for additional transfer information. The requirements below are current as of the publication deadline for this catalog; however, this information is subject to change. Students should consult a Los Angeles Valley College counselor at least once per semester to ensure they have the most up-to-date information.

Completion of transfer requirements usually takes approximately two years of full-time study, unless remedial coursework is necessary. In addition to any remedial coursework students should plan their programs to meet transfer requirements in the following three areas:

- *Major Preparation Requirements.* These are lower division courses in your major that are available to students at Los Angeles Valley College.
- *General Education Requirements.* These are lower division courses that cover a breadth of general knowledge which are required of all students in addition to their major preparation. General Education plans for both UC and CSU are listed on pages 27-28 and 32-33.
- *Elective Unit Requirements.* These are additional transferable units necessary to meet the minimum required for transfer.

LAVC currently offers 26 Associate Degrees for Transfer: Administration of Justice; Anthropology; Art History; Biology; Business Administration; Communication Studies; Early Childhood Education; Economics; Elementary Teacher Education; English; Film, Television, and Electronic Media; Geography; Geology; History; Journalism; Kinesiology; Mathematics; Music; Philosophy; Physics; Political Science; Psychology; Sociology; Spanish; Studio Arts and Theatre Arts. See pages 44-53 for more information.

SPECIAL TRANSFER PROGRAMS

TRANSFER ALLIANCE/HONORS PROGRAM (TAP) HONORS

The Los Angeles Valley College Transfer Alliance/Honors Program is designed for students who do not have a previous college degree, and who plan on transferring to a four-year college or university. It consists of academically enriched general education courses in which both written expression and the critical analysis of ideas are stressed. The TAP/Honors sections will provide academically motivated students the opportunity to learn in a challenging and stimulating academic environment. The number of TAP students admitted to UCLA is more than double the rate for non-TAP applicants. On average 75-85% of our TAP applicants are admitted to UCLA compared to under 30% admission for non-TAP applicants. Once at UCLA our TAP transfers perform better academically than non-TAP transfers and native UCLA students.

ELIGIBILITY


Students entering TAP from high school must have earned an unweighted GPA of 3.25 (B) or higher in high school and include a copy of their final transcripts with date of graduation with their TAP application. Continuing college students may enter TAP after completing 9 units or more of (UC) transferable college work with a grade point average of 3.25 or higher (shown on all college transcripts). Students must participate in TAP for at least two regular semesters (Fall and Spring) and complete 15-18 units TAP/Honors classes and Library Science 101 prior to transfer depending on student's individual TAP completion plan.

Students must complete at least two Honors courses by the end of the Fall semester prior to transferring.

ADVANTAGES

- Guaranteed priority consideration for admission to UCLA, College of Letters and Sciences and UC Irvine.
- Priority consideration for admission to the following 4-year private colleges: Chapman University, Gonzaga University, Loyola Marymount University, Mills College, Pitzer College, Pomona College, and University of San Diego
- Conditional admissions granted by: Colorado State University, University of La Verne, and University of Arizona
- Consideration for special TAP Scholarships at LAVC and UCLA.
- Priority registration for TAP/Honors sections during online registration before school starts.
- Notations of each TAP/Honors course on official LAVC transcripts of TAP/Honors Program completion.
- Letters of recommendation supporting all transfer admissions applications and certification to partner campuses.
- Assistance with transfer applications and essays.
- Increased student/professor contact.
- Special activities including guest speakers, seminars and field trips.

- Association with other academically motivated students.
- TAP/Honors designated counselors for specialized advisement.
- Opportunities to present research and creative works at prestigious academic conferences.
- UCLA library privileges.

TAP classes are indicated in the Course Descriptions section of the catalog by the symbol , which appears at the end of the course title line of information. In the schedule of classes, TAP classes are indicated by Honors Section in the course title. Currently, TAP classes are approved in the following areas:

- AFRO AM 002, 004, 005, 020
- ANATOMY 001
- ANTHRO 101, 102, 103, 104, 111, 116, 121
- ART 101, 102, 103, 105, 109, 111, 115, 116, 125, 501
- ASTRON 001
- BIOLOGY 003, 006, 007, 022
- CHICANO 007, 008, 037, 042, 044
- CINEMA 105, 107, 114
- COMM 101, 104, 105
- ECON 001, 002
- ENGLISH 101, 102, 103, 205, 206, 207, 208
- ENV SCI 001, 022
- FRENCH 003, 004, 005, 006
- GEOG 001, 017
- GERMAN 003, 004, 005, 006
- HISTORY 001, 002, 005, 007, 011, 012
- HUMAN 001, 030
- ITALIAN 003, 004, 005
- JOURNAL 105
- LIB SCI 101
- MATH 227, 227S, 259, 260, 261, 262
- MUSIC 101, 111
- PHILOS 001, 012
- POL SCI 001, 005
- PSYCH 001, 002, 011, 013, 014
- SOC 001, 002, 003, 011, 012, 021, 025, 031
- SPANISH 003, 004, 005, 006, 012, 016, 036, 037
- STAT 101

TAP/HONORS PROGRAM REQUIREMENTS:

To complete the program and graduate with TAP certification, students must complete 15 or 18 units of honors course work and Library Science 101. Students who enter the program as freshman are required to take 18 honors units; high-unit majors and continuing students (students who have completed at least 9 UC transferable units) need to take 15 honors units. All students are required to be in the program for a minimum of two consecutive regular semesters (Fall and Spring) prior to transfer.

TRANSFER PROGRAMS

TYPES OF HONORS COURSES

1. *ALL Honors Courses:* Every semester, five sections of honors-only classes are offered to TAP students. These academically enriched classes are smaller and give students greater access to faculty. The courses rotate on a two-year schedule. See the TAP Director or TAP website for more information. www.lavc.edu/tap/index.aspx
2. *Mixed-Honors Sections:* Approximately 15 mixed sections with both honors and non-honors students are offered each semester in a variety of disciplines. There are generally 10 to 15 honors students in these sections, and they are required to complete additional work to enhance their experience in that course (see course addendum for details).
3. *Honors Contracts:* Students can also contract for honors-approved courses at LAVC that are not being offered during a particular semester. A contract outlining the additional course work for the honors student is completed by the faculty and student at the beginning of the semester and approved by the TAP Director. Upon successful completion of that contract, the student's transcript is notated as having taken the course as an honors section. See the TAP website for more information: www.lavc.edu/tap/index.aspx.

Year 1

Fall 2019

Area 1A – ENGLISH 101 H
 Area 3A – MUSIC 101 H
 Area 5B/C – BIOLOGY 003 H
 Area 4 – PSYCH 001 H
 LIB SCI 101 H

Spring 2020

Area 1B – ENGLISH 103 H
 Area 2 – STAT 101 H
 Area 3B – AFRO AM 020 H
 Area 4 – ECON 001 H
 Area 5B – PSYCH 002 H

Year 2

Fall 2020

Area 1A – ENGLISH 101 H
 Area 3A – ART 102 H
 Area 3B – PHILOS 001 H
 Area 4 – POL SCI 001 H
 Area 5B – ANTHRO 101 H
 LIB SCI 101 H

Spring 2021

Area 1B – COMM 105 H
 Area 2 – STAT 101 H
 Area 3A – CINEMA 105 H
 Area 4 – SOC 021 H
 Area 5A – GEOG 001 H

Course offerings are subject to change.

UNIVERSITY OF CALIFORNIA Transfer Admission Requirements

Every effort has been made to ensure that the information below is accurate and timely. However, it is suggested that students planning for transfer to the University of California (UC) system discuss their transfer plans with a counselor semester by semester, as major changes frequently occur in requirements subsequent to the printing of this catalog. Transfer credit is granted at the discretion of the University of California system.

UC defines a transfer student as a person who has been a registered student in a regular session (Fall or Spring semester) at another college or university. Transfer applicants may not disregard any previous college records and apply for admission as freshmen.

Transfer Admission Requirements. The following requirements apply to students who will transfer to the University of California after Fall 1998. As you will see below, the requirements for admission as a transfer student vary according to a high school record, and depending on whether a student was eligible or not to enter UC directly after high school graduation.

1. *Students Eligible as Freshman:* Students who have satisfied the Subject Requirement (a-f courses), Scholarship Requirement (GPA), and Examination Requirement (SAT I/ACT and SAT II) are still eligible to apply as a freshman if they have a C (2.0) average in their transferable college coursework and have not attended a regular session of college after high school graduation.
2. *Students Transferring as a Junior:* Students must complete the following: Complete a minimum of 60 semester units or 90 quarter units of transferable college coursework with a grade point average of at least 2.4 in the following three categories.
 - a. **Major Preparation Requirements**
Please go online to www.assist.org for individual major requirements.
 - b. **General Education Requirements**
Complete a seven course pattern requirement (with at least a C grade in each course) to include:
 1. Two transferable college courses (3 semester or 4-5 quarter units each) in English composition; and
 2. One transferable college course (3 semester or 4-5 quarter units) in Mathematical Concepts and Quantitative Reasoning; and
 3. Four transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: Arts and Humanities; Social and Behavioral Sciences; or Physical and Biological Sciences.

OR

TRANSFER PROGRAMS

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will satisfy the seven course pattern requirement listed above.

Students are required to petition for IGETC Certification in the Graduation Office prior to transfer. See pages 27-29 for complete IGETC requirements.

c. Elective Unit Requirements

These are additional UC transferable units necessary to meet the minimum 60 semester units required for transfer as a junior.

As an integral part of the system of public education in California, UC accepts, usually at full unit value, approved transfer courses completed with satisfactory grades in the public community colleges of the state. Such transfer courses are limited, however, to a maximum of 70 semester units or 105 quarter units. Also, the UC system limits transfer credit in some specific course instances, such as Physical Education (maximum of 4 semester units) and Directed Study (transfer credit determined only after transfer, by petition).

UC credit is granted for having completed Advanced Placement Examinations with a score of 3 or higher. See the specific UC campus catalog or a counselor for details.

UC TRANSFER PATHWAYS

If you're starting out at a California community college and know which major you want to study but haven't decided which UC campuses to apply to, there is a simple way to keep your options open as you prepare for your major. Follow one of the new Transfer Pathways, a single set of courses you can take to prepare for your major on any of the nine undergraduate campuses.

Although following a pathway doesn't guarantee admission to UC, it gives you a clear road map to prepare for your major and be well positioned to graduate on time from any UC campus. To learn more about the available pathways visit <http://admission.universityofcalifornia.edu/transfer/preparation-paths/index.html>

An important note: The pathways guide students who want to make themselves competitive across the UC system; some majors listed may want fewer courses for admission, but none will expect more. We strongly encourage students to talk with a counselor and to apply to multiple campuses to improve their chances of admission.

UNIVERSITY OF CALIFORNIA, LOS ANGELES (UCLA) TRANSFER REQUIREMENTS

COLLEGE OF LETTERS AND SCIENCE

In addition to the general education requirements, each department has its own lower division major requirements. Students who complete as many lower division major requirements as possible have the best chance of getting admitted to UCLA. In some programs, Los Angeles Valley College does not offer all the lower division preparation courses required by the departmental majors. It is essential, therefore, to refer to the UCLA General Catalog for complete departmental major requirements. Since many of the departmental major requirements are revised after a college catalog has been printed, students are also urged to consult a counselor for up-to-date information. UCLA transfer informational handouts are available in the Counseling Office. You can also go online for major preparation courses at www.assist.org.

SCHOOL OF ENGINEERING AND APPLIED SCIENCES

Space is limited in the Engineering majors. Completion of major requirements does not guarantee admission. However, in order to be competitive, a student must have all lower division major preparation requirements completed. UCLA bases its admission on overall grade-point-average and completion of all lower division Math, Chemistry, Computer Science, Physics, and English requirements. UCLA transfer informational handouts are available in the Counseling Office.

SCHOOL OF THE ARTS AND ARCHITECTURE AND SCHOOL OF THEATER, FILM, AND TELEVISION

The UCLA Arts curriculum is offered in the School of the Arts and Architecture and the School of Theater, Film, and Television. See a counselor for information on courses you may take to meet general education and major requirements. UCLA transfer informational handouts are available in the Counseling Office. IGETC completion is required. Major preparation courses can be found online at www.assist.org.

TRANSFER PROGRAMS

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) 2020-2021

The IGETC is a pattern of courses that students can use to satisfy Lower Division General Education (GE) requirements at any California State University (CSU) or University of California (UC) campus. However, completion of the IGETC is not an admission requirement for the CSU or UC, nor is it the only way to fulfill lower-division General Education requirements before transfer. Students should contact a counselor for detailed information. Foreign transcript coursework cannot be used on IGETC except in special circumstances in Area 6; see a counselor for details. Students must petition Admissions and Records for certification of IGETC completion. Students should petition for a Certificate of Achievement in Intersegmental General Education Transfer (IGETC) at the same time as the petition for certification. See page 29 for footnote explanations. Every effort has been made to ensure that this information is accurate; however, students should consult an LAVC counselor periodically to determine whether there have been any changes or corrections.

WARNING! Consult a Los Angeles Valley College counselor before taking courses outside Los Angeles Valley College to be used on this IGETC general education plan, particularly if taking courses elsewhere in the LA College District. Every community college may apply its courses differently on general education, even if the course has the same course number and title.

Courses may appear in more than one area but can only be used in one area with the exception of courses used to satisfy Area 6.

	C	IP	N
<p>AREA 1: ENGLISH COMMUNICATION C= COMPLETED IP= IN PROGRESS N= NEED UC: 2 courses, one from Group A and one from Group B. CSU: 3 courses, one from each group below.</p> <p>A. ENGLISH COMPOSITION (1 course, 3 semester/4-5 quarter units) ENGLISH 101 Course: _____ College _____ AP _____</p> <p>B. CRITICAL THINKING – ENGLISH COMPOSITION (1 course, 3 semester/4-5 quarter units) COMM 105 ENGLISH 102³⁷ (Effective Fall 2014), 103 Course: _____ College _____ (No AP scores accepted for this area)</p> <p>C. ORAL COMMUNICATION – (CSU requirement only) (1 course, 3 semester/4-5 quarter units) COMM 101, 102, 151 Course: _____ College _____ (No AP scores accepted for this area)</p>			
<p>AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (1 course, minimum of 3 semester/4-5 quarter units) MATH 227, 238², 245³, 259, 260³, 261, 262, 263, 270, 275 STAT 101¹ Course: _____ College _____ AP _____</p>			
<p>AREA 3: ARTS AND HUMANITIES (3 courses with at least 1 course from Arts and 1 course from Humanities, 9 semester/12-15 quarter units)</p> <p>A. ARTS ART 093³⁹, 094⁴², 101, 102, 103, 105, 109, 111, 115, 116⁴, 125, 213, 501 BRDCSTG 026⁴⁰ (Effective F17) CHICANO 054³⁹ CINEMA 102, 104⁵, 105, 106³⁹, 107, 113⁴¹, 114⁴¹ Course: _____ College _____ AP _____</p> <p>B. HUMANITIES AFRO AM 020 ANTHRO 121 CHICANO 037, 042⁷ (SPANISH 012^{4*}), 044 (SPANISH 016*) CINEMA 103 ENGLISH 102⁷, 105⁸ (LING 001*), 203, 204, 205, 206, 207, 208, 212, 252, 253 FRENCH 003, 004, 005, 006, 010, 025³⁹ GERMAN 003, 004, 005, 006³⁸, 010⁴² HEBREW 010 (JEWISH 010*) Course: _____ College _____ AP _____ Course: _____ College _____ AP _____</p> <p>DANCEST 801³³, 805 HUMAN 003 MUSIC 101, 111, 118³⁹, 121, 122, 136¹⁸, 141 THEATER 100, 110, 112 HISTORY 007¹⁰ HUMAN 001, 006⁶, 008⁶, 030 ITALIAN 003, 004, 005, JEWISH 002, 010 (HEBREW 010*), 035 (PHILOS 035*) PHILOS 001, 012, 014, 020, 028, 030, 035 (JEWISH 035*), 045 SPANISH 003, 004, 005, 006, 009, 012 (CHICANO 0427*), 016 (CHICANO 044*), 025 (Effective F01-F09) & (reinstated Effective Fall 2015), 037</p>			
<p>*For UC and CSU transfer credit, these courses are considered "same as" and credit limited to one course. **See page 29 for IGETC footnote descriptions.</p>			

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) 2020-2021

	C	IP	N
<p>AREA 4: SOCIAL AND BEHAVIORAL SCIENCES (3 courses in at least two different disciplines, 9 semester/12-15 quarter units)</p> <p>AFRO AM 002, 004, 005 ANTHRO 102, 103, 104³², 109¹¹, 141 BRDCSTG 001³⁷ (Effective Fall 2014) CHICANO 002, 007, 008 COMM 122³² ECON 001, 002, 008³⁸, 010, 030⁹, 040³¹, 060 ENVSTDS 101</p> <p>GEOG 002, 009, 014 HISTORY 001, 002, 005, 006, 011, 012, 020, 086³³ JEWISH 001, 004, 025 JOURNAL 105 POL SCI 001, 002, 005, 007 PSYCH 001, 011, 012, 013, 014, 032, 041²⁶, 052, 075 SOC 001, 002, 003, 011, 021, 022, 025⁵, 031, 035</p> <p>Course: _____ College _____ AP _____ Course: _____ College _____ AP _____ Course: _____ College _____ AP _____</p>			
<p>AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES Two courses (7-9 semester/9-12 quarter units.) One course must be taken from Physical Science and one course must be taken from Biological Science. Note: At least one science course must include a laboratory. Lab courses are marked by the symbol ‡</p> <p>A. PHYSICAL SCIENCE</p> <p>ASTRON 001 CHEM 051^{16, 42}, 060^{16‡}, 068^{11, 16‡}, 101‡, 102‡, 211^{17‡}, 212^{5‡} ENV SCI 001¹⁸, 007¹⁸ (GEOLOGY 010*) GEOG 001³⁴, 003 (METEOR 003*), 017^{34‡} GEOLOGY 001, 002, 010¹⁸ (ENV SCI 007*) Course: _____ College _____ AP _____</p> <p>METEOR 003 (GEOG 003*) OCEANO 001 PHYS SC 001¹⁹, 004^{41‡} PHYSICS 006^{20‡}, 007^{20‡}, 037^{20‡}, 038^{20‡}, 039^{20‡}, 066^{20‡}, 067^{20‡}</p> <p>B. BIOLOGICAL SCIENCE</p> <p>ANATOMY 001^{22‡} ANTHRO 101, 116 BIOLOGY 003^{24‡}, 005‡, 006‡, 007‡, 010‡, 022^{31‡}, 040^{38‡} MICRO 020^{25‡} Course: _____ College _____ AP _____</p> <p>PHYSIOL 001^{22‡} PSYCH 002</p> <p>C. SCIENCE LABORATORY</p> <p>ANATOMY 001^{22‡} ANTHRO 111²³ ASTRON 005^{9‡} BIOLOGY 003^{24‡}, 005‡, 006‡, 007‡, 010‡, 022^{31‡}, 040^{38‡} CHEM 051^{16, 42}, 060, 068^{11, 16‡}, 101‡, 102‡, 211^{17‡}, 212^{5, 17‡} ENV SCI 022^{31‡} GEOG 015^{34‡}, 017^{34‡} GEOLOGY 006‡, 007‡ MICRO 020^{25‡} OCEANO 010‡ PHYS SC 004^{41‡}, 014^{26‡} PHYSICS 006^{20‡}, 007^{20‡}, 037^{20‡}, 038^{20‡}, 039^{20‡}, 066^{20‡}, 067^{20‡} PHYSIOL 001^{22‡}</p> <p>This requirement may also be satisfied by completion of any lecture with lab course listed in Area 5A or 5B above that is marked by the symbol ‡</p> <p>Course: _____ College _____ AP _____</p>			
<p>AREA 6: LANGUAGE OTHER THAN ENGLISH: UC REQUIRED ONLY! Proficiency equivalent to two years of high school in the same foreign language with a grade of C or better; or satisfactory score on SAT II (documentation of high school credit or SAT score required); or one of the following equivalent college courses. See counselor for other options.</p> <p>FRENCH 002, GERMAN 002, HEBREW 002 (JEWISH 012*), ITALIAN 002, SPANISH 002³⁵, 035³⁹, 036^{18, 35}, 037³⁷</p> <p>Course: _____ College _____ AP _____</p>			
<p>CSU UNITED STATES HISTORY, CONSTITUTION & AMERICAN IDEALS (Not part of IGETC, but may be completed prior to transfer.) For IGETC Certification purposes, courses used to satisfy this CSU graduation requirement may also be used to satisfy IGETC Subject Areas 3 and/or 4. However, if a course(s) is used to satisfy both an IGETC subject-area requirement and the CSU United States History, Constitution and American ideals graduation requirement, some CSU campuses may require students to take an additional course(s) after transfer. CSUN and CSULA will NOT require an additional course(s) Other CSU campuses should be consulted directly regarding their policy. (Effective Fall 05) may be completed with the following two courses: HISTORY 006 or 020 AND one of the following: ECON 010 or HISTORY 011 OR POL SCI 001 AND one of the following: AFRO AM 004, 005, CHICANO 008, ECON 010, HISTORY 005, 011, 012, 018</p>			
<p>*For UC and CSU transfer credit, these courses are considered "same as" and credit limited to one course. **See page 29 for IGETC footnote descriptions.</p>			

TRANSFER PROGRAMS

IGETC FOOTNOTE DESCRIPTIONS:

¹ MATH 225, 227, STAT 1 or 101: UC maximum credit allowed: one course.

² MATH 238, 265, or 266 combined: UC maximum credit allowed, one course.

³ MATH 245 combined with 260: UC maximum credit: one course.

⁴ This course counts ONLY if taken Fall 1993 or later.

⁵ This course counts ONLY if taken Fall 1999 or after.

⁶ Course repeatable but UC maximum credit: one course.

⁷ This course counts ONLY if taken Fall 1995 or later.

⁸ English courses count only if taken Fall 1996 or later.

⁹ This course counts ONLY if taken Fall 1998 or later.

¹⁰ HISTORY 007, 047, 048 or PHILOS 033 combined: UC maximum credit allowed: two courses.

¹¹ This course counts ONLY if taken Fall 1997 or later.

¹ HISTORY 001, 002, and 017, 018 combined: UC maximum credit allowed: two courses.

¹³ HISTORY 012, 013 combined: UC maximum credit allowed: one course.

¹⁵ CHEM 070, 210 or 221 combined: UC maximum credit allowed: two courses.

¹⁶ No credit for CHEM 051 or 060 or 068 if taken after CHEM 101. CHEM 051 or 060 or 068 combined: UC maximum credit: one course

¹⁷ Credit for CHEM 210 or 211, not both.

¹⁸ This course counts ONLY if taken Fall 2001 or later.

¹⁹ No credit for PHYS SC 001 if taken after college course in Astronomy, Chemistry, Geology, or Physics.

²⁰ PHYSICS 006, 007 and 037, 038, 039 and 066 and 067 combined: UC maximum credit allowed: one series.

²¹ No credit for PHYSICS 012 if taken after 06 or 037.

²² ANATOMY 001, PHYSIOL 001, 008 or 009 combined: UC maximum credit: 8 units.

²³ This course counts only if taken Fall 2000 or after.

²⁴ BIOLOGY 003 and 025 combined: UC maximum credit: 1 course. No credit for 003 or 025 if taken after 006 or 007.

²⁵ MICRO 001 and 020: UC maximum credit allowed: one course.

²⁶ This course counts only if taken Fall 2002 or later.

²⁸ This course counts only if taken Fall 2003 or later.

²⁹ This course counts only if taken Spring 2004 or later.

³⁰ This course counts only if taken Fall 2005 or later.

³¹ This course counts only if taken Spring 2006 or later.

³² This course counts only if taken Spring 2007 or later.

³³ This course counts only if taken Fall 2007 or later.

³⁴ Credit for either GEOG 001 and 015 or 017.

³⁵ SPANISH 002 and 036 combined: maximum credit, one course.

³⁶ This course counts only if taken Fall 2012 or later.

³⁷ This course counts only if taken Fall 2014 or later.

³⁸ This course counts only if taken Fall 2015 or later.

³⁹ This course counts only if taken Fall 2016 or later.

⁴⁰ This course counts only if taken Fall 2017 or later.

⁴¹ This course counts only if taken Fall 2019 or later.

⁴² This course counts only if taken Fall 2020 or later.

IGETC AND ADVANCED PLACEMENT SCORES

A score of 3, 4, or 5 is required to grant credit for IGETC certification. An acceptable AP Advanced Placement Exam (AP) score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

Each AP may be applied to one IGETC area as satisfying one course requirement, with the exception of Language other Than English (LOTE). Students who have earned credit from an AP exam should not take a comparable college course because transfer credit will not be granted for both.

Students earning scores of 3, 4, or 5 in the physical and biological science AP examinations earn credit toward IGETC Area 5 and meet the IGETC laboratory activity requirement.

AP exams in Biology, Chemistry, Physics 1, Physics 2 or Physics B allow California Community College campuses to apply 4 semester or quarter units to IGETC certification. For Environmental Science, Physics C: Mechanics and Physics C: Electricity/Magnetism, 3 semester or 4 quarter units are applied for IGETC certification. Therefore, students who complete these exams will be required to complete at least 4 semester/5 quarter units to satisfy the minimum required units for Area 5.

There is no equivalent AP exam for Area 1B-Critical Thinking/Composition.

AP Examination	IGETC Area	AP Examination	IGETC Area
Art History*	3A or 3B*	U.S. Government & Politics	4 and US 2
Biology	5B and 5C	Human Geography	4
Calculus AB	2A	Italian Language & Culture	3B and 6A
Calculus BC	2A	Japanese Language & Culture	3B and 6A
Calculus BC/ AB subscore	2A	Latin Literature or Latin: Vergil	3B and 6A
Chemistry	5A and 5C	Latin	3B and 6A
Chinese Language & Culture	3B and 6A	Physics 1	5A and 5C
Macroeconomics	4	Physics 2	5A and 5C
Microeconomics	4	Physics B	5A and 5C
English Language/Composition	1A	Physics C mechanics	5A and 5C
English Literature/Composition*	1A or 3B*	Physics C electricity/magnetism	5A and 5C
Environmental Science	5A and 5C	Psychology	4
European History*	3B or 4*	Spanish Language & Culture	3B and 6A
French Language & Culture	3B and 6A	Spanish Literature & Culture	3B and 6A
French Literature	3B and 6A	Statistics	2A
German Language & Culture	3B and 6A	U.S. History*	(3B or 4*) and US 1
Comparative Government & Politics	4	World History: Modern*	3B or 4*

*AP exams may be used in either area regardless of where the certifying CCC's discipline is located.

IGETC AND INTERNATIONAL BACCALAUREATE (IB) CREDIT

A score of 5, 6 or 7 on Higher Level exams is required to grant credit for IGETC certification. An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.

International Baccalaureate (IB)	IGETC Area
IB Biology HL	5B
IB Chemistry HL	5A
IB Economics HL	4
IB Geography HL	4
IB History (any region) HL	3B OR 4*
IB Language A: Literature (any language, except English) HL	3B AND 6A
IB Language A: Language and Literature (any language, except English) HL	3B and 6A
IB Language A: Literature (any language) HL	3B
IB Language A: Language and Literature (any language) HL	3B
IB Language B (any language) HL	6A
IB Mathematics HL	2A
IB Physics HL	5A
IB Psychology HL	4
IB Theatre HL	3A

*IB exam may be used in either area regardless of where the certifying CCC's discipline is located.

CALIFORNIA STATE UNIVERSITY Transfer Requirements

TRANSFER ADMISSION REQUIREMENTS

1. Students transferring as a Freshman or Sophomore: If you have completed fewer than 60 transferable semester (90 quarter) units, you will qualify for lower division admission if you have a grade point average of 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet the admission requirements for first-time freshmen, i.e., you have completed with a grade of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements and have a qualifiable eligibility index. Nonresidents must meet the eligibility index for nonresidents If you did not complete all the subject requirements in high school, appropriate college courses may be used to make up the missing subjects.

Also some CSU campuses may require some college general education courses in addition to your high school record in order to qualify for lower division transfer admission. Please be aware that many CSU campuses have restrictions on lower-division transfers. Check with a counselor if you are interested in this option.

2. **Students transferring as a Junior:** If you have completed at least 60 transferable semester (90 quarter) units, have a grade point average of 2.0 (C or better) in all transferable units attempted (nonresidents must have a grade point average of 2.4), and are in good standing at the last college or university attended, you may become eligible for upper division admission.

a. Major Requirements

Los Angeles Valley College offers many of the lower division preparation courses required by the departmental majors. The college also offers many Associate Degrees for Transfer (p. 42). Please refer to www.assist.org and/or consult with a counselor for up-to-date transfer information.

b. General Education Requirements

Of the 60 (CSU) transferable units completed at least 30 semester (45 quarter) units are to be selected from courses that meet general education requirements. The 30 semester (45 quarter) units must include all of the four basic subject requirements with a C or better in Written Communication, Oral Communication, Critical Thinking and Mathematics.

OR

Completion of IGETC or CSU General Education Certification (see below) will satisfy the 30 semester unit/general education requirements above.

Students are required to petition for CSU General Education Certification in the Graduation Office prior to transfer. See pages 32-33 for complete CSU GE requirements.

Full certification can be granted by Los Angeles Valley College when a student has completed a total of 39 units consisting of the following number of units for each category: (A) 9 units including English 101, (B) 9 units including a science laboratory course, (C) 9 units Humanities, (D) 9 units including the 6 unit American Institutions requirement, (E) 3 units Integrated Psychological and Physiological Studies.

Partial certification can be granted by Los Angeles Valley College in any of the categories (A) through (E) when a student has completed the required number of units for that category. Los Angeles Valley College can also certify completion of Title 5 American History and Institutions requirement within Area D, Social Sciences (see Area D for details).

Veteran students who submit their military basic training to the Admissions Office as indicated on their DD214 will be granted an exemption and partial certification for Area

TRANSFER PROGRAMS

E, Lifelong Learning and Self Development. An exemption means that no unit or course credit will be granted. The exemption and partial certification will be noted on the student's transcript.

Since requirements for general education may change after the catalog is printed, it is essential for students to consult with a counselor.

c. Elective Unit Requirements

These are additional CSU transferable units necessary to meet the 60 minimum semester units required for transfer as a junior.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE (CSUN) TRANSFER REQUIREMENTS

In addition to the general education requirements, each department has its own lower division major requirements. Students who complete as many lower division major requirements as possible have the best chance of being admitted to their major. In some programs, Los Angeles Valley College does not offer all the lower division preparation

courses required by the departmental majors. It is essential, therefore, to refer to the CSUN General Catalog for complete departmental major requirements. Since many of the departmental major requirements are revised after a college catalog has been printed, students are also urged to consult a counselor for up-to-date information. A CSUN transfer informational handout is available in the Counseling Office.

HBCU AND PRIVATE COLLEGES AND UNIVERSITIES

Transfer Admission Requirements

Admission requirements of independent colleges and universities vary, as do course transferability and course credit allowed. Students should consult a counselor and the College Catalog of their intended transfer institution for more information. In 2015, the California Community College system signed a transfer agreement with several HBCU's. Students completing these requirements are guaranteed transfer to a participating HBCU.

Please refer to <https://ccctransfer.org/hbcu/> and/or consult with a counselor for more information.



GENERAL EDUCATION CERTIFICATION FOR CALIFORNIA STATE UNIVERSITIES 2020-2021

This plan will satisfy lower division G.E. for the CSU system. You must petition Admissions and Records to have certification placed on your transcript. "Ef" indicates first term that course can be used on this plan. *For UC and CSU transfer credit, these courses are considered "same as" and credit is limited to one course.

WARNING! Consult a Los Angeles Valley College counselor before taking courses outside Los Angeles Valley College to be used on this CSU general education plan, particularly if taking courses elsewhere in the LA College District. Every community college may apply its courses differently on general education, even if the course has the same course number and title. Every effort has been made to ensure that this information is accurate; however, students should consult an LAVC counselor periodically to determine whether there have been any changes or corrections.

*Courses may appear in more than one area but will only be used in one area with the exception of science courses that satisfy both a lecture and a lab.

C= COMPLETED IP= IN PROGRESS N= NEED

C IP N

A. ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: 9 units (3 courses) with at least one course chosen from each of the three subcategories below: Note: Effective SP 2002 grades in Area A must be "C" or better.

1. **Oral Communication:** COMM 101, 102, 151

2. **Written Communication:** ENGLISH 101

Course: _____ College _____ AP: _____

3. **Critical Thinking:**

ENGLISH 102, 103 (suggested for CSULA)
PHILOS 006, 009 (Ef F00-SU04) & (reinstated Ef SP 06)
COMM 104, 105
(No AP Scores accepted for this area)

B. SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING: 9 units (3-4 courses) with at least one course from each of the four subcategories below. At least one of the courses chosen must be a laboratory course. Acceptable laboratory courses are indicated by a † in the lists below. Single courses that contain both lecture and lab may count as lab courses as well as Physical or Life Science courses.

1. **Physical Science:**

ASTRON 001
CHEM 051†, 060†, 068†, 101†, 102†, 212†
ENV SCI 001, 007* (GEOLOGY 010*)
GEOG 001, 003 (METEOR 003*), 017 †
GEOLOGY 001, 002, 010 (ENV SCI 007*)
OCEANO 001
PHYS SC 001, 004†
PHYSICS 006†, 007†, 012, 037†, 038†, 039†, 066†, 067†
ANATOMY 001†

Course: _____ College _____ AP: _____

Course: _____ College _____ AP: _____

2. **Life Science**

ANTHRO 101, 116
BIOLOGY 003†, 005†, 006†, 007†, 010†, 022†, 040†
ENV SCI 002
MICRO 020†
PHYSIOL 001†
PSYCH 002

3. **Laboratory Activity:** Any science course marked by a † in B1 or B2 will satisfy this requirement also.

A laboratory course cannot apply unless student also takes the lecture course that is prerequisite or corequisite to that laboratory course.

ANTHRO 111†
ASTRON 005†
ENV SCI 019†, 022† (Ef F05)
GEOG 015†
GEOLOGY 006†, 007†
OCEANO 010†
PHYS SC 014†

4. **Mathematics/Quantitative Reasoning:**

FINANCE 008 (Effective Fall 2019)
MATH 215, 227, 227S, 238, 240, 245, 259, 260, 261, 262, 263, 270, 275
STAT 101
Note: Effective SP 2002 grade in this section (B4) must be "C" or better.

Course: _____ College _____ AP: _____

TRANSFER PROGRAMS

GENERAL EDUCATION CERTIFICATION FOR CALIFORNIA STATE UNIVERSITIES 2020-2021

	C	IP	N
<p>C. ARTS AND HUMANITIES: 9 units (3 courses) with at least one from area 1 and one from area 2 below:</p> <p>1. Arts: Arts, Dance, Music, Theater ART 093, 094 101, 102, 103, 105, 109, 111, 115, 116, 125, 201, 213, 501 BRDCSTG 026 CHICANO 054</p> <p>2. Humanities: Literature, Philosophy, Foreign Language AFRO AM 020 ANTHRO 121 CHICANO 037, 042 (SPANISH 012*), 044 (SPANISH 016*) CINEMA 103 COMM 130 ENGLISH 105 (LING 001*), 203, 204, 205, 206, 207, 208, 252, 253 FRENCH 001 (or 021 or 022), 002, 003, 004, 005, 006, 010, 025 GERMAN 001, 002, 003, 004, 005, 006, 010 HEBREW 001 (JEWISH 011*), 002 (JEWISH 012*), 010 (JEWISH 010*) HISTORY 007</p> <p>Course: _____ College _____ AP: _____ Course: _____ College _____ AP: _____ Course: _____ College _____ AP: _____</p>			
<p>D. SOCIAL SCIENCES: 9 units (3 courses) from at least two different disciplines below. *The American Institutions Requirement may be completed as part of the 9 units required in Area D. *The AMERICAN INSTITUTIONS REQUIREMENT: (Effective Fall 05) may be completed with two courses: <u>HISTORY 006 or 020 AND ECON 010 or HISTORY 011</u> OR <u>Pol Sci 1 AND AFRO AM 004, 005, CHICANO 008, ECON 010, HISTORY 005, 011, or 012</u> ADM JUS 075 (Ef F14) AFRO AM 002 (Ef F 15), 004, 005 ANTHRO 102, 103, 104 (Ef SP 07), 109 BRDCSTG 001, 006, 032 CHICANO 002, 007, 008 CH DEV 001, 042 COMM 122 (Ef SP 07) ECON 001, 002, 008, 010, 030, 040, 060 ENVSTDS 101; GEOG 002, 009, 014, 045</p> <p>HISTORY 001, 002, 005, 006, 011, 012, 020, 086 HUMAN 006, 008 JEWISH 004, 025 JOURNAL 105 LAW 003 POL SCI 001, 002, 005, 007 PSYCH 001, 011, 012, 013, 014, 032, 041, 074, 075, 090 SOC 001, 002, 003 (Ef F 98), 004 (Ef SP 07), 011, 025 (Ef F 98), 031, 035</p> <p>Course: _____ College _____ AP: _____ Course: _____ College _____ AP: _____ Course: _____ College _____ AP: _____</p>			
<p>E. LIFELONG LEARNING & SELF-DEVELOPMENT: 3 units (minimum 1 course) : (only 1 unit of DanceSt, DanceTq, Dncespc, Kin, Kin Ath, Kin Maj may be used)</p> <p>AFRO AM 002 COMM 121 COUNSEL 020 DANCEST 301, 302, 801, 802, 814, 815, 816, 820, 822 DANCETQ 111, 112, 113, 114, 121, 122, 123, 124, 141, 142, 143, 144, 151, 152, 153, 154, 181, 182, 221, 222, 223, 224, 225, 231, 232, 233, 234, 437 DNCSPEC 161, 171, 172, 173, 174, 331, 332, 333, 334, 441, 442, 443, 444 HEALTH 002, 011 JEWISH 001</p> <p>KIN 008, 009, 045, 046, 047, 049, 050, 205, 206, 217-1, 217-2, 229, 237-1, 251, 268-1, 269-1, 269-2, 273, 286, 287-1, 287-2, 300-1, 301-1, 301-2, 301-3, 303-1, 307, 315-1, 315-2, 315-3, 317-1, 317-2, 326-1, 326-2, 329-1, 329-2, 334, 339-1, 350-1, 350-2, 350-3, 350-4, 364-1, 364-2, 365-1, 366-1, 369-1, 369-2, 370-1, 370-2, 370-3, 370-4, 371-1, 371-2, 371-3, 371-4, 373-1, 373-2, 374-1, 374-2, 387-1, 387-2, 387-3, 387-4, 389-1, 389-2, 389-3, 390, 391-1 KIN ATH 503, 504, 506, 508, 511, 512, 513, 515, 517, 549, 552, 556 KIN MAJ 101, 127 LIB SCI 100 PSYCH 003, 041, 052, 060, 075, 090 SOC 012, 017, 021</p>			

CSU SYSTEM-WIDE CREDIT FOR EXTERNAL EXAMINATIONS

Note that each campus in the California State University system determines how it will apply external examinations toward credit in the major. For students not already certified in GE and/or American Institutions, the campus also determines how to apply credit from such exams toward the local degree requirements.

	Passing Score	Minimum Semester Credits Earned ¹	Semester Credits Toward GE Breadth Certification	American Institutions and/or GE Breadth Area ²	Removal Date for GE Breadth ³
COLLEGE BOARD ADVANCED PLACEMENT TESTS					
AP Art History	3	6	3	C1 or C2	–
AP Biology	3	6	4	B2+B3	–
AP Calculus AB ⁶	3	3	3	B4	–
AP Calculus BC ⁶	3	6	3	B4	–
AP Calculus BC/ AB Subscore ⁶	3	3	3	B4	–
AP Chemistry	3	6	6	B1+B3	F09
AP Chemistry	3	6	4	B1+B3	–
AP Chinese Language and Culture	3	6	3	C2	–
AP Comparative Government & Politics	3	3	3	D8	–
AP Computer Science A ⁶	3	3	0	n/a	–
AP Computer Science AB ⁶	3	6	0	n/a	–
AP Computer Science Principles ⁶	3	6	3	B4	–
AP English Language and Composition	3	6	3	A2	–
AP English Literature and Composition	3	6	6	A2+C2	–
AP Environmental Science ⁷	3	4	4	B1+B3 or B2+B3	F09
AP Environmental Science	3	4	4	B1+B3	–
AP European History ⁷	3	6	3	C2 or D6	–
AP French Language	3	6	6	C2	F09
AP French Language	3	6	3	C2	F11
AP French Language and Culture	3	6	3	C2	–
AP French Literature	3	6	3	C2	F09
AP German Language	3	6	6	C2	F09
AP German Language	3	6	3	C2	F11
AP German Language and Culture	3	6	3	C2	–
AP Human Geography	3	3	3	D5	–
AP Italian Language and Culture	3	6	3	C2	–
AP Japanese Language and Culture	3	6	3	C2	–
AP Latin Literature	3	6	3	C2	F09
AP Latin	3	6	3	C2	–
AP Latin: Vergil	3	3	3	C2	F12
AP Macroeconomics	3	3	3	D2	–
AP Microeconomics	3	3	3	D2	–
AP Music Theory	3	6	3	C1	F09
AP Physics 1 ⁸	3	4	4	B1+B3	–
AP Physics 2 ⁸	3	4	4	B1+B3	–
AP Physics B ⁸	3	6	6	B1+B3	F09
AP Physics B ⁸	3	6	4	B1+B3	F15
AP Physics C (electricity/magnetism) ⁸	3	4	4	B1+B3	–

TRANSFER PROGRAMS

	Passing Score	Minimum Semester Credits Earned ¹	Semester Credits Toward GE Breadth Certification	American Institutions and/or GE Breadth Area ²	Removal Date for GE Breadth ³
AP Physics C (mechanics) ⁸	3	4	4	B1+B3	-
AP Psychology	3	3	3	D9	-
AP Seminar	3	3	0	n/a	-
AP Spanish Language	3	6	6	C2	F09
AP Spanish Language and Culture	3	6	3	C2	-
AP Spanish Literature	3	6	6	C2	F09
AP Spanish Literature and Culture	3	6	3	C2	-
AP Statistics	3	3	3	B4	-
AP Studio Art - 2D Design	3	3	0	n/a	-
AP Studio Art - 3D Design	3	3	0	n/a	-
AP Studio Art - Drawing	3	3	0	n/a	-
AP U.S. Government & Politics	3	3	3	D8+US-2	-
AP U.S. History	3	6	3	(C2 or D6)+US-1	-
AP World History: Modern	3	3	3	C2 or D6	-
COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)					
CLEP American Government	50	3	3	D8	-
CLEP American Literature	50	3	3	C2	-
CLEP Analyzing and Interpreting Literature	50	3	3	C2	-
CLEP Biology	50	3	3	B2	-
CLEP Calculus	50	3	3	B4	-
CLEP Chemistry	50	3	3	B1	-
CLEP College Algebra	50	3	3	B4	-
CLEP College Algebra - Trigonometry	50	3	3	B4	-
CLEP College Mathematics	50	0	0	n/a	-
CLEP English Composition (no essay)	50	0	0	n/a	-
CLEP English Composition with Essay	50	0	0	n/a	-
CLEP English Literature	50	3	3	C2	F11
CLEP Financial Accounting	50	3	0	n/a	-
CLEP French ⁴ Level I	50	6	0	n/a	-
CLEP French ⁴ Level II	59	12	3	C2	F15
CLEP French ⁴ Level II	59	9	3	C2	-
CLEP Freshman College Composition	50	0	0	n/a	-
CLEP German ⁴ Level I	50	6	0	n/a	-
CLEP German ⁴ Level II	60	12	3	C2	F15
CLEP German ⁴ Level II	60	9	3	C2	-
CLEP History, United States I	50	3	3	D6+US-1	-
CLEP History, United States II	50	3	3	D6+US-1	-
CLEP Human Growth and Development	50	3	3	E	-
CLEP Humanities	50	3	3	C2	-
CLEP Information Systems and Computer Applications	50	3	0	n/a	-
CLEP Introduction to Educational Psychology	50	3	0	n/a	-
CLEP Introductory Business Law	50	3	0	n/a	-
CLEP Introductory Psychology	50	3	3	D9	-

TRANSFER PROGRAMS

	Passing Score	Minimum Semester Credits Earned ¹	Semester Credits Toward GE Breadth Certification	American Institutions and/or GE Breadth Area ²	Removal Date for GE Breadth ³
CLEP Introductory Sociology	50	3	3	D0	–
CLEP Natural Sciences	50	3	3	B1 or B2	–
CLEP Pre-Calculus	50	3	3	B4	–
CLEP Principles of Accounting	50	3	0	n/a	–
CLEP Principles of Macroeconomics	50	3	3	D2	–
CLEP Principles of Management	50	3	0	n/a	–
CLEP Principles of Marketing	50	3	0	n/a	–
CLEP Principles of Microeconomics	50	3	3	D2	–
CLEP Social Sciences and History	50	0	0	n/a	–
CLEP Spanish ⁴ Level I	50	6	0	n/a	–
CLEP Spanish ⁴ Level II	63	12	3	C2	F15
CLEP Spanish ⁴ Level II	63	9	3	C2	–
CLEP Trigonometry	50	3	3	B4	F06
CLEP Western Civilization I	50	3	3	C2 or D6	–
CLEP Western Civilization II	50	3	3	D6	–

INTERNATIONAL BACCALAUREATE (IB)

IB Biology HL	5	6	3	B2	–
IB Chemistry HL	5	6	3	B1	–
IB Economics HL	5	6	3	D2	–
IB Geography HL	5	6	3	D5	–
IB History (any region) HL	5	6	3	C2 or D6	–
IB Language A Literature HL	4	6	3	C2	–
IB Language A Language and Literature HL	4	6	3	C2	–
IB Language A1 (any language) HL ⁵	4	6	3	C2	F13
IB Language A2 (any language) HL ⁵	4	6	3	C2	F13
IB Language B (any language) HL ⁵	4	6	0	n/a	–
IB Mathematics HL	4	6	3	B4	–
IB Physics HL	5	6	3	B1	–
IB Psychology HL	5	3	3	D9	–
IB Theatre HL	4	6	3	C1	–

1. These units count toward eligibility for admission. The units may not apply towards Associate Degrees for Transfer (AD-T) or the baccalaureate degree. The units may not all apply toward certification of the corresponding GE-Breadth area. See Executive Orders 1036 and 1100 for details.
2. Areas of GE Breadth (A1 through E) are defined in [EO 1100](#). Areas of American Institutions (US-1 through US-3) are set forth in Sections IA and IB of EO 1061, and at [assist.org](#). Numerical subcategories for Area D were removed and no longer apply effective 4/11/2018 but are provided for historical reference.
3. Students seeking certification in GE Breadth prior to transfer must have passed the test before this date
4. If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered “Level I” and earns six units of baccalaureate credit; the higher score listed for each test is considered “Level II” and earns additional units of credit and placement in Area C2 of GE Breadth, as noted
5. The IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.
6. If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.
7. Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply either to B1+B3 or B2+B3 of GE Breadth. Fall of 2009 or later, those credits may only apply to B1+B3
8. If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

ASSOCIATE DEGREE PROGRAMS

LOS ANGELES VALLEY COLLEGE GRADUATION REQUIREMENTS

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 awarding of an Associate Degree symbolizes successful completion of a pattern of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student should possess sufficient depth in some field of knowledge to contribute to lifetime interest.

These requirements apply to students entering for the first time beginning Fall or later. Continuing students maintaining "catalog rights" may be able to apply requirements in effect at the time they entered the college. "Catalog rights" is defined as follows:

A catalog year is defined as beginning with the fall semester through the subsequent summer. A student remaining in continuous attendance in the Los Angeles Community College District may elect to satisfy the degree, certificate or graduation requirements in effect:

1. at the time the student began such attendance at the college,
2. following any intervening catalog in years between the time the student began continuous attendance and time of graduation, or
3. at the time of graduation.

Students who lose catalog rights become subject to any new requirements that are in effect at the time they re-enroll.

- I. **Unit Requirement:** A minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 21 semester units of study in general education. Associate degrees for transfer, as defined in California Education Code §66746, must be aligned with transfer model curricula as approved by the State Chancellor and must require 60 semester units for completion, with at least 18 units of study in a major/area of emphasis and completion of Intersegmental General Education Transfer Curriculum (IGETC for CSU) or California State University General Education Breadth Requirements.

- 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. Each course counted toward the major requirements must be completed with a grade of "C" or better or a "P" if the course is taken on a "pass-no-pass" basis.

- III. **Residence Requirement:** Students must complete no fewer than 12 units at the college conferring the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student. Board Rule 6201.11.

Conferring the Degree when offered at multiple LACCD Colleges: When the same major is offered at multiple colleges in the LACCD, the degree shall be conferred by the college where the student has taken the majority (greater than 50.0%) of units in the major. When units are split equally among two or more colleges, the college where the student was last enrolled shall award the degree. Board Rule 6201.14.

- IV. **English and Math Competency:** Continuing students with catalog rights from prior to fall 2019 who place into any transfer-level math course have met math competency for all AA/AS degrees. Students admitted fall 2019 or later may meet competency by verifying earning a grade of C- or higher in Algebra 2 or equivalent or higher at a US regionally accredited high school or college, or through other means as defined below.

MATH AND ENGLISH COMPETENCY REQUIREMENT

- I. The competency requirements for the Associate of Arts (AA) and Associate of Science (AS) Degrees are met by the following criteria.

A. Mathematics Competency

The competency requirement in mathematics for the Associate Degree may be met by completion of any of the following:

1) Verification of passing with a grade of C or P or higher any course from a California Community College Chancellor's Office (CCCCO) Course Basic (CB) Code of "One Level Below Transfer" or higher with a TOP code beginning with 17.

2) Verification of passing with a grade of C- or higher a mathematics course at or above the level of the course typically known as Intermediate Algebra or the equivalent from any United States regionally accredited secondary or post-secondary institution.

3) Verification of passing with a grade of C or P or higher a California Community College course that meets the California State University General Education Breadth (CSU GE Breadth) requirement in Area B4: Mathematics/Quantitative Reasoning and/or the Intersegmental General Education Transfer Curriculum (IGETC) in Area 2A: Mathematical Concepts and Quantitative Reasoning.

ASSOCIATE DEGREE PROGRAMS

4) Achieving a satisfactory score (using a DAS-approved scoring-method) on a DAS-approved District Mathematics Competency Examination.

5) Achieving a satisfactory score on an external examination (such as, but not limited to an Advanced Placement Exam) as specified in LACCD Administrative Regulations.

B. Written Expression Competency

The competency requirement in written expression for the Associate Degree may be met by completion of any of the following:

1) Verification of passing with a grade of C or P or higher Freshman Composition from any California Community College or the equivalent from any United States regionally accredited institution with a grade of C- or higher.

2) Verification of passing with a grade of C or P or higher a California Community College course that meets the California State University General Education Breadth (CSUGE Breadth) requirement in Area A2: Written Communication and/or the Intersegmental General Education Transfer Curriculum (IGETC) in Area 1A: English Composition.

3) Achieving a satisfactory score on an external examination (such as, but not limited to an Advanced Placement Exam) as specified in LACCD Administrative Regulations.

C. Students who maintain continuous catalog rights (as defined in Board Rule 6203) may satisfy competency according to the requirements stated in college catalogs pursuant to relevant Board Rules and Administrative Regulations from the first term under those rights until the term all graduation requirements have been met or any intervening term.

II. The District Curriculum Committee shall establish whether the course meets the competency requirement as established in this administrative regulation.

COURSE REQUIREMENTS, MAJORS, AND THE LACCD GE PLAN:

The following three general education plans are offered at the colleges of the Los Angeles Community College District (LACCD) and may be used to meet the general education requirements for the associate degree:

- LACCD General Education Plan
- CSU GE-Breadth Plan
- IGETC Plan

The associate-level general education plan (LACCD GE Plan) is appropriate for students planning to earn an associate degree who do not plan to transfer to a 4-year institution.

Students planning to transfer to a 4-year institution should follow either the California State University General Education Breadth Plan (CSU GE-Breadth Plan) or the Intersegmental General Education Transfer Curriculum (IGETC). Any of these General Education Plans may be used towards an Associate Degree offered at LAVC.

The following table compares the three plans:

	No. of GE Units	No. Of Major Units
LACCD GE Plan	21	18+
CSU GE-Breadth	39	18+
IGETC	37	18+

The total number of units required for an Associate Degree is 60, regardless of which GE Plan is chosen.

ASSOCIATE OF ARTS (AA) VERSUS ASSOCIATE OF SCIENCE (AS)

The Associate of Arts (AA) degrees are awarded to students whose majors are in the areas of the arts, humanities, and social sciences. The Associate of Science (AS) degrees are awarded to students whose majors are in the areas of the physical and life sciences or in specialized technical areas considered to be applied sciences. Examples of AA majors are: Anthropology, Art, Economics, English, Mathematics and Sociology. Examples of AS majors are: Biology, Chemistry, Physics, Engineering, and Registered Nursing.

An Associate Degree is not required for admission to a university, but many transfer students find it to their advantage to obtain an Associate Degree prior to transferring.

See page 44 for information on the Associate Degrees for Transfer.

MULTIPLE OR ADDITIONAL ASSOCIATE DEGREES

Any student who contemplates acquiring more than one Associate Degree should discuss the matter with a counselor to determine if the student's goal would be better met by either a Baccalaureate Degree or Certificate.

A student may receive either multiple Associate degrees granted simultaneously, each in a single major, or an additional Associate degree after having earned a degree from an accredited college. Los Angeles Valley College will only grant such degrees when the student has completed all of the following Graduation Requirements (detailed in the Associate Degree Programs section of the catalog) for each degree awarded.

1. Unit requirements
2. Scholarship requirements
3. Residence requirements
4. General competencies
5. Major course requirements
6. General education course requirements

In addition to the above requirements, students following the LACCD GE Plan 2020-2021 general education requirements must complete at least 6 units in the major at LAVC. For the Associate Degrees for Transfer (ADTs), there is no major unit minimum requirement that must be completed at the college awarding the degree.

ASSOCIATE DEGREE PROGRAMS

LOS ANGELES VALLEY COLLEGE - ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS - LACCD GE PLAN 2020-2021

GENERAL EDUCATION REQUIREMENTS: 21 semester units

MAJOR REQUIREMENTS: Minimum of 18 units in a single or related field. Each course counted towards the major or area of emphasis requirement must be completed with a "C" (2.0 or equivalent) or better.

1. UNIT REQUIREMENT: A minimum of 60 semester units of course credit in a selected curriculum.

2. SCHOLARSHIP REQUIREMENT: A "C" (2.0) grade-point-average or better.

3. RESIDENCE REQUIREMENT: Completion of at least 12 units of credit in residence, completion of a majority of the major requirement units in residence, and attendance at the college during the semester in which the requirements are completed.

4. READING AND WRITTEN COMPETENCY: Completion of the following course with a grade of "C" or better: English 101 (or its equivalent at another college); A grade of "C" or better in a college course that meets CSU GE Area A2 or IGETC Area 1A requirements; A score of 3 or higher on the following AP Exams: English Language and Composition or English Composition and Literature, or similar.

5. MATHEMATICAL COMPETENCY: Continuing students with catalog rights from prior to fall 2019 who place into any transfer-level math course have met math competency for all AA/AS degrees. Students admitted fall 2019 or later may meet competency by verifying earning a grade of C- or higher in the course typically known as Intermediate Algebra or equivalent or higher at a US regionally accredited high school or college, or through other means as defined below. A score of 3 or higher on the following AP exams: Calculus AB, Calculus BC, or Statistics, or similar. Verification of passing with a grade of C or P or higher a California Community College course that meets the California State University General Education Breadth (CSU GE Breadth) requirement in Area B4: Mathematics/Quantitative Reasoning and/or the Intersegmental General Education Transfer Curriculum (IGETC) in Area 2A: Mathematical Concepts and Quantitative Reasoning.

6. THREE GENERAL EDUCATION PLANS are offered at the colleges of the Los Angeles Community College District (LACCD) to meet the general education requirements for the associate degree. The LACCD GE Plan is appropriate for students planning to earn an associate degree without transfer. Students planning to transfer to a four-year university should follow either the CSU GE-Breadth plan or the IGETC plan. The LACCD GE plan may NOT be used for Associate Degrees for Transfer (ADTs). ADT degrees require completion of either CSU GE or IGETC (for CSU). Meet with a counselor to discuss your options.

Please see a counselor and check the LAVC College catalog for specific major requirements.

*** THIS FORM SUBJECT TO CHANGE EACH YEAR

Courses may only be used once to satisfy any GE area.	C= COMPLETED IP= IN PROGRESS N= NEED	C	IP	N
A. NATURAL SCIENCES 3 Semester/4 Quarter units minimum				
ANATOMY 001*	GEOLOGY 001, 002, 006*, 007* 010 (ENV SCI 007)			
ANTHRO 101, 111*, 116	MICRO 020*			
ASTRON 001, 005*	OCEANO 001, 010*			
BIOLOGY 003, 006*, 005, 007*, 010, 022, 040*	PHYS SC 001, 004, 014*			
CHEM 051*, 060*, 068*, 101*, 102*	PHYSICS 006*, 007*, 037*, 038*, 039*, 066*, 067*			
ENV SCI 001*, 007, 022*	PHYSIOL 001*			
GEOG 001, 003 (METEOR 003), 015*, 017	PSYCH 002*			
Other College _____	Advanced Placement _____			
B. SOCIAL AND BEHAVIORAL SCIENCES AND AMERICAN INSTITUTIONS 6 Semester/8 Quarter Units minimum				
B1. AMERICAN INSTITUTIONS (3 Semester/4 Quarter Units minimum)				
AFRO AM 005, 005	HISTORY 005, 006, 011, 012, 018, 020			
CHICANO 008	POL SCI 001			
ECON 010				
B2. SOCIAL AND BEHAVIORAL SCIENCES (3 Semester/4 Quarter Units minimum)				
ADM JUS 075	HISTORY 001, 002, 086			
AFRO AM 002	HUMAN 006, 008			
ANTHRO 102, 103, 104	JEWISH 025			
BRDCSTG 001, 006, 32	JOURNAL 105			
CH DEV 001*, 042	LAW 003			
CHICANO 002, 007	POL SCI 002, 005, 007			
COMM 122	PSYCH 001, 011*, 012*, 013*, 014*, 032, 041*, 052, 074*,			
ECON 001*, 002*, 008, 030, 040, 060	075, 090			
ENVSTDS 101	SOC 001, 002, 003, 004, 011, 012, 021, 022, 025, 031, 035			
GEOG 002, 009, 014, 045				
Other College _____	Advanced Placement _____			

*This course has a prerequisite or co-requisite.

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ASSOCIATE DEGREE PROGRAMS

LAVC GE AND EXTERNAL EXAMINATIONS ADVANCED PLACEMENT (AP) EXAM

AP Examination	Passing Score	GE Area	Semester Units Applied	
			Toward LACCD GE Requirements	Total Semester Units Awarded Toward AA/AS/ADT
Art History	3	C	3	6
Biology	3	A	3	6
Calculus AB ¹	3	D2	3	3
Calculus BC ¹	3	D2	3	6
Calculus BC/AB Subscore ¹	3	D2	3	3
Chemistry	3	A	3	6
Chinese Language and Culture	3	C	3	6
Comparative Government & Politics	3	B2	3	3
Computer Science A	3	D2	3	3
Computer Science AB	3	D2	3	6
Computer Science Principles	3	N/A	0	6
English Language and Composition ²	3	D1	3	6
English Literature and Composition ²	3	C or D1	3	6
Environmental Science	3	A	3	4
European History	3	B2 or C	6	6
French Language and Culture	3	C	3	6
French Literature	3	C	3	6
German Language and Culture	3	C	3	6
Human Geography	3	B2	3	3
Italian Language and Culture	3	C	3	6
Japanese Language and Culture	3	C	3	6
Latin	3	C	3	6
Latin Literature	3	C	3	6
Latin: Vergil	3	C	3	3
Macroeconomics	3	B2	3	3
Microeconomics	3	B2	3	3
Music Theory	3	C	3	6
Physics 1	3	A	3	4
Physics 2	3	A	3	4
Physics B	3	A	3	6
Physics C (mechanics)	3	A	3	4
Physics C (electricity/magnetism)	3	A	3	4
Psychology	3	B2	3	3
Spanish Language and Culture	3	C	3	6
Spanish Literature and Culture	3	C	3	6
Statistics ¹	3	D2	3	3
Studio Art: 2D Design	3	C	3	3
Studio Art: 3D Design	3	C	3	3
Studio Art: Drawing	3	C	3	3
U.S. Government & Politics ³	3	B1	3	3
U.S. History ³	3	B1 or C	3	6
World History: Modern	3	B2 or C	3	6

¹A score of 3, 4, or 5 on this exam satisfies the Math Competency Requirement.

²A score of 3, 4, or 5 on this exam satisfies the Reading & Written Expression Competency Requirement.

³A score of 3, 4, or 5 on this exam satisfies the American Institutions Requirement.

ASSOCIATE DEGREE PROGRAMS

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) EXAMS

CLEP Exam	Passing Score	Associate Degree GE Area	Semester Units Applied Toward Associate Degree GE Requirements	Total Semester Units Awarded Toward Associate Degree
Business Exams				
Financial Accounting	50	NA	NA	3
Information Systems & Computer Applications	50	D2	3	3
Introductory Business Law	50	NA	NA	3
Principles of Management	50	NA	NA	3
Principles of Marketing	50	NA	NA	3
Composition and Literature				
American Literature	50	C	3	3
Analyzing and Interpreting Literature	50	C	3	3
College Composition	50	D1	3	6
College Composition Modular	50	D1	3	3
English Literature	50	C	3	3
Humanities	50	C	3	3
Foreign Languages				
French Language, Level 1	50	C	3	6
French Language, Level 2	59	C	3	9
German Language, Level 1	50	C	3	6
German Language, Level 2	60	C	3	9
Spanish Language, Level 1	50	C	3	6
Spanish Language, Level 2	63	C	3	9
<i>Level 1- equivalent to the first two semesters (or 6 semester hours) of college-level foreign course work</i>				
<i>Level 2- equivalent to the first four semesters (or 12 semester hours) of college-level foreign course work</i>				
History and Social Sciences				
American Government	50	B1	3	3
History of the United States I: Early Colonization to 1877	50	B1	3	3
History of the United States II: 1865 to present	50	B1	3	3
Human Growth & Development	50	B2	3	3
Introduction to Educational Psychology	50	B2	3	3
Introductory Psychology	50	B2	3	3
Introductory Sociology	50	B2	3	3
Principles of Macroeconomics	50	B2	3	3
Principles of Microeconomics	50	B2	3	3
Social Sciences & History	50	B2	3	6
Western Civilization I: Ancient Near East to 1648	50	B2	3	3
Western Civilization I: 1648 To Present	50	B2	3	3

Continued, page 43

ASSOCIATE DEGREE PROGRAMS

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) EXAMS

CONTINUED

	Passing Score	GE Area	Semester Units Applied Toward GE Requirements	Total Semester Units Awarded Toward Associate Degree
Science and Mathematics				
Biology	50	A	3	6
Calculus ¹	50	D2	3	4
Chemistry	50	A	3	6
College Algebra ¹	50	D2	3	3
College Mathematics ¹	50	D2	3	6
Precalculus ¹	50	D2	3	3
Natural Sciences	50	A	3	6

INTERNATIONAL BACCALAUREATE (IB) EXAMS

IB EXAM	Passing Score	GE Area	Semester Units Applied Toward GE Requirements	Total Semester Units Awarded Toward Associate Degree
IB Biology HL	5	A	3	6
IB Chemistry HL	5	A	3	6
IB Economics HL	5	B2	3	6
IB Geography HL	5	B2	3	6
IB History (any region) HL	5	B2	3	6
IB Language A1 (English) HL ³	4	D1	3	6
IB Language A2 (English) HL ³	4	D1	3	6
IB Language A1 (any language except English) HL	4	C	3	6
IB Language A2 (any language except English) HL	4	C	3	6
IB Language A1 (any language) HL	4	C	3	6
IB Language A2 (any language) HL	4	C	3	6
IB Language B (any language) HL	4	C	3	6
IB Mathematics HL ⁴	4	D2	3	6
IB Physics HL	5	A	3	6
IB Psychology HL	5	B2	3	3
IB Theatre HL	4	C	3	6

1 A score of 50 on this exam satisfies the Math Competency Requirement.

2 A score of 50 on this exam satisfies the American Institutions Requirement.

3 A score of 4 on this exam satisfies the Reading & Written Expression Competency Requirement

4 A score of 4 on this exam satisfies the Math Competency Requirement.

ASSOCIATE DEGREES FOR TRANSFERS

REQUIREMENTS FOR THE ASSOCIATE IN ARTS FOR TRANSFER (AA-T) OR ASSOCIATE IN SCIENCE FOR TRANSFER (AS-T)

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer," a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

At the time of catalog publication, a student may earn a transfer degree in **twenty six majors**. Additional majors are under development. For more information, please see a counselor.

REQUIREMENTS:

The following is required for all AA-T or AS-T degrees:

- UNIT REQUIREMENT:** 60 CSU-transferable semester units.
- SCHOLARSHIP REQUIREMENT:** Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.
- RESIDENCE REQUIREMENT:** Completion of at least 12 units of credit in residence, and attendance at the college during the semester in which the requirements are completed.
- MAJOR REQUIREMENT:** Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the program section of the catalog (pages 45-53). All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis (title 5 § 55063).
- GENERAL EDUCATION REQUIREMENTS:** Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see pages 32-33 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC for CSU) pattern (see pages 27-29 for more information).

LAVC'S APPROVED C-ID DESCRIPTORS

C-ID	LAVC Courses	C-ID	LAVC Courses	C-ID	LAVC Courses	C-ID	LAVC Courses	C-ID	LAVC Courses
ACCT 110	ACCTG 001, 002	CHEM 120S	CHEM 101, 102	GEOG 111	GEOG 015	MATH 240	MATH 275	POLS 140	POL SCI 007
ACCT 120	ACCTG 001, 002	COMM 110	COMM 101	GEOG 115	GEOG 017	MATH 250	MATH 270	PSY 110	PSYCH 001
AJ 110	ADM JUS 001	COMM 120	COMM 104	GEOG 120	GEOG 002	MATH 851	MATH 240	PSY 150	PSYCH 002
AJ 120	ADM JUS 002	COMM 130	COMM 121	GEOG 130	GEOG 003	MATH 955	MATH 259	PSY 200	PSYCH 074
AJ 122	ADM JUS 004	COMM 140	COMM 151	GEOG 140	GEOG 014	MUS 100	MUSIC 111	SOCI 110	SOC 001
AJ 124	ADM JUS 003	COMM 150	COMM 122	GEOL 100	GEOLOGY 001	MUS 110	MUSIC 200	SOCI 115	SOC 002
AJ 140	ADM JUS 005	COMM 160B	COMM 106	GEOL 100L	GEOLOGY 006	MUS 130	MUSIC 201	SOCI 120	SOC 004
AJ 200	ADM JUS 075	COMM 170	COMM 130	GEOL 110	GEOLOGY 002	MUS 135	MUSIC 211	SOCI 125	STAT 101
AJ 220	ADM JUS 008	ECE 120	CH DEV 002	GEOL 110L	GEOLOGY 007	MUS 140	MUSIC 202	SOCI 130	SOC 012
ANTH 110	ANTHRO 101	ECE 130	CH DEV 007	GEOL 120L	GEOLOGY 006	MUS 145	MUSIC 212	SOCI 140	SOC 031
ANTH 120	ANTHRO 102	ECE 200	CH DEV 034	HIST 130	HISTORY 011	MUS 150	MUSIC 203	SOCI 150	SOC 011
ANTH 130	ANTHRO 104	ECE 210	CH DEV 022	HIST 140	HISTORY 012	MUS 155	MUSIC 213	SOCI 160	SOC 003
ANTH 150	ANTHRO 103	ECE 220	CH DEV 010	HIST 150	HISTORY 086	MUS 160	MUSIC 181, 182, 183 Or 184	SPAN 100	SPANISH 001
ARTH 100	ART 103	ECE 230	CH DEV 042	HIST 170	HISTORY 001	MUS 180	MUSIC 501, 531, 563, 721, 751 Or 771	SPAN 110	SPANISH 002
ARTH 120	ART 102	ECON 201	ECON 001	HIST 180	HISTORY 002			SPAN 200	SPANISH 003
ARTH 130	ART 105	ECON 202	ECON 002	JOUR 100	JOURNAL 105	PHIL 100	PHILOS 001	SPAN 210	SPANISH 004
ARTS 100	ART 501	EDUC 200	EDUC 203	JOUR 110	JOURNAL 101	PHIL 120	PHILOS 020	SPAN 220	SPANISH 036
ARTS 101	ART 502	ENGL 100	ENGLISH 101	JOUR 130	JOURNAL 218-1	PHIL 130	PHILOS 012	SPAN 230	SPANISH 037
ARTS 110	ART 201	ENGL 105	ENGLISH 103	JOUR 131	JOURNAL 218-2	PHIL 140	PHILOS 014	THTR 111	THEATER 100
ARTS 200	ART 204	ENGL 120	ENGLISH 102	JOUR 150	JOURNAL 043	PHIL 210	PHILOS 010	THTR 113	THEATER 110
ARTS 210	ART 300	ENGL 130	ENGLISH 207	KIN 100	KIN MAJ100	PHYS 105	PHYSICS 009	THTR 114	THEATER 114
ARTS 270	ART 213	ENGL 135	ENGLISH 208	MATH 110	MATH 227 Or STAT 101	PHYS 110	PHYSICS 006, 066	THTR 151	THEATER 270
BIOL 110B	ANATOMY 001	ENGL 140	ENGLISH 203	MATH 120	MATH 215	PHYS 205	PHYSICS 007, 067	THTR 152	THEATER 272
BIOL 120B	PHYSIOL 001	ENGL 145	ENGLISH 204	MATH 140	MATH 238	PHYS 210	PHYSICS 037	THTR 171	THEATER 301
BIOL 135S	BIOLOGY006,007	ENGL 160	ENGLISH 205	MATH 150	MATH 245	PHYS 215	PHYSICS 038	THTR 173	THEATER 310
BUS 110	BUS 001	ENGL 165	ENGLISH 206	MATH 155	MATH 260	PHYS 215	PHYSICS 039	THTR 174	THEATER 411
BUS 125	LAW 001	ENGL 200	ENGLISH 127	MATH 211	MATH 261, 265	POLS 110	POL SCI 001	THTR 175	THEATER 450
CDEV 100	CH DEV 001	FTVE 130	BRDCSTG 047	MATH 221	MATH 262, 266	POLS 120	POL SCI 005	THTR 191	THEATER 291, 292 Or 293
CDEV 110	CH DEV 011	GEOG 110	GEOG 001	MATH 230	MATH 263, 267	POLS 130	POL SCI 002	THTR 192	THEATER 342

ASSOCIATE DEGREES FOR TRANSFERS

AS-T IN ADMINISTRATION OF JUSTICE

(Program Code 210500, State Code 33386)

The AS-T in Administration of Justice provides service students with the principles and practices of criminal justice systems in America. The degree provides preparation for employment within a related agency and/or transfer to a CSU or college. Students completing the degree will have completed the Program Goals and will have satisfied the lower division major preparation at most CSUs in Criminal Justice, Criminology, and Administration of Justice. Students will be better suited for entry-level and advanced positions in the fields of Law Enforcement, Correctional Science or Homeland Security. The criminal justice system is a diversified occupational area with employment opportunities at the federal, state and county levels (FBI, Homeland Security, California Highway Patrol, police departments, sheriff's departments, federal and state departments of corrections, and probation and parole agencies).

REQUIRED COURSES:

ADM JUS 001	Introduction to Administration of Justice	3
ADM JUS 002	Concepts of Criminal Law	3

LIST A: SELECT TWO COURSES

ADM JUS 003	Legal Aspects of Evidence	3
ADM JUS 004	Principles and Procedures of the Justice System	3
ADM JUS 005	Criminal Investigation	3
ADM JUS 008	Juvenile Procedures	3
ADM JUS 075	Introduction to Corrections	3

LIST B: SELECT TWO COURSES:

ADM JUS 006	Patrol Procedures	3
ADM JUS 039	Probation and Parole	3
ADM JUS 049	Narcotics and Vice Control	3

Any course from List A not already used.

Total: 18

AA-T IN ANTHROPOLOGY

(Program Code 220200, State Code 32410)

Anthropology is the scientific study of humankind from the broadest possible perspectives - exploring human biological and cultural differences and similarities across the world and through time. Students will be able to analyze the patterns underlying diverse anatomy, behaviors, beliefs, attitudes and identities using the concepts of cultural relativism and evolutionary theory. Anthropology majors learn to evaluate their place in an ever-changing global society.

REQUIRED COURSES:

ANTHRO 101	Human Biological Evolution	3
ANTHRO 102	Human Ways of Life: Cultural Anthropology	3
ANTHRO 103	Archaeology: Reconstructing the Human Past	3
ANTHRO 104	Human Language and Communication	3
ANTHRO 111*	Laboratory in Human Biological Evolution	2
ANTHRO 121	Anthropology of Religion, Magic and Witchcraft	3

LIST A: SELECT ONE COURSE:

MATH 227*	Statistics	4
STAT 101*	Statistics for the Social Sciences	4

Total: 21

Cross-referenced course. * This course has a prerequisite or corequisite.

AA-T IN ART HISTORY

(Program Code 100100, State Code 32117)

Art History is the study of the history of how and why human beings make art. Students who study Art History examine the sociological, cultural, and aesthetic contexts of art, and explore basic art historical concepts and terminology appropriate to each Art History course. Art historical methodology is discussed, so that students understand the nature of the discipline, what sources scholars use to construct their theories, how the discipline has changed over time, and reception theory.

REQUIRED COURSES:

ART 101	Survey of Art History I	3
ART 102	Survey of Art History II	3
ART 201	Drawing I	3

LIST A: SELECT ONE COURSE:

ART 105	History of Asian Art	3
ART 109	The Arts of Africa, Oceania, and Ancient America	3

LIST B: SELECT ONE COURSE:

ART 204*	Life Drawing I	3
ART 300	Introduction to Painting	3
ART 304	Acrylic Painting I	3
ART 501	Beginning Two-Dimensional Design	3
ART 502	Beginning Three-Dimensional Design	3
ART 604*	Graphic Design I	3
ART 700	Introduction to Sculpture	3
ART 701*	Sculpture I	3
ART 708	Introduction to Ceramics	3
ART 709*	Ceramics I	3

LIST C: SELECT ONE COURSE:

ART 111	History of Contemporary Art	3
ART 115	History of Modern Art	3
ART 116	History of Women and Art	3
ART 125	History of Photography I	3

Total: 18

AS-T IN BIOLOGY

(Program Code 040100, State Code 35395)

Biology is the scientific study of life. Biology examines the basic cellular biology, metabolism, genetics, molecular biology, and the relationship between form and function of living organisms. Biology explores the unifying principles of biology through the study of phylogeny, taxonomy, organismal structure/function, evolution, and ecology. The goal of The Associate in Science in Biology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major.

REQUIRED CORE: (10 UNITS)

BIOLOGY 006*	General Biology I	5
BIOLOGY 007*	General Biology II	5

LIST A: (23-25 UNITS)

CHEM 101*	General Chemistry I	5
CHEM 102 *	General Chemistry II	5
MATH 261*	Calculus I	5

AND ONE OF THE FOLLOWING PHYSICS SEQUENCES:

PHYSICS 066*	Physics for Life Science Majors I	5
PHYSICS 067*	Physics for Life Science Majors II	5

Or

PHYSICS 006*	General Physics I	4
PHYSICS 007*	General Physics II	4

Or

PHYSICS 037*	Physics for Engineer and Scientists I	5
PHYSICS 038*	Physics for Engineer and Scientists II	5

Total: 33-35 units

ASSOCIATE DEGREES FOR TRANSFERS

AS-T IN BUSINESS ADMINISTRATION

(Program Code 050500, State Code 35427)

Business Administration is a broad field with many disciplines including, administration, accounting, entrepreneurship and small business, finance, law, international trade, management, marketing, operations, information systems, and real estate. This degree is designed to provide students with the core of lower division courses required to transfer to a California State University and pursue a bachelor's degree in business administration in the discipline(s) of their choice. Emphasis is on accounting, the business environment and functions, economics, law, mathematics, and quantitative analysis. For a complete listing of CSUs that accept this degree as meeting lower division major preparation, please go to the Counseling Department. In addition to the 29-30 units required for the major, students must complete 37 units of general education following the IGETC Plan or 39 units of general education following the CSU-GE Breadth for a maximum total of 60 units with a minimum GPA of 2.0.

Students completing the Associate in Business Administration for Transfer degree will have satisfied the lower division major preparation at most CSUs in Business Administration.

REQUIRED CORE:

ACCTG 001	Introductory Accounting I	5
ACCTG 002*	Introductory Accounting II	5
ECON 001*	Principles of Economics I	3
ECON 002*	Principles of Economics II	3
LAW 001	Business Law I	3

LIST A: SELECT ONE COURSE (4-5 UNITS) FROM THE FOLLOWING:

MATH 238*	Calculus for Business and Social Science I	5
MATH 227*	Statistics	4

LIST B: SELECT TWO COURSES (6-7 UNITS) FROM THE FOLLOWING:

CAOT 082	Microcomputer Software Survey in the Office	3
	Or	
CIS 104	Microcomputer Application Software	4
	Or	
CIS 101	Introduction to Computers and their Uses	3
BUS 001	Introduction to Business	3

Any course not used in List A

Total: 29-31

AA-T IN COMMUNICATION STUDIES

(Program Code 150601, State Code 30699)

Communication Studies is the study of how human beings communicate. People who study Communication are interested in learning how the communication process works and desire to improve and adapt their communication for intended recipients. Courses in the Communication degree examine the importance of effective communication in public, groups, cultures, interpersonal settings, and literature. In addition, we explore the nature of argumentation and the ability to critically evaluate messages as both the sender and receiver. Students completing this degree will have satisfied the lower division major preparation at CSUN for the Communications Studies major and at CSULA for the Communications major.

REQUIRED COURSES:

COMM 101	Public Speaking	3
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LIST A: SELECT TWO COURSES

COMM 104	Argumentation and Debate	3
COMM 121	Interpersonal Communication	3
COMM 151	Small Group Communication	3

LIST B: SELECT TWO COURSES

COMM 122	Intercultural Communication	3
COMM 130	Introduction to Oral Interpretation of Literature	3

Any course not used in List A

LIST C: SELECT ONE COURSE

COMM 102	Oral Communication II	3
COMM 105*	Critical Thinking	3
COMM 106	Forensics (limited to 3 units)	2
ENGLISH 103*	Composition and Critical Thinking	3

Any course not used in List A or List B

Total: 18

Cross-referenced course. * This course has a prerequisite or corequisite.

ASSOCIATE DEGREES FOR TRANSFERS

AS-T IN EARLY CHILDHOOD EDUCATION

(Program Code 130509, State Code 32741)

Students completing the Associate in AS-T in Early Childhood Education for Transfer degree will have satisfied the lower division major preparation at most CSUs in Child Development, Early Childhood Education, Human Development, or related major with a junior status. The AS-T in Early Childhood Education provides the students with the knowledge and experiences necessary to work as a teacher in a variety of early childhood settings. Students will be able to develop, implement and evaluate developmentally appropriate early childhood curriculum (0 to 8 years old) in an early childhood classroom. Students will be able to apply effective guidance strategies and teaching skills in the early childhood classroom (0 to 8 years old) that fosters young children's emotional, cognitive and physical development. Students will identify and apply professional behaviors and ethical standards when working with children, families, staff, colleagues and communities. Students will analyze strategies that promote and support collaboration between programs, families and communities.

REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 002	Early Childhood: Principles and Practices	3
CH DEV 007	Introduction to Curriculum in Early Childhood Education	3
CH DEV 010	Health, Safety and Nutrition	3
CH DEV 011	Child, Family and Community	3
CH DEV 022*	Practicum in Child Development I	4
CH DEV 034*	Observing and Recording Children's Behavior	3
CH DEV 042	Teaching in a Diverse Society	3

Total: 25

Cross-referenced course. * This course has a prerequisite or corequisite.

AA-T IN ECONOMICS

(Program Code 220400, State Code 35526)

Economics is a social science concerned with how individuals, institutions and society make optimal choices under conditions of scarcity. Scarcity restricts options and demands choices. Because we "can't have it all," we must decide what we will have and what we must forgo. Since rational economic decisions have to be made at every level, economics applies to individuals, groups, families, markets, and the entire economy. It teaches one to analyze given situations critically making use of available data under the conditions of uncertainty. The Associate in Arts in Economics for Transfer is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Economics or similar major.

REQUIRED COURSES:

ECON 001*	Principles of Economics I	3
ECON 002*	Principles of Economics II	3
MATH 227*	Statistics	4
	AND	
MATH 238*	Calculus for Business and Social Science I	5
	OR	
MATH 261*	Calculus I	5

LIST A: SELECT ONE COURSES

ACCTG 001	Introductory Accounting I	5
ACCTG 002*	Introductory Accounting II	5
BUS 032	Business Communications	3
CAOT 032	Business Communications	3
MATH 262*	Calculus II	5

LIST B: SELECT ONE COURSE

ECON 010	Economic History of the United States	3
ECON 030	Comparative Economic Systems	3
ECON 040	History of Economic Thought	3
ECON 050	Principles of Financial Economics	3
ECON 060	Economics and the Environment	3

Total: 21 - 23



ASSOCIATE DEGREES FOR TRANSFERS

AA-T IN ELEMENTARY TEACHER EDUCATION

(Program Code 490120, State Code 33593)

This degree is designed to provide a broad introduction to the humanities, social and natural sciences, and arts for students interested in a liberal arts education or becoming elementary school teachers. Students will examine the human condition from a variety of academic perspectives and use this interdisciplinary approach to understand historical and contemporary issues. Critical thinking, speaking, and writing skills are emphasized. Many of the required courses overlap with those in the CSU GE Plan or IGETC Plan and additional requirements for the Elementary Teacher Education major vary at each CSU campus. It is highly recommended that students consult with a counselor to discuss their options and choices.

Students completing the Associate in Arts in Elementary Teacher Education for Transfer degree will have satisfied the lower division major preparation at most CSUs in Liberal Studies or Integrated Teacher Education. Due to considerable overlap between the major requirements and general education requirements of the CSU GE Plan or IGETC Plan, students will complete 52 units required for this Associate Degree for Transfer, any remaining requirements needed to satisfy the 37- 39 units of general education of the CSU GE Plan or IGETC Plan, and 2-3 units of CSU or UC transferable electives for a total of 60 units with a minimum GPA of 2.0. Students must earn a C or better in all courses required for the major.

REQUIRED CORE: (42 UNITS)

BIOLOGY 003	Introduction to Biology	4
CH DEV 001*	Child Growth and Development	3
COMM 101	Public Speaking	3
EDUC 203	Education in American Society	3
ENGLISH 101*	College Reading and Composition I	3
ENGLISH 102*	College Reading and Composition II	3
GEOG 002	Cultural Elements of Geography	3
GEOLOGY 001	Physical Geology	3
GEOLOGY 006*	Physical Geology Laboratory	1
HISTORY 011	Political and Social History of the United States to 1877	3
HISTORY 086	Introduction to World Civilization I	3
MATH 215*	Principles of Mathematics	3
PHYS SC 001	Physical Science I	3
PHYS SC 014*	Physical Science Laboratory	1
POL SCI 001	The Government of the United States	3

LIST A: SELECT ONE COURSE (3)

COMM 105*	Critical Thinking	3
ENGLISH 103*	Composition and Critical Thinking	3

LIST B: SELECT ONE COURSE (3)

ART 101	Survey of Art History I	3
ART 102	Survey of Art History II	3
ART 103	Art Appreciation I	3
MUSIC 111	Music Appreciation I	3
THEATER 100	Introduction to the Theater	3

LIST C: SELECT ONE COURSE (3)

AFRO AM 020	African-American Literature I	3
CHICANO 042	Contemporary Mexican Literature	3
ENGLISH 105	Introduction to Language and Linguistics	3
LING 001	Introduction to Language and Linguistics	3
PHILOS 020	Ethics	3
SPANISH 012	Survey of Mexican Literature	3

Total: 51

AA-T IN ENGLISH

(Program Code 150100, State Code 32368)

The study of English Language and Literature is excellent preparation for continuing study in any discipline, but especially the Arts and Humanities, Law and Politics, History, and the Social Sciences. Lower level English courses offer students the opportunity to enrich their life with excellent language, critical thinking, and communication skills. Advanced English courses offer students a broad view of World Culture's rich history of ideas, social customs, and aesthetics.

REQUIRED COURSES:

ENGLISH 102*	College Reading and Composition II	3
ENGLISH 103*	Composition and Critical Thinking	3

LIST A: SELECT TWO COURSES:

ENGLISH 203*	World Literature I	3
ENGLISH 204*	World Literature II	3
ENGLISH 205*	English Literature I	3
ENGLISH 206*	English Literature II	3
ENGLISH 207*	American Literature I	3
ENGLISH 208*	American Literature II	3

LIST B: SELECT ONE COURSE:

ENGLISH 127	Creative Writing	3
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Or any course from List A not already used.

LIST C: SELECT ONE COURSE:

ENGLISH 124	Short Story Writing I	3
ENGLISH 253	Opera as Literature	3

Or any course from list A or B not already used.

Total: 18

AS-T IN FILM, TELEVISION, AND ELECTRONIC MEDIA

(Program Code 060420, State Code 33629)

The successful completion of the Film, Television, and Electronic Media degree will give students the training and education needed for employment in the entertainment industry as well as transfer to a university. Depending on the track taken, students will learn theories, methods, and concepts for various paths in the entertainment field from film and television to broadcast and internet radio. Students will participate in hands-on work utilizing professional, state-of-the-art, on-campus laboratories. *Additional degrees are available. Please see the Broadcasting, Cinema, and Media Arts sections of the catalog for more information.*

REQUIRED CORE: SELECT TWO COURSES TOTAL. EACH COURSE MUST BE FROM A DIFFERENT PAIR BELOW:

CORE PAIR 1:

BRDCSTG 001	Fundamentals of TV and Radio Broadcasting	3
MEDIART 100	The Entertainment Industry: Breaking In	3

CORE PAIR 2:

BRDCSTG 026	TV-Film Aesthetics	3
CINEMA 107	Understanding Motion Pictures	3

CORE PAIR 3:

BRDCSTG 025	Radio/TV/Film Writing	3
MEDIART 116	Introduction to Screenwriting	3

AS-T in FTEM, Continued on Next Page

Cross-referenced course. * This course has a prerequisite or corequisite.

ASSOCIATE DEGREES FOR TRANSFERS

LIST A: COMPLETE ONE COURSE FROM EACH AREA

LIST A, AREA 1: SELECT ONE COURSE FROM THE FOLLOWING:

BRDCSTG 010	Radio Programming and Production	3
BRDCSTG 011	Digital Audio Editing and Production	3
CINEMA 110*	Motion Picture Sound	3
MEDIART 110*	Digital Film Sound	3

LIST A, AREA 2: SELECT ONE COURSE FROM THE FOLLOWING:

BRDCSTG 046	Fundamentals of Television Production	4
BRDCSTG 047	Single Camera Production	4
CINEMA 101*	Beginning Film Production	3
MEDIART 101*	Introduction to Digital Film Production	3

LIST B: SELECT ONE COURSE

or any course not already used above

CINEMA 105	History of Motion Pictures	3
CINEMA 125*	Film Production Workshop	3

LIST C: SELECT ONE COURSE

or any course not already used above

BRDCSTG 003	Voice and Diction for Radio and Television	3
BRDCSTG 005	Radio and Television Acting	3
BRDCSTG 006	Digital & Social Media Broadcast Communication	3
BRDCSTG 017	Introduction to Voice-Over	3
BRDCSTG 021	Advertising, Marketing, and Promotions for Broadcasting	3
BRDCSTG 023	News, Sports, and Live Remote Broadcasting for Radio and Television	3
BRDCSTG 024	Podcasting Production for Radio & The Internet	3
BRDCSTG 028	Television Announcing I	3
BRDCSTG 032	Television History and Culture	3
BRDCSTG 049	Digital Documentary Broadcasting Production	4
BRDCSTG 051	Digital Non-fiction / Reality Production for Broadcasting	4
BRDCSTG 083*	Field Work III - Broadcasting	3
CINEMA 102	Film Genres	3
CINEMA 103	Diversity in Cinema	3
CINEMA 104	History of Documentary Film	3
CINEMA 106	The Art of Animation and Effects	3
CINEMA 111	Developing Content for Movies and TV	3
CINEMA 113	History of Animation	3
CINEMA 114	Master Filmmakers	3
CINEMA 115*	Cinematography	3
CINEMA 120*	Film Editing	3
CINEMA 150*	Cinema Internship	3
MEDIART 103*	Digital Imaging and Motion Graphics for Film and Television	3
MEDIART 104	Photoshop for Motion Pictures and Television	3
MEDIART 105*	Visual Effects and Color Grading	3
MEDIART 113	Low Budget Producing	3
MEDIART 115*	Digital Cinematography	3
MEDIART 118*	Directing	3
MEDIART 120*	Digital Film Editing	3
MEDIART 129	Mythology, Spirituality and the Art of Story	3
MEDIART 130*	Advanced Screenwriting	3
MEDIART 131*	Advanced Episodic Writing	3

Total: 18-21

AA-T IN GEOGRAPHY

(Program Code 220600, State Code 32850)

Geography is a spatial science that deals with the impacts of humans on the natural environment and the location and patterns of physical features and processes, climate and biogeographical regions, geomorphology, human settlements, land use and resources. Geography explores the distribution of natural and human phenomena including economics, political regions, cultural landscapes, urbanization and other global processes. Majors in Geography acquire a global, spatial perspective that provides a foundation for a deeper understanding of the development of human society and the planet we call home.

Students completing the Associate in Geography for Transfer degree will have satisfied the lower division major preparation at most CSUs in Geography.

REQUIRED COURSES:

GEOG 002	Cultural Elements of Geography	3
{ GEOG 001	Physical Geography	3
{ GEOG 015*	Physical Geography Laboratory	2
	OR	
GEOG 017	Physical Geography and Laboratory	5

LIST A: SELECT TWO COURSES:

GEOG 003	Introduction to Weather and Climate	3
GEOG 014	Geography of California	3

LIST B: SELECT TWO COURSES:

GEOG 009	People and the Earth's Ecosystem	3
GEOG 030	Managing Natural Resources	3
GEOG 045	Food and Culture	3
GEOLOGY 001	Physical Geology	3

Total: 20

AS-T IN GEOLOGY

(Program Code: 191400, State Code: 36004)

Students receive an introduction to the geological history of Earth and its inhabitants, with emphasis on the evolution of life and landforms of North America. Topics include how Earth processes produce and alter landforms; climate, and energy and water resources on which humans depend; significant tectonic events such as mountain building episodes; and the evolutionary history of life on Earth, including plants, fish, dinosaurs, mammals, and humans. Multimedia presentations are used throughout the course. Field trips will be taken.

In addition to the 30 units required for the major, students must complete 37 units of general education following the IGETC for CSU Plan for a maximum total of 60 units. Students completing the Associate in AS-T in Geology for Transfer degree will have satisfied the lower division major preparation at most CSUs in Geology and be prepared for a seamless transfer to a CSU.

REQUIRED COURSES:

GEOLOGY 001	Physical Geology	3
GEOLOGY 006*	Physical Geology Laboratory	1
GEOLOGY 002	Earth History	3
GEOLOGY 007*	Earth History Laboratory	1
CHEM 101*	General Chemistry I	5
CHEM 102*	General Chemistry II	5
MATH 261*	Calculus I	5
MATH 262*	Calculus II	5

Total: 28

Cross-referenced course. * This course has a prerequisite or corequisite.

ASSOCIATE DEGREES FOR TRANSFERS

AA-T IN HISTORY

(Program Code 220500, State Code 32849)

Students completing an A.A. degree in History will gain skills that will allow them to analyze the impact of historical events on contemporary society, compare and contrast the significance and impact of historical events, and critically analyze the process of historiography (the writing of history). The Associate Degree program is designed for students who wish to transfer to a baccalaureate program in History at a four-year institution.

Students completing the Associate in Arts in History for Transfer degree will have satisfied the lower division major preparation at most CSUs in History.

REQUIRED COURSES:

HISTORY 011	Political and Social History of the United States to 1877	3
HISTORY 012	Political and Social History of the United States from 1865	3

LIST A:

HISTORY 001	Introduction to Western Civilization I	3
HISTORY 002	Introduction to Western Civilization II	3

LIST B: COMPLETE ONE COURSE FROM EACH AREA

AREA 1: SELECT ONE COURSE FROM THE FOLLOWING:

HISTORY 007	The World's Great Religions	3
HISTORY 086	Introduction to World Civilization I	3

AREA 2: SELECT ONE COURSE FROM THE FOLLOWING:

HISTORY 005	History of the Americas I	3
HISTORY 006	History of the Americas II	3
HISTORY 020	History of California and the Pacific Coast	3

Total: 18

AA-T IN JOURNALISM

(Program Code 060200, State Code 33572)

The mission of the Journalism Program is to instill an appreciation of the mass media, including free speech/free press provisions of the First Amendment, both as consumers and as potential practitioners. Students will demonstrate a wide breadth and depth of understanding of mass media theories, methods and concepts. This mission includes training students as future practitioners, using hands-on laboratories, producing various stories for publication and conducting interviews. We also promote an understanding of ethical and legal implications of media and the importance of cultural and intellectual diversity, civic engagement and social responsibility in preparing students for careers in journalism. The goals and objectives of the Valley College Journalism Program include the preparation of majors for an Associate in Arts Degree in Journalism for Transfer. Students completing the Associate in AA-T in Journalism for Transfer degree will have satisfied the lower division major preparation at most CSUs in Journalism, Mass Communications, Public Relations and Advertising.

REQUIRED CORE: (9)

JOURNAL 105	Mass Communications	3
JOURNAL 101	Collecting and Writing the News	3
JOURNAL 218-1*	Practical Editing I	3

LIST A: SELECT ONE COURSE (3)

JOURNAL 43	Public Relations Techniques	3
JOURNAL 218-2*	Practical Editing II	3

LIST B: (6)

PHOTO 101	Beginning Digital Photography	3
JOURNAL 202*	Advanced Newswriting	3

Total: 18

AA-T IN KINESIOLOGY

(Program Code: 127000, State Code: 32854)

Kinesiology is the study of the art and science of human movement throughout our lifespan. Students will be introduced to the evidence-based research supporting the wellness effects of exercise in our communities, schools, work place and clinical settings. Kinesiology provides areas of study in teaching (pedagogy), coaching, group fitness, personal training, health/fitness promotion, exercise physiology, biomechanics, motor learning and development, athletic training, sports management, dance, adapted physical education, sports psychology, sports nutrition, exercise equipment design/testing, wellness coaching, cardiac rehabilitation, gerokinesiology, as well as pre-professional training for physical therapy, medicine and research.

Students completing the Associate in Arts in Kinesiology for Transfer degree will have satisfied the lower division major preparation at most CSUs in Kinesiology.

REQUIRED COURSES:

KIN MAJ 100	Introduction to Kinesiology	3
ANATOMY 001*	Introduction to Human Anatomy	4
PHYSIOL 001*	Introduction to Human Physiology	4

MOVEMENT-BASED COURSES: SELECT ONE COURSE FROM THREE OF THE FOLLOWING ACTIVITY AREAS FOR A TOTAL OF 3 UNITS:

Aquatics:

KIN 301-1	Swimming Skills I	1
KIN 303-1	Aqua Aerobics I	1

Combatives:

KIN 217-1	Self Defense Skills I	1
KIN 315-1	Judo I	1

Dance:

DNCESPC 171	Hip-Hop Dance Techniques I	1
DANCETQ 111	Ballet Techniques I	1
DANCETQ 121	Jazz Dance Techniques I	1
DANCETQ 141	Modern Dance Techniques I	1

Fitness:

KIN 251	Yoga Skills	1
KIN 350-1	Weight Training I	1
DANCETQ 221	Yoga Skills I	1

Individual Sports:

KIN 364-1	Archery I	1
KIN 371-1	Tennis I	1

Team Sports:

KIN 287-1	Basketball Skills I	1
KIN 387-1	Basketball I	1
KIN 389-1	Soccer I	1
KIN 391-1	Volleyball I	1

LIST A: SELECT TWO COURSES FROM THE FOLLOWING:

MATH 227*	Statistics	4
	OR	
STAT 101*	Statistics for the Social Sciences	4
BIOLOGY 003	Introduction to Biology	4
CHEM 051*	Fundamentals of Chemistry I	5
PHYSICS 006*	General Physics I	4
KIN MAJ 101	First Aid & CPR	3

Total: 21-23

Cross-referenced course. * This course has a prerequisite or corequisite.

ASSOCIATE DEGREES FOR TRANSFERS

AS-T IN MATHEMATICS

(Program Code 170100, State Code 31036)

This degree is designed for students who wish to transfer to a California State University to complete a bachelor's degree in mathematics. For a complete listing of CSUs that accept this degree as meeting lower division major preparation, please go to the Counseling Department. In addition to the 23 units required for the major, students must complete 37-39 units of general education following either the CSU GE Plan or IGETC Plan, and CSU transferable electives for a maximum total of 60 units with a minimum GPA of 2.0. Students planning to transfer to CSU Northridge are advised to take Physics 37.

REQUIRED COURSES:

MATH 261*	Calculus I	5
MATH 262*	Calculus II	5
MATH 263*	Calculus III	5

LIST A: SELECT ONE COURSE:

MATH 270*	Linear Algebra	3
MATH 275*	Ordinary Differential Equations	3

LIST B: SELECT ONE COURSE:

PHYSICS 037*	Physics for Engineers and Scientists I	5
CS 101	Introduction to Computer Science	5

Note: Students planning to transfer to CSU Northridge are advised to take PHYSICS 037.

Total: 23

AA-T IN MUSIC

(Program Code 100400, State Code 33615)

Through focused study, students will develop their performance skills, as well as compose and critically analyze music, with particular regard given to the stylistic nuances of tonal theory through 20th-century trends. Acquisition of computer notational skills assists students in generating scores and parts for required compositions. Students develop essential ear training skills through the dictation of rhythmic, melodic and harmonic passages. A repertoire of exercises for improving technique will prepare students for leadership roles in chamber and large ensembles. A minimum level (beginning intermediate) of keyboard proficiency skills is required of all majors before matriculation. In addition, to the 22-23 units required for the major, students must complete 37 units of general education following the IGETC Plan for a maximum total of 60 units.

Students completing the Associate in Arts in Music for Transfer degree will have satisfied the lower division major preparation at most CSUs in Music.

REQUIRED CORE:

MUSIC 181**	Applied Music I	0.5
MUSIC 182*	Applied Music II	0.5
MUSIC 183*	Applied Music III	0.5
MUSIC 184*	Applied Music IV	0.5
MUSIC 200	Introduction to Music Theory	4
MUSIC 201*	Harmony I	3
MUSIC 202*	Harmony II	3
MUSIC 203*	Harmony III	3
MUSIC 211*	Musicianship I	1
MUSIC 212*	Musicianship II	1
MUSIC 213*	Musicianship III	1

COMPLETE FOUR SEMESTERS OF A COMBINATION OF THE FOLLOWING: (4-5 UNITS)

(Note: Music 563 may be taken a maximum of 2 times to meet these requirements.)

MUSIC 501**	College Choir	1
MUSIC 531**	Philharmonic Choir	1
MUSIC 563**	Chamber Singers	1.5
MUSIC 721**	Orchestra	1
MUSIC 751**	Wind Ensemble	1
MUSIC 771**	Guitar Ensemble	1

**A successful audition the first day of class is required for continued enrollment.

Total: 22-23

AA-T IN PHILOSOPHY

(Program Code 150900, State Code 32379)

Philosophy is the critical investigation of the basic concepts that shape our lives. Students will be able to inquire into the basic nature of concepts like truth, justice, rightness, knowledge, beauty, and reality. In addition, philosophy students will apply their understanding of these basic concepts to the important decisions made by both individuals and societies. Because philosophy aims at clarity at the level of language and thought it is applicable not only to the natural and social sciences, but also to the moral, practical and evaluative decisions we make on a daily basis.

REQUIRED COURSES:

PHILOS 009	Symbolic Logic I	3
PHILOS 001	Introduction to Philosophy	3
	OR	
PHILOS 020	Ethics	3

LIST A: SELECT THREE COURSES:

PHILOS 006	Logic in Practice	3
PHILOS 012	History of Greek Philosophy	3
PHILOS 014	History of Modern European Philosophy	3
PHILOS 030	Asian Philosophy	3

Any course not used from required courses.

LIST B:

PHILOS 035#	Judaism, Christianity and Islam	3
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Any course not used in List A.

Total: 18



Cross-referenced course. * This course has a prerequisite or corequisite.

ASSOCIATE DEGREES FOR TRANSFERS

AS-T IN PHYSICS

(Program Code 190201, State Code 32740)

Students will learn about the major topics in classical physics—mechanics, electricity and magnetism, thermodynamics and wave theory. They will also be introduced to topics in modern physics—quantum theory, atomic structure and relativity theory. The calculus will be used to solve problems in these areas. This degree is designed for students who wish to transfer to a California State University to complete a bachelor's degree in physics. For a complete listing of CSUs that accept this degree as meeting lower division major preparation, please go to the Counseling Department. In addition to the 30 units required for the major, students must complete 37 units of general education following the IGETC for CSU Plan for a maximum total of 60 units.

REQUIRED COURSES:

PHYSICS 037*	Physics for Engineers and Scientists I	5
PHYSICS 038*	Physics for Engineers and Scientists II	5
PHYSICS 039*	Physics for Engineers and Scientists III	5
MATH 261*	Calculus I	5
MATH 262*	Calculus II	5
MATH 263*	Calculus III	5

Total: 30

AA-T IN POLITICAL SCIENCE

(Program Code: 220700, State Code: 32851)

Political Science is the academic study of the state, government, and politics. The discipline deals with the theory and practice of politics, political systems, and political behavior. The Political Science AA-T helps prepared students for careers in fields such as law, education, journalism, and governmental service.

Students completing the Associate in Associate in Arts for Transfer in Political Science degree will have satisfied the lower division major preparation at most CSUs in Political Science.

REQUIRED COURSES:

POL SCI 001	The Government of the United States	3
POL SCI 002	Modern World Governments	3
POL SCI 005	The History of Western Political Thought	3
POL SCI 007	Contemporary World Affairs	3
STAT 101*	Statistics for the Social Sciences	4
LAW 003	Civil Rights and the Law	3

Total: 19

Cross-referenced course. * This course has a prerequisite or corequisite.

AA-T IN PSYCHOLOGY

(Program Code 200100, State Code 33566)

Students completing an Associate in Arts in Psychology for Transfer Degree have the basis for further undergraduate education in Psychology. The study of Psychology provides a foundation for preparation in such diverse fields as social services, law, education, healthcare, government, and business. Upon completion of the Associate in Arts in Psychology for Transfer Degree, students will be able to evaluate behaviors and mental processes using psychological concepts and theories, distinguish various biological systems that are fundamental to behavior and experience, apply the logic of hypothesis testing in science to everyday life. Statistics for the social sciences (Stat 101) is encouraged and strongly recommended.

REQUIRED COURSES:

PSYCH 001	General Psychology I	3
PSYCH 074*	Research Methods in the Behavioral Sciences	3
MATH 227*	Statistics	4
	OR	
STAT 101*	Statistics for the Social Sciences	4

LIST A: SELECT ONE COURSE:

PSYCH 002*	Biological Psychology	3
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LIST B: SELECT ONE COURSE:

PSYCH 011*	Child Psychology	3
PSYCH 013*	Social Psychology	3
PSYCH 041*	Lifespan Psychology: From Infancy to Old Age	3

LIST C: SELECT ONE COURSE:

PSYCH 003	Personality and Social Development	3
PSYCH 012*	Adolescent Psychology	3
PSYCH 014*	Abnormal Psychology	3
PSYCH 017*	The Exceptional Child	3
PSYCH 032	Psychology of Women	3
PSYCH 052	Psychological Aspects of Human Sexuality	3
PSYCH 060	Stress Management	3

Any course not used in List B

Total: 19

AA-T IN SOCIOLOGY

(Program Code 220802, State Code 30799)

This degree is designed for students who wish to transfer to a California State University to complete a bachelor's degree in sociology. For a complete listing of CSUs that accept this degree as meeting lower division major preparation, please go to the Counseling Department.

REQUIRED COURSES:

SOC 001	Introduction to Sociology	3
SOC 004*	Sociological Analysis	3

SELECT ONE COURSE:

MATH 227*	Statistics	4
STAT 101*	Statistics for the Social Sciences	4

LIST A: SELECT TWO COURSES:

SOC 002	American Social Problems	3
SOC 003	Crime and Delinquency	3
SOC 011	Race and Ethnic Relations	3
SOC 012	Marriage and Family Life	3
SOC 031	Sociology of Gender	3

LIST B: SELECT ONE COURSE:

PSYCH 013*	Social Psychology	3
SOC 021	Human Sexuality	3
SOC 025	Drugs and Culture	3

Any course not used in List A.

Total: 19

ASSOCIATE DEGREES FOR TRANSFERS

AA-T IN SPANISH

(Program Code: 110500, State Code: 32853)

This degree provides a solid foundation in the study of the Spanish language and literature for those wishing to continue their education in Spanish. Students will be able to demonstrate effective skills in the four major areas of language study (reading, writing, speaking, listening comprehension), and demonstrate knowledge of the global society, and the role of Spanish-speaking nations, and of the Spanish language and Hispanic cultures in the contemporary world.

Students completing the Associate in Arts in Spanish for Transfer degree will have satisfied the lower division major preparation at most CSUs in Spanish.

REQUIRED COURSES:

SPANISH 001	Elementary Spanish I	5
SPANISH 002*	Elementary Spanish II	5
SPANISH 003*	Intermediate Spanish I	5
<i>OR</i>		
SPANISH 036*	Spanish for Spanish Speakers II	5
SPANISH 004*	Intermediate Spanish II	5
<i>OR</i>		
SPANISH 037*	Composition and Conversation for Spanish Speakers	5

The prerequisite for Spanish 36 is not Spanish 2 but Spanish 35, which is one of the substitution courses.

LIST A: SELECT ONE COURSE FROM THE FOLLOWING:

SPANISH 005*	Advanced Spanish Through Latin American Literature	5
SPANISH 006*	Advanced Spanish Through Spanish Literature	5
SPANISH 009	Civilization of Spain	3
SPANISH 016#	Mexican Civilization	3

COURSE SUBSTITUTIONS: SOME STUDENTS MAY NEED COURSES TO SUBSTITUTE FOR UNITS THEY PLACED OUT OF FROM THE REQUIRED COURSES. SELECT COURSES FROM LIST A NOT ALREADY TAKEN OR FROM THE FOLLOWING TO ATTAIN A MINIMUM OF 18 UNITS TOTAL:

HISTORY 005	History of the Americas I	3
HISTORY 006	History of the Americas II	3
LING 001#	Introduction to Language and Linguistics	3
SPANISH 012#	Survey of Mexican Literature	3
SPANISH 035*	Spanish for Spanish Speakers I	5

Total: 18-25

Cross-referenced course. * This course has a prerequisite or corequisite.

AA-T IN STUDIO ARTS

(Program Code 100200, State Code 32212)

Studio Art is the study of the creative production of visual images and forms that capture diverse human perspectives on culture through a variety of media. The program encourages students to engage in the wide possibilities of visual communication while engaging them in creating and building ideas in art for Studio classes encourage the development of cultural awareness, creative thinking and human expression. This degree provides students with a broad skill set that includes critical thinking and problem solving applicable to articulation to higher education and various professional skills.

REQUIRED COURSES:

ART 102	Survey of Art History II	3
ART 201	Drawing I	3
ART 501	Beginning Two-Dimensional Design	3
ART 502	Beginning Three-Dimensional Design	3

LIST A: SELECT ONE COURSE:

ART 101	Survey of Art History I	3
ART 105	History of Asian Art	3
ART 109	The Arts of Africa, Oceania and the Americas	3

LIST B: SELECT THREE COURSES:

ART 202*	Drawing II	3
ART 204*	Life Drawing I	3
ART 205*	Life Drawing II	3
ART 213*	Color Theory	3
ART 300	Introduction to Painting	3
ART 304	Acrylic Painting I	3
ART 400	Introduction to Printmaking	3
ART 700	Introduction to Sculpture	3
ART 701*	Sculpture I	3
ART 702*	Sculpture II	3
ART 708	Introduction to Ceramics	3
ART 709*	Ceramics I	3

Total: 24

AA-T IN THEATRE ARTS

(Program Code: 100700, State Code: 32852)

The study of Theater Arts has as its core the presentation of live performances. Student actors, writers, designers, directors, and technicians apply skills of critical thinking and creative interpretation to a wide range of dramatic literature and to the cultures and periods that produce that literature; they undertake the nuanced research necessary to construct a contextual frame for dramatic literature; and they exercise the imaginative reach to make those fictional worlds come to life.

Students completing the Associate in AA-T in Theatre Arts for Transfer degree will have satisfied the lower division major preparation at most CSUs in Theater, Theatre Arts, and Drama.

REQUIRED COURSES:

THEATER 270	Beginning Acting	3
THEATER 291**	Rehearsals & Performances I	1
THEATER 292**	Rehearsals & Performances II	2

SELECT ONE OF THE FOLLOWING COURSES:

THEATER 100	Introduction to the Theater	3
THEATER 110	History of World Theater	3

LIST A: COMPLETE 9-11 UNITS FROM THE FOLLOWING:

THEATER 272*	Intermediate Applied Acting	3
THEATER 301	Stagecraft	3
THEATER 310	Introduction to Theatrical Lighting	3
THEATER 342	Technical Theater Production	2
THEATER 411	Costuming for the Theater	3
THEATER 450	Beginning Stage Makeup	3

** Audition and/or interview required.

Total: 18-20

CERTIFICATE PROGRAMS

Students who successfully complete a sequence of college courses leading toward specific areas of employment will be issued either a Certificate of Achievement or Skills Certificate. These certificates are designed for those students who have a limited time to pursue their formal education and who wish to specialize in a particular area that is employment oriented. Petitions for certificates are available in the Office of Academic Affairs (ACA 2401).

Certificate courses are not listed in sequence to be taken. Not all courses of each certificate are taught every semester. Many courses have prerequisites which are indicated by the symbol *. Students are therefore advised to consult the department chair or a counselor in order to plan their sequence of courses appropriately.

Residency requirement: One fifth of the units required for a certificate must be taken at Los Angeles Valley College. The CSU GE Breadth Certificate of Achievement and IGETC Certificate of Achievement are exempt from this requirement.

All courses applied to a certificate program must be completed with a grade of C or better. Students who interrupt their attendance become subject to any new requirements which are in effect at the time they re-enroll.

Skills Certificates will not appear on the student's transcript. Los Angeles Valley College (LAVC) provides disclosure information for each of its state-approved CTE certificates (16 or more units). Current and prospective students will find information about the careers that each certificate provides training for, the costs associated with the program, median debt accumulated by students completing the program, number of program completers and time to completion. For information by specific program see: <https://lavc.edu/research/gainfulemploymentdata.aspx>

ASSOCIATE DEGREE WITH A CERTIFICATE

Students desiring an Associate Degree (AA/AS) must complete a major and the appropriate general education graduation requirements. Consult with a counselor regarding these requirements.

Many, but not all, of the courses listed in these programs carry transfer credit to four-year colleges so the student who decides at a later date to pursue work beyond two years may do so without a great loss of time. However, those students who plan to transfer to a four-year college should see a counselor or instructor-advisor from the appropriate department. Descriptions of the courses listed in each program can be found in the COURSE DESCRIPTION section of this catalog on pages 101-188.



DEGREE AND CREDIT CERTIFICATES



DEGREES AND CREDIT CERTIFICATES

ADMINISTRATION OF JUSTICE

For the Associate in Science in Administration of Justice for Transfer Degree see page 45.

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN ADMINISTRATION OF JUSTICE

(Program Code 210500, State Code 21900)

Students obtaining an Administration of Justice Certificate will be better qualified for entry-level positions in the fields of Law, Law Enforcement, Correctional Science or Homeland Security on the local, county, state and federal levels of service. Positions obtained include: Police Officer, Deputy Sheriff, Highway Patrol Officer, FBI Agent, Probation / Parole Agent and Security Officer.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

ADM JUS 001	Introduction to Administration of Justice	3
ADM JUS 002	Concepts of Criminal Law	3
ADM JUS 003	Legal Aspects of Evidence	3
ADM JUS 004	Principles and Procedures of the Justice System	3
ADM JUS 005	Criminal Investigation	3
ADM JUS 911	Cooperative Education - Administration of Justice	1

Total: 16

ANTHROPOLOGY

For the Associate in Arts in Anthropology for Transfer Degree see page 45.

ART

For the Associate in Arts in Studio Arts for Transfer Degree see page 53.

ART: GRAPHIC DESIGN (AA)

(Program Code 101300, State Code 08553)

The Art: Graphic Design degree is structured to prepare students for positions in the industry. Specially structured courses in applied design and computer skills development, will ultimately lead to job candidacy for positions as Art Director, Graphic Designer, Pre-Press Production, Illustrator and Digital Designer. Portfolios are a requirement for both art school and university acceptance, and many of the graphic design discipline's courses provide projects perfect for inclusion in those portfolios. Most courses transfer to a UC or CSU which may satisfy lower division transfer requirements.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ART 201	Drawing I	3
ART 501	Beginning Two-Dimensional Design	3
ART 600	Typography I	3
ART 604*	Graphic Design I	3
ART 605*	Graphic Design II	3
ART 618	Advertising Photo/Graphics I	4
ART 620	Illustration I	3
ART 626	Art Production Methods I	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

ART 101	Survey of Art History I	(3)
ART 102	Survey of Art History II	(3)

COMPLETE 2 COURSES FROM THE FOLLOWING:

ART 125	History of Photography I	(3)
ART 202*	Drawing II	(3)
ART 204*	Life Drawing I	(3)
ART 205*	Life Drawing II	(3)
ART 300	Introduction to Painting	(3)
ART 502	Beginning Three- Dimensional Design	(3)
ART 606*	Graphic Design III	(3)
ART 619	Advertising Photo/Graphics II	(4)
ART 621*	Illustration II	(3)

Total: 34-35

DEGREES AND CREDIT CERTIFICATES

ART: STUDIO (AA)

(Program Code 100210, State Code 08543)

The AA in Art: Studio is designed to provide art students greater breadth and depth than the AA-T in Studio Arts. It is designed to provide students instruction to refine their craft in art production, especially to produce a competitive portfolio for submission for acceptance into an art program at a UC or a dedicated art school. An art education at Los Angeles Valley College provides pathways into graphic design, illustration, two-dimensional design, painting, three-dimensional design and sculpture, art gallery exhibition, and art history. An art education develops skills that can be applied in various creative areas, such as graphic design, illustration, motion picture, television, theater, fashion, fabrication, stage set design and of course fine art production. Art 521 and Art 531 are recommended, but they are not transferable to the UCs as part of the Studio Art major. Students applying for transfer to UC may benefit from taking up to 3 additional Art History courses in List B.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

ART 201	Drawing I	3
ART 501	Beginning Two-Dimensional Design	3
ART 502	Beginning Three-Dimensional Design	3
ART 102	Survey of Art History II	3

LIST A: SELECT 4 COURSES:

ART 250	Introduction to Digital Art	3
ART 300	Introduction to Painting	3
ART 618	Advertising Photo/Graphics I	4
PHOTO 101	Beginning Digital Photography	3
ART 700	Introduction to Sculpture	3
ART 708	Introduction to Ceramics	3

LIST B: SELECT 4 COURSES:

ART 093	Introduction to Modern and Contemporary Asian Art	(3)
ART 111	History of Contemporary Art	(3)
ART 115	Modern Art	(3)
ART 202*	Drawing II	(3)
ART 203*	Drawing III	(3)
ART 204*	Life Drawing I	(3)
ART 205*	Life Drawing II	(3)
ART 206*	Life Drawing III	(3)
ART 207*	Life Drawing IV	(3)
ART 213*	Color Theory	(3)
ART 301	Watercolor Painting I	(3)
ART 302*	Watercolor Painting II	(3)
ART 303*	Watercolor Painting III	(3)
ART 304	Acrylic Painting I	(3)
ART 305*	Acrylic Painting II	(3)
ART 306	Acrylic Painting III	(3)
ART 307	Oil Painting I	(3)
ART 308*	Oil Painting II	(3)
ART 309*	Oil Painting III	(3)
ART 400	Introduction to Printmaking	(3)
ART 600	Typography I	(3)
ART 604	Graphic Design I	(3)
ART 701	Sculpture I	(3)
ART 702	Sculpture II	(3)
ART 709	Ceramics I	(3)
ART 710	Ceramics II	(3)
ART 711	Ceramics III	(3)

Or any course not used in List A

Total: 36

ART: THREE DIMENSIONAL DESIGN (AA)

(Program Code 100220, State Code 08544)

The Art: Three-Dimensional Design degree is structured to prepare students for positions in various 3D design- related industries (product design, maquette modeling, etc.). The program provides a comprehensive foundation in Arts Education in general and the 3-D Studio program in particular. Students engage in material studies and concept development that provide an understanding of the man-made physical world at large and broaden their skills, awareness and interest in disciplines such as Sculpture, Architecture, Industrial Design, Landscape Design, Product Design, Set Design and Special Effects found in the Film Industry. All courses transfer to a UC or CSU which may satisfy lower division transfer requirements.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

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
ART 700	Introduction to Sculpture	3
ART 701*	Sculpture I	3
ART 708	Introduction to Ceramics	3

COMPLETE 12 UNITS FROM THE FOLLOWING COURSES:

ART 185	Directed Study – Art	(1)
ART 213*	Color Theory	(3)
ART 285	Directed Study – Art	(2)
ART 385	Directed Study – Art	(3)
ART 521	Art Gallery Techniques	(3)
ART 531*	Art Gallery Techniques II	(3)
ART 702*	Sculpture II	(3)
ART 709*	Ceramics I	(3)
ART 710*	Ceramics II	(3)
ART 711*	Ceramics III	(3)

Total: 36

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN GRAPHIC DESIGN

(Program Code 103000, State Code 08554)

The Certificate of Achievement in Graphic Design is structured to prepare students for positions in the industry. Specially structured courses in applied design and computer skills development will ultimately lead to positions such as: Art director; Illustrator; and Production Artist.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 9 REQUIRED COURSES:

ART 201	Drawing I	3
ART 501	Beginning Two-Dimensional Design	3
ART 600	Typography I	3
ART 604*	Graphic Design I	3
ART 605*	Graphic Design II	3
ART 606*	Graphic Design III	3
ART 618	Advertising Photo/Graphics I	4
ART 619	Advertising Photo/Graphics II	4
ART 626	Art Production Methods I	3

Total: 29

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

ART HISTORY

For the Associate in Arts in Art History for Transfer Degree see page 45.

ART HISTORY (AA)

(Program Code 100200, State Code 02961)

Art history is the academic study of the history of painting, sculpture, architecture, and other visual arts in their cultural and stylistic context. This AA is designed for students either interested in transferring to a UC or transitioning into entry level careers in art history and related industries. For students who want to transfer to UC Berkeley or UC Merced specifically, completion of Art 201 is strongly recommended. For students who want to teach at the elementary education level, Art 103 is strongly recommended. For students who want to pursue an entry level career track, Art 521, Art 531, and Art 112 are recommended, but they are not transferable to UCs as part of the Art History major. Students should consult with a faculty advisor and/or counselor in selecting electives to best meet their transfer or career goals.

COMPLETE THE FOLLOWING 2 REQUIRED COURSES:

ART 105	History of Asian Art	3
ART 109	The Arts of Africa, Oceania, and Ancient America	3

LIST A: COMPLETE 2 COURSES FROM THE FOLLOWING:

ART 101	Survey of Art History I	(3)
ART 102	Survey of Art History II	(3)
ART 115	History of Modern Art	(3)

LIST B: COMPLETE 2 COURSES FROM THE FOLLOWING:

ART 093	Introduction to Modern and Contemporary Asian Art	(3)
ART 094	Introduction to the Art of the Mediterranean	(3)
ART 103	Art Appreciation I	(3)
ART 111	History of Contemporary Art	(3)
ART 112	Current Art Events	(3)
ART 116	History of Women and Art	(3)
ART 125	History of Photography I	(3)
ART 201	Drawing I	(3)
ART 521	Art Gallery Techniques	(3)
ART 531*	Art Gallery Techniques II	(3)

Or any course not used in List A

Total: 18-19

BIOLOGY

For the Associate in Science in Biology for Transfer Degree see page 45.

BIOLOGY (AS)

(Program Code 040100, State Code 02941)

This degree can serve as the basis for further undergraduate education in biology.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

BIOLOGY 006*	General Biology I	5
BIOLOGY 007*	General Biology II	5
CHEM 101*	General Chemistry I	5
CHEM 102*	General Chemistry II	5

Total: 20

Cross-referenced course. * This course has a prerequisite or corequisite.

BROADCASTING

For the Associate in Science in Film, Television, and Electronic Media for Transfer Degree see page 48.

The Broadcasting degree and certificate programs will enable students to gain valuable skills and creative techniques in the highly competitive and challenging world of Radio, Television, and Voice Over for over the air signals, cable, satellite and internet stations. The course offerings are designed to provide a general overview of the broadcasting industries and their inter-relationships, while also concentrating on specific job skills.

The estimated time to complete the certificates is: 2 years.

BROADCASTING (AA)

(Program Code 060400, State Code 08549)

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	3
BRDCSTG 003	Voice and Diction for Radio and Television	3
BRDCSTG 010	Radio Programming and Production	3
BRDCSTG 025	Radio/TV/Film Writing	3
BRDCSTG 026	TV-Film Aesthetics	3
BRDCSTG 046	Fundamentals of Television Production	4

Total: 19

BROADCASTING: PERFORMANCE (AA)

(Program Code 060401, State Code 08537)

COMPLETE THE FOLLOWING 12 REQUIRED COURSES:

BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	3
BRDCSTG 003	Voice and Diction for Radio and Television	3
BRDCSTG 005	Radio and Television Acting	3
BRDCSTG 010	Radio Programming and Production	3
BRDCSTG 017	Introduction to Voice-over	3
BRDCSTG 021	Advertising, Marketing, and Promotions for Broadcasting	3
BRDCSTG 022-1	Introductory Radio/Television Activities	1
BRDCSTG 022-2*	Beginning Radio/Television Activities	1
BRDCSTG 023	News, Sports, and Live Remote Broadcasting for Radio & Television	3
BRDCSTG 025	Radio/TV/Film Writing	3
BRDCSTG 026	TV-Film Aesthetics	3
BRDCSTG 028	Television Announcing I	3

Total: 32

BROADCASTING: RADIO (AA)

(Program Code 060410, State Code 08536)

COMPLETE THE FOLLOWING 12 REQUIRED COURSES:

BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	3
BRDCSTG 003	Voice and Diction for Radio and Television	3
BRDCSTG 010	Radio Programming and Production	3
BRDCSTG 011	Digital Audio Editing and Production	3
BRDCSTG 017	Introduction to Voice-over	3
BRDCSTG 021	Advertising, Marketing, and Promotions for Broadcasting	3
BRDCSTG 022-1	Introductory Radio/Television Activities	1
BRDCSTG 022-2*	Beginning Radio/Television Activities	1
BRDCSTG 023	News, Sports, and Live Remote Broadcasting for Radio & Television	3
BRDCSTG 024	Podcasting Production for Radio & The Internet	3
BRDCSTG 025	Radio/TV/Film Writing	3
BRDCSTG 026	TV-Film Aesthetics	3

Total: 32

Broadcasting, Continued next page

DEGREES AND CREDIT CERTIFICATES

BROADCASTING: TELEVISION (AA)

(Program Code 060420, State Code 08535)

COMPLETE THE FOLLOWING 10 REQUIRED COURSES:

BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	3
BRDCSTG 003	Voice and Diction for Radio and Television	3
BRDCSTG 005	Radio and Television Acting	3
BRDCSTG 021	Advertising, Marketing, and Promotions for Broadcasting	3
BRDCSTG 023	News, Sports, and Live Remote Broadcasting for Radio & Television	3
BRDCSTG 025	Radio/TV/Film Writing	3
BRDCSTG 026	TV-Film Aesthetics	3
BRDCSTG 028	Television Announcing I	3
BRDCSTG 046	Fundamentals of Television Production	4
BRDCSTG 047	Single Camera Production	4

Total: 32

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN BROADCASTING: PERFORMANCE

(Program Code 060401, State Code 21887)

COMPLETE THE FOLLOWING 9 REQUIRED COURSES:

BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	3
BRDCSTG 003	Voice and Diction for Radio and Television	3
BRDCSTG 005	Radio and Television Acting	3
BRDCSTG 010	Radio Programming and Production	3
BRDCSTG 017	Introduction to Voice-over	3
BRDCSTG 021	Advertising, Marketing, and Promotions for Broadcasting	3
BRDCSTG 022-1	Introductory Radio/Television Activities	1
BRDCSTG 023	News, Sports, and Live Remote Broadcasting for Radio & Television	3
BRDCSTG 028	Television Announcing I	3

Total: 25

CERTIFICATE OF ACHIEVEMENT IN BROADCASTING: RADIO

(Program Code 060410, State Code 21888)

COMPLETE THE FOLLOWING 9 REQUIRED COURSES:

BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	3
BRDCSTG 003	Voice and Diction for Radio and Television	3
BRDCSTG 010	Radio Programming and Production	3
BRDCSTG 011	Digital Audio Editing and Production	3
BRDCSTG 017	Introduction to Voice-over	3
BRDCSTG 021	Advertising, Marketing, and Promotions for Broadcasting	3
BRDCSTG 022-1	Introductory Radio/Television Activities	1
BRDCSTG 023	News, Sports, and Live Remote Broadcasting for Radio & Television	3
BRDCSTG 024	Podcasting Production for Radio & The Internet	3

Total: 25

CERTIFICATE OF ACHIEVEMENT IN BROADCASTING: TELEVISION

(Program Code 060420, State Code 21889)

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	3
BRDCSTG 003	Voice and Diction for Radio and Television	3
BRDCSTG 005	Radio and Television Acting	3
BRDCSTG 021	Advertising, Marketing, and Promotions for Broadcasting	3
BRDCSTG 023	News, Sports, and Live Remote Broadcasting for Radio & Television	3
BRDCSTG 026	TV-Film Aesthetics	3
BRDCSTG 028	Television Announcing I	3
BRDCSTG 046	Fundamentals of Television Production	4

Total: 25

BUSINESS

For the Associate in Science in Business Administration for Transfer Degree see page 46.

For the Associate in Arts in Economics for Transfer Degree see page 47. (Also see Economics (AA) major)

ACCOUNTING (AA)

(Program Code 050200, State Code 02942)

This degree serves as the basis for further undergraduate education in accounting as well as preparing students for entry-level positions in accounting and tax preparation. It is designed to enable students to do accounting work in the public sector or in private companies. The degree provides a foundation for careers in business-related fields, such as Management, Marketing, Banking and Finance, and Law.

COMPLETE THE FOLLOWING 7 REQUIRED COURSES:

ACCTG 001	Introductory Accounting I	5
ACCTG 002*	Introductory Accounting II	5
ACCTG 003*	Intermediate Accounting I	3
ACCTG 008	Income Tax preparation	3
BUS 001	Introduction to Business	3
BUS 032	Business Communications	3
LAW 001	Business Law I	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

ACCTG 011*	Cost Accounting	(3)
ACCTG 018*	Computerized Payroll Accounting	(3)
ACCTG 019	Ethics for Accounting Professionals	(3)

COMPLETE 2 COURSES FROM THE FOLLOWING:

BUS 038	Business Computations	(3)
CAOT 078*	Microcomputer Accounting Applications for the Electronic Office	(3)
CAOT 082	Microcomputer Software Survey in the Office	(3)
FINANCE 008	Personal Finance and Investments	(3)
MGMT 001	Principles of Management	(3)

Total: 34

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

BUSINESS: BANKING AND FINANCE (AA)

(Program Code 050400, State Code 02943)

This degree provides an in-depth understanding of the operations of money and capital markets, institutions and management. Students will be prepared for employment in such fields as investing, banking, corporate finance, insurance, credit unions, mortgage banking and related fields.

COMPLETE THE FOLLOWING 7 REQUIRED COURSES:

ACCTG 001	Introductory Accounting I	5
ACCTG 002*	Introductory Accounting II	5
BUS 001	Introduction to Business	3
BUS 032	Business Communications	3
FINANCE 008	Personal Finance and Investments	3
LAW 001	Business Law I	3
MGMT 013	Small Business Entrepreneurship	3

COMPLETE 2 COURSES FROM THE FOLLOWING:

ECON 001*	Principles of Economics I	(3)
FINANCE 002	Investments	(3)
REAL ES 007*	Real Estate Finance I	(3)

COMPLETE 2 COURSES FROM THE FOLLOWING:

BUS 038	Business Computations	(3)
CAOT 082	Microcomputer Software Survey in the Office	(3)
FINANCE 008	Personal Finance and Investments	(3)
MGMT 001	Principles of Management	(3)

Total: 37

MANAGEMENT (AA)

(Program Code 050630, State Code 02945)

This degree serves as the basis for further undergraduate education in management and prepares students for first level management and supervisory positions, support positions in human resources, and for working in team based environments. Besides Business Management, students will use the computer and the internet, and integrate other Business disciplines, including, Accounting, Marketing, Banking and Finance, and Law.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ACCTG 001	Introductory Accounting I	5
BUS 001	Introduction to Business	3
BUS 032	Business Communications	3
LAW 001	Business Law I	3
MGMT 001	Principles of Management	3
MGMT 013	Small Business Entrepreneurship	3
MGMT 031	Human Relations for Employees	3
MGMT 033	Human Capital Management	3

COMPLETE 2 COURSES FROM THE FOLLOWING:

ACCTG 002*	Introductory Accounting II	(5)
FINANCE 002	Investments	(3)
INTBUS 001	International Trade	(3)
MARKET 021	Principles of Marketing	(3)
REAL ES 014	Property Management	(3)

COMPLETE 2 COURSES FROM THE FOLLOWING:

BUS 038	Business Computations	(3)
CAOT 082	Microcomputer Software Survey in the Office	(3)
FINANCE 008	Personal Finance and Investments	(3)

Total: 38-40

MARKETING (AA)

(Program Code 050900, State Code 02947)

This degree serves as the basis for further undergraduate education in marketing and prepares students for positions in sales, the retail industry, and entry level marketing jobs. Students will use the computer and the internet, and integrate other Business disciplines, including, Accounting, Management, Banking and Finance, and Law.

COMPLETE THE FOLLOWING 9 REQUIRED COURSES:

ACCTG 001	Introductory Accounting I	5
BUS 001	Introduction to Business	3
BUS 032	Business Communications	3
INTBUS 001	International Trade	3
LAW 001	Business Law I	3
MARKET 001	Principles of Selling	3
MARKET 011	Fundamentals of Advertising	3
MARKET 021	Principles of Marketing	3
MARKET 031	Retail Merchandising	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

LAW 002	Business Law II	(3)
MGMT 001	Principles of Management	(3)
MGMT 013	Small Business Entrepreneurship I	(3)
REAL ES 001	Real Estate Principles	(3)

COMPLETE 2 COURSES FROM THE FOLLOWING:

BUS 038	Business Computations	(3)
CAOT 082	Microcomputer Software Survey in the Office	(3)
FINANCE 008	Personal Finance and Investments	(3)
MGMT 001	Principles of Management	(3)

Mgmt 001 may not be used in this area if already used above.

Total: 38

REAL ESTATE (AA)

(Program Code 051100, State Code 02948)

This degree is designed to meet the needs of persons currently employed in the Real Estate field and for individuals who want to enter the field. This program is of interest to those who either are now, or hope to become salespersons, brokers, appraisers, escrow officers, property managers, and community developers.

COMPLETE THE FOLLOWING 9 REQUIRED COURSES:

ACCTG 001	Introductory Accounting I	5
BUS 001	Introduction to Business	3
BUS 032	Business Communications	3
LAW 001	Business Law I	3
REAL ES 001	Real Estate Principles	3
REAL ES 003	Real Estate Practices	3
REAL ES 005	Legal Aspects of Real Estate I	3
REAL ES 007*	Real Estate Finance I	3
REAL ES 009*	Real Estate Appraisal I	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

REAL ES 014	Property Management	(3)
REAL ES 021*	Real Estate Economics	(3)

COMPLETE 2 COURSES FROM THE FOLLOWING:

ACCTG 015*	Tax Accounting I	(3)
BUS 038	Business Computations	(3)
CAOT 082	Microcomputer Software Survey in the Office	(3)
FINANCE 008	Personal Finance and Investments	(3)
LAW 002	Business Law II	(3)
MGMT 001	Principles of Management	(3)

Total: 38

Cross-referenced course. * This course has a prerequisite or corequisite.

Business, Continued next page

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN ACCOUNTING

(Program Code 050200, State Code 21874)

This certificate serves as the basis for further undergraduate education in accounting as well as preparing students for entry-level positions in accounting and tax preparation. It is designed to enable students to do accounting work in the public sector or in private companies. The certificate provides a foundation for careers in business-related fields, such as Management, Marketing, Banking and Finance, and Law.

Estimated time to complete: 1.5 years

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

ACCTG 001	Introductory Accounting I	5
ACCTG 002*	Introductory Accounting II	5
ACCTG 003*	Intermediate Accounting I	3
ACCTG 008	Income Tax Preparation	3

COMPLETE 2 COURSES FROM THE FOLLOWING:

ACCTG 011*	Cost Accounting	(3)
ACCTG 018*	Computerized Payroll Accounting	(3)
ACCTG 019	Ethics for Accounting Professionals	(3)
CAOT 078	Microcomputer Accounting Applications for the Electronic Office	(3)
CAOT 082	Microcomputer Software Survey in the Office	(3)
CAOT 085	Microcomputer Office Applications: Spreadsheet	(3)

Total: 22

CERTIFICATE OF ACHIEVEMENT IN BANKING AND FINANCE

(Program Code 050404, State Code 08530)

This certificate prepares students for basic entry-level positions in the financial services industry, including banking, insurance, brokerage and real estate.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

ACCTG 001	Introductory Accounting I	5
FINANCE 002	Investments	3
FINANCE 008	Personal Finance and Investment	3

COMPLETE 8-9 UNITS FROM THE FOLLOWING:

ACCTG 002*	Introductory Accounting II	(5)
ACCTG 015*	Tax Accounting I	(3)
BUS 001	Introduction to Business	(3)
BUS 038	Business Computations	(3)
LAW 001	Business Law I	(3)
REAL ES 007*	Real Estate Finance I	(3)

Total: 19-20

CERTIFICATE OF ACHIEVEMENT IN BUSINESS MANAGEMENT

(Program Code 050600, State Code 02944)

This certificate prepares students for first-level management and supervisory jobs, as well as, support posts in human resources, and positions them for success in team-based work environments. Students will use the computer, the internet, and relevant computer applications.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

ACCTG 001	Introductory Accounting I	5
BUS 001	Introduction to Business	3
BUS 032	Business Communication	3
LAW 001	Business Law I	3
MGMT 001	Principles of Management	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

MARKET 021	Principles of Marketing	(3)
MGMT 013	Small Business Entrepreneurship	(3)
MGMT 031	Human Relations for Employees	(3)

Total: 20

CERTIFICATE OF ACHIEVEMENT IN MARKETING

(Program Code 050900, State Code 21876)

This certificate prepares students for advancement as well as positions in sales, the retail industry, and entry level marketing jobs. Students will use the computer, the internet, and relevant computer applications.

Estimate time to complete: 1 year.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

INTBUS 001	International Trade	3
MARKET 001	Principles of Selling	3
MARKET 011	Fundamentals of Advertising	3
MARKET 021	Principles of Marketing	3
MARKET 031	Retail Merchandising	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

BUS 001	Introduction to Business	(3)
MGMT 001	Principles of Management	(3)
MGMT 013	Small Business Entrepreneurship	(3)
REAL ES 001	Real Estate Principles	(3)

Total: 18

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE OF ACHIEVEMENT IN PROPERTY MANAGEMENT

(Program Code 051101, State Code 21411)

This certificate is designed for students and investors to provide skills needed to become manager of investment property or property management such as a homeowner association. Students will receive career preparation for entry-level positions in property management.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

REAL ES 001	Real Estate Principles	3
REAL ES 005	Legal Aspects of Real Estate I	3
REAL ES 007*	Real Estate Finance I	3
REAL ES 014	Property Management	3

COMPLETE 2 COURSES FROM THE FOLLOWING:

ACCTG 001	Introductory Accounting I	(5)
BUS 001	Introduction to Business	(3)
MGMT 001	Principles of Management	(3)
REAL ES 021*	Real Estate Economics	(3)

Total: 18-20

CERTIFICATE OF ACHIEVEMENT IN REAL ESTATE

(Program Code 051100, State Code 21877)

This certificate provides entry-level skills for those seeking careers in the real estate industry. Students taking Real Es 1, Real Es 3, and a real estate elective qualify to seek a California Real Estate Salesperson's License. Most of the other real estate courses that are needed for the Real Estate Certificate will be helpful to those students seeking a California Real Estate Broker's License.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

REAL ES 001	Real Estate Principles	3
REAL ES 003	Real Estate Practices	3
REAL ES 005	Legal Aspects of Real Estate I	3
REAL ES 007*	Real Estate Finance I	3
REAL ES 009*	Real Estate Appraisal I	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

REAL ES 014	Property Management	(3)
REAL ES 021*	Real Estate Economics	(3)

Total: 18

CERTIFICATE OF ACHIEVEMENT IN RETAIL MANAGEMENT

(Program Code 050650, State Code 33859)

This Certificate prepares students for career opportunities and advancement in the retail industry. Retail managers work in many settings, including grocery, fashion, specialty food and beverage, home and interiors, technology, services, general retailing, and e-commerce. The program provides students with skills in marketing, management, technology, and budgeting. Program completion leads to a certificate awarded by the College and an Industry certificate awarded by the Western Association of Food Chains.

Estimated time to complete: 1.5 to 2 years.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

BUS 032	Business Communications	3
BUS 038	Business Computations	3
CAOT 082	Microcomputer Software Survey In The Office	3
MGMT 001	Principles Of Management	3
MGMT 031	Human Relations For Employees	3
MGMT 033	Human Capital Management	3
MARKET 021	Principles Of Marketing	3
MARKET 031	Retail Merchandising	3

Total: 24

Cross-referenced course. * This course has a prerequisite or corequisite.

CHEMISTRY

CHEMISTRY (AS)

(Program Code 190500, State Code 02977)

Students will be introduced to the fundamental concepts of chemistry including atomic and molecular structure, nomenclature of inorganic and organic compounds, stoichiometry, gas laws, solution chemistry and the physical properties of gases, liquids, solids and solutions. Students will also be introduced to a variety of chemical reactions encountered in inorganic and organic chemistry. Completion of these courses along with several general education requirements partially meets the guidelines for the University of California Transfer Pathway in Chemistry. The general education requirements that must accompany these listed courses include 2 college level courses in English composition and four courses from the categories of Arts and Humanities; Social and Behavioral Sciences; and Physical and Biological Sciences. Students should also consider taking Physics 39 and Math 263 prior to transfer.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

CHEM 101*	General Chemistry I	5
CHEM 102*	General Chemistry II	5
CHEM 211*	Organic Chemistry for Science Majors I	5
CHEM 212*	Organic Chemistry for Science Majors II	5
MATH 261*	Calculus I	5
MATH 262*	Calculus II	5
PHYSICS 037*	Physics for Engineers and Scientists I	5
PHYSICS 038*	Physics for Engineers and Scientists II	5

Total: 40

CHICANO STUDIES

CHICANO STUDIES (AA)

(Program Code 220300, State Code 35201)

An Associates degree in Chicano Studies provides students with theoretical frameworks through which they are able to explore, examine, and analyze the experiences of Mexican Americans in the United States. Students will build skills at communicating with diverse audiences and examining multiple sources of information and data. This degree equips students to enter a multi-ethnic workforce and more effectively work toward social justice. Students who earn this degree will be well prepared for careers in non-profit organizations, education, social work, human services, health care, law and/ or policy, planning and development. This degree can also serve as the basis for further undergraduate education in Chicano Studies and similar fields.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CHICANO 002	The Mexican-American in Contemporary Society	3
CHICANO 007	The Mexican-American in the History of the United States I	3
CHICANO 008	The Mexican-American in the History of the United States II	3
CHICANO 037	Chicano Literature	3
CHICANO 044	Mexican Civilization	3
CHICANO 054	Mexican-American Arts in American Culture	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

CHICANO 042#	Contemporary Mexican Literature	(3)
SPANISH 002*	Elementary Spanish II	(5)
SPANISH 003*	Intermediate Spanish I	(5)
SPANISH 004*	Intermediate Spanish II	(5)
SPANISH 035	Spanish for Spanish Speakers I	(5)
SPANISH 036*	Spanish for Spanish Speakers II	(5)
SPANISH 037*	Composition and Conversation for Spanish Speakers	(5)

Total: 21 - 23

DEGREES AND CREDIT CERTIFICATES

CHILD DEVELOPMENT

For the Associate in Science in Early Childhood Education for Transfer Degree see page 47.

These degrees prepare students for employment in professions in early childhood education and the future option of a Bachelor's Degree. All courses are CSU transferable and may satisfy lower division requirements. The Special Education option prepares students with an interest in working with children with special needs.

CHILD DEVELOPMENT (AA)

(Program Code 130500, State Code 08559)

This degree prepares students for employment in professions in early childhood education programs that require only an AA degree. Students must participate in two semesters of Practicum Experience. Elective units selected by students should be chosen based on an area of interest, which include: infant and toddlers, program director, school-age care such as after-school programs, special education or early literacy and language development.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I	3
CH DEV 011	Child, Family and Community	3
CH DEV 022*	Practicum in Child Development I	4
CH DEV 023*	Practicum in Child Development II	4

COMPLETE AT LEAST 19 UNITS FROM THE FOLLOWING COURSES:

CH DEV 002	Early Childhood: Principles and Practices	(3)
CH DEV 003	Creative Experiences for Children I	(3)
CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 010	Health, Safety and Nutrition	(3)
CH DEV 029*	Infant Toddler Practicum	(3)
CH DEV 030*	Infant/Toddler Development	(3)
CH DEV 031*	Infant/Toddler Care and Education	(3)
CH DEV 034*	Observing and Recording Children's Behavior	(3)
CH DEV 035	Fostering Literacy Development in Young Children	(3)
CH DEV 036	Literature for Early Childhood	(1)
CH DEV 037	Literature for School Age Children	(2)
CH DEV 038*	Administration & Supervision of Early Childhood Programs I	(3)
CH DEV 039*	Administration II: Personnel and Leadership in Early Childhood Education	(3)
CH DEV 042	Teaching in a Diverse Society	(3)
CH DEV 044*	Early Intervention for Children with Special Needs	(3)
CH DEV 045	Programs for Children with Special Needs	(3)
CH DEV 047	School Age Programs II	(3)
CH DEV 048	Positive Guidance in Early Childhood Settings	(3)
CH DEV 053	Parenting	(3)
CH DEV 172	Introduction to Careers in Child Development	(1)
SOC 012	Marriage and Family Life	(3)

Total: 36

CHILD DEVELOPMENT: EARLY CHILDHOOD EDUCATION (AA)

(Program Code 130501, State Code 02980)

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I	3
CH DEV 011	Child, Family and Community	3

COMPLETE 12 UNITS FROM THE FOLLOWING COURSES:

CH DEV 002	Early Childhood: Principles and Practices	(3)
CH DEV 003	Creative Experiences for Children I	(3)
CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 010	Health, Safety and Nutrition	(3)
CH DEV 029*	Infant Toddler Practicum	(3)
CH DEV 030*	Infant and Toddler Studies I	(3)
CH DEV 031*	Infant and Toddler Studies II	(3)
CH DEV 034*	Observing and Recording Children's Behavior	(3)
CH DEV 035	Fostering Literacy Development in Young Children	(3)
CH DEV 036	Literature for Early Childhood	(1)
CH DEV 037	Literature for School Age Children	(2)
CH DEV 038*	Administration & Supervision of Early Childhood Programs I	(3)
CH DEV 039*	Administration II: Personnel and Leadership in Early Childhood Education	(3)
CH DEV 042	Teaching in a Diverse Society	(3)
CH DEV 047	School Age Programs II	(3)
CH DEV 048	Positive Guidance in Early Childhood Settings	(3)
CH DEV 053	Parenting	(3)
SOC 012	Marriage and Family Life	(3)

Total: 21

CHILD DEVELOPMENT: SPECIAL EDUCATION (AA)

(Program Code 130520, State Code 08558)

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I	3
CH DEV 010	Health, Safety and Nutrition	3
CH DEV 011	Child, Family and Community	3
CH DEV 044*	Early Intervention for Children with Special Needs	3
CH DEV 045	Programs for Children with Special Needs	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 034*	Observing and Recording Children's Behavior	(3)
CH DEV 042	Teaching in a Diverse Society	(3)
CH DEV 048	Positive Guidance in Early Childhood Settings	(3)
PSYCH 014	Abnormal Psychology	(3)
PSYCH 017	The Exceptional Child	(3)
SOC 012	Marriage and Family Life	(3)

Total: 21

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE PROGRAMS

All certificates meet State Department of Social Services requirements for positions in private programs as defined in Title 22.

All courses must be completed with a grade of "C" or better

CERTIFICATE OF ACHIEVEMENT IN CHILD DEVELOPMENT: ASSOCIATE TEACHER, PRESCHOOL (A)

(Program Code 130543, State Code 10762)

Completion of 12 units meets the minimum education requirements for associate teacher position in private early childhood education programs. These courses may also meet requirements for teacher aide positions in federal or state funded early education programs.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I	3
CH DEV 011	Child, Family and Community	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

CH DEV 002	Early Childhood: Principles and Practices	(3)
CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 010	Health, Safety and Nutrition	(3)
CH DEV 035	Fostering Literacy Development in Young Children	(3)
CH DEV 042	Teaching in a Diverse Society	(3)
CH DEV 048	Positive Guidance in Early Childhood Settings	(3)

Total: 12

CERTIFICATE OF ACHIEVEMENT IN CHILD DEVELOPMENT: DIRECTOR, PRESCHOOL (B)

(Program Code 130580, State Code 10763)

Completion of 15 units meets the minimum education requirements for position of director in private early childhood education programs.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I	3
CH DEV 011	Child, Family and Community	3
CH DEV 038*	Administration & Supervision of Early Childhood Programs I	3

COMPLETE 1 COURSE FROM THE FOLLOWING

CH DEV 002	Early Childhood: Principles and Practices	(3)
CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 010	Health, Safety and Nutrition	(3)
CH DEV 034*	Observing and Recording Children's Behavior	(3)
CH DEV 035	Fostering Literacy Development in Young Children	(3)
CH DEV 039*	Administration II: Personnel and Leadership in Early Childhood Education	(3)
CH DEV 042	Teaching in a Diverse Society	(3)
CH DEV 044*	Early Intervention for Children with Special Needs	(3)
CH DEV 045	Programs for Children with Special Needs	(3)
CH DEV 048	Positive Guidance in Early Childhood Settings	(3)

Total: 15

CERTIFICATE OF ACHIEVEMENT IN CHILD DEVELOPMENT: SCHOOL AGE PROGRAMS TEACHER, DAY CARE (C)

(Program Code 130551, State Code 10764)

Completion of 15 units meets the minimum education requirements for position of teacher in private programs for school-age care, such as before or after school programs.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I	3
CH DEV 011	Child, Family and Community	3
CH DEV 047	School Age Programs II	3

COMPLETE 3 UNITS FROM THE FOLLOWING COURSES:

CH DEV 002	Early Childhood: Principles and Practices	(3)
CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 010	Health, Safety and Nutrition	(3)
CH DEV 035	Fostering Literacy Development in Young Children	(3)
CH DEV 036	Literature for Early Childhood	(1)
CH DEV 037	Literature for School Age Children	(2)
CH DEV 042	Teaching in a Diverse Society	(3)
CH DEV 044*	Early Intervention for Children with Special Needs	(3)
CH DEV 045	Programs for Children with Special Needs	(3)
CH DEV 048	Positive Guidance in Early Childhood Settings	(3)

Total: 15

CERTIFICATE OF ACHIEVEMENT IN CHILD DEVELOPMENT: INFANT/TODDLER CARE TEACHER (D)

(Program Code 130591, State Code 10765)

Completion of 15 units meets the minimum education requirements for position of infant or toddler care teacher in private programs.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I	3
CH DEV 011	Child, Family and Community	3
CH DEV 029*	Infant Toddler Practicum	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

CH DEV 030*	Infant/ Toddler Development	(3)
CH DEV 031*	Infant/ Toddler Care and Education	(3)

Total: 15

DEGREES AND CREDIT CERTIFICATES

SKILLS CERTIFICATE IN CHILD DEVELOPMENT: ASSOCIATE TEACHER, PRESCHOOL, LITERACY EMPHASIS (E)

(Program Code 130505)

This certificate provides emphasis on language and literacy development in young children. Completion of 12 units meets the minimum education requirements for associate teacher position in private early childhood education programs. The courses may also meet requirements for teacher aide positions in federal or state funded early education programs.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 2 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 011	Child, Family and Community	3

COMPLETE 3 UNITS FROM THE FOLLOWING COURSES:

CH DEV 035	Fostering Literacy Development in Young Children	(3)
CH DEV 036	Literature for Early Childhood	(1)
CH DEV 037	Literature for School Age Children	(2)

Total: 9

SKILLS CERTIFICATE IN CHILD DEVELOPMENT: ASSOCIATE TEACHER, PRESCHOOL, SPECIAL EDUCATION EMPHASIS (F)

(Program Code 130522)

This certificate provides emphasis on working with children with special needs. Completion of 12 units meets the minimum education requirements for associate teacher position in private early childhood education programs. The courses also meet requirements for teacher aide positions in federal or state funded early education programs.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I OR	(3)
CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 011	Child, Family and Community	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

CH DEV 044*	Early Intervention for Children with Special Needs	(3)
CH DEV 045	Programs for Children with Special Needs	(3)

Total: 15

CERTIFICATE OF ACHIEVEMENT IN CHILD DEVELOPMENT: TEACHER

(Program Code 130502, State Code 10761)

With additional G.E. units and required experience, student will be eligible for Child Development Teacher Permit as defined under Title 5. This permit is required for teacher positions in federal or state funded early education programs.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CH DEV 001*	Child Growth and Development	3
CH DEV 003	Creative Experiences for Children I OR	(3)
CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 011	Child, Family and Community	3
CH DEV 022*	Practicum in Child Development I	4
CH DEV 023*	Practicum in Child Development II	4
ENGLISH 101*	College Reading and Composition I	3

COMPLETE 7-9 UNITS FROM THE FOLLOWING COURSES:

CH DEV 002	Early Childhood: Principles and Practices	(3)
CH DEV 003	Creative Experiences for Children I	(3)
CH DEV 007	Introduction to Curriculum in Early Childhood Education	(3)
CH DEV 010	Health, Safety and Nutrition	(3)
CH DEV 029*	Infant Toddler Practicum	(3)
CH DEV 030*	Infant/ Toddler Development	(3)
CH DEV 031*	Infant/ Toddler Care and Education	(3)
CH DEV 034*	Observing and Recording Children's Behavior	(3)
CH DEV 035	Fostering Literacy Development in Young Children	(3)
CH DEV 036	Literature for Early Childhood	(1)
CH DEV 037	Literature for School Age Children	(2)
CH DEV 038*	Administration & Supervision of Early Childhood Programs I	(3)
CH DEV 039*	Administration II: Personnel and Leadership in Early Childhood Education	(3)
CH DEV 042	Teaching in a Diverse Society	(3)
CH DEV 044*	Early Intervention for Children with Special Needs	(3)
CH DEV 045	Programs for Children with Special Needs	(3)
CH DEV 047	School Age Programs II	(3)
CH DEV 048	Positive Guidance in Early Childhood Settings	(3)
CH DEV 053	Parenting	(3)

Total: 27-29

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

CINEMA

Please also see the Media Arts section for more degree/certificate options.

CINEMA ARTS PRODUCTION (AA)

(Program Code 061220, State Code 02951)

The successful completion of this degree will give students a thorough background in the aesthetics and history of cinema, experience in cinema picture and sound pre-production, production, and post production, and advanced filmmaking experience as well as the possibility of an internship in the entertainment field.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
CINEMA 125*	Film Production Workshop	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3

COMPLETE 1 COURSE FROM EACH LIST:

List A (Select 1 Course)

CINEMA 101	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film Production	(3)

List B (Select 1 Course)

CINEMA 110*	Motion Picture Sound	(3)
MEDIART 110*	Digital Film Sound	(3)

List C (Select 1 Course)

CINEMA 115*	Cinematography	(3)
MEDIART 115*	Digital Cinematography	(3)

List D (Select 1 Course)

CINEMA 120*	Film Editing	(3)
MEDIART 120*	Digital Film Editing	(3)

List E (Select 1 Course)

CINEMA 102	Film Genres	(3)
CINEMA 103	Diversity in Film	(3)
CINEMA 104	History of Documentary Film	(3)
CINEMA 106	The Art of Animation and Effects	(3)
CINEMA 111	Developing Content for Movies	(3)
CINEMA 113	History of Animation	(3)
CINEMA 114	Master Filmmakers	(3)
CINEMA 150*	Cinema Internship	(3)
MEDIART103	Digital Imaging and Motion Graphics for Film and Television	(3)
MEDIART 104	Photoshop for Movies and Television	(3)
MEDIART 105*	Visual Effects and Color Grading	(3)
MEDIART 113	Low Budget Producing	(3)
MEDIART 118*	Directing	(3)
MEDIART 129	Mythology, Spirituality and the Art of Story (3)	(3)
MEDIART 130*	Advanced Screenwriting	(3)
MEDIART 131*	Advanced Episodic Writing	(3)

Total: 30

CINEMA ARTS THEORY (AA)

(Program Code 061210, State Code 37295)

The successful completion of this degree will give students a thorough understanding of the aesthetics and history of cinema.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 2 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3

COMPLETE 4 COURSES FROM THE FOLLOWING:

CINEMA 102	Film Genres	(3)
CINEMA 103	Diversity in Cinema	(3)
CINEMA 104	History of Documentary Film	(3)
CINEMA 106	The Art of Animation and Effects	(3)
CINEMA 113	History of Animation	(3)
CINEMA 114	Master Filmmakers	(3)

Total 18

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN CINEMA ARTS THEORY

(Program Code 061200, State Code 31905)

The successful completion of this degree will give students a thorough understanding of the aesthetics and history of cinema.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 2 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3

COMPLETE 4 COURSES FROM THE FOLLOWING:

CINEMA 102	Film Genres	(3)
CINEMA 103	Diversity in Cinema	(3)
CINEMA 104	History of Documentary Film	(3)
CINEMA 106	The Art of Animation and Effects	(3)
CINEMA 113	History of Animation	(3)
CINEMA 114	Master Filmmakers	(3)

Total: 18

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE OF ACHIEVEMENT IN CINEMA ARTS PRODUCTION

(Program Code 061221, State Code 21890)

The successful completion of this degree will give students a thorough background in the aesthetics and history of cinema, experience in cinema picture and sound pre-production, production, and post production, and advanced filmmaking experience as well as the possibility of an internship in the entertainment field.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
CINEMA 125*	Film Production Workshop	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3

COMPLETE 1 COURSE FROM EACH LIST:

List A (Select 1 Course)

CINEMA 101	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film/Video Production	(3)

List B (Select 1 Course)

CINEMA 110*	Motion Picture Sound	(3)
MEDIART 110*	Digital Film Sound	(3)

List C (Select 1 Course)

CINEMA 115*	Cinematography	(3)
MEDIART 115*	Digital Cinematography	(3)

List D (Select 1 Course)

CINEMA 120*	Film Editing	(3)
MEDIART 120*	Digital Film Editing	(3)

List E (Select 1 Course)

CINEMA 102	Film Genres	(3)
CINEMA 103	Diversity in Film	(3)
CINEMA 104	History of Documentary Film	(3)
CINEMA 106	The Art of Animation and Effects	(3)
CINEMA 111	Developing Content for Movies	(3)
CINEMA 113	History of Animation	(3)
CINEMA 114	Master Filmmakers	(3)
CINEMA 150*	Cinema Internship	(3)
MEDIART 103	Digital Imaging and Motion Graphics for Film and Television	(3)
MEDIART 104	Photoshop for Movies and Television	(3)
MEDIART 105*	Visual Effects and Color Grading	(3)
MEDIART 113	Low Budget Producing	(3)
MEDIART 118*	Directing	(3)
MEDIART 129	Mythology, Spirituality and the Art of Story	(3)
MEDIART 130*	Advanced Screenwriting	(3)
MEDIART 131*	Advanced Episodic Writing	(3)

Total: 30

Please also see the Media Arts section for more degree/certificate options.

COMMUNICATION STUDIES

For the Associate in Arts in Communication Studies for Transfer Degree see page 46.

COMPUTER APPLICATIONS OFFICES TECHNOLOGIES

CAOT: ADMINISTRATIVE ASSISTANT (AA)

(Program Code 051401, State Code 08531)

Students will be prepared for employment using automated systems and procedures. Emphasis is placed on the development of language skills, records management, and the use of computer-based word processing, spreadsheet, database, and accounting software in the performance of office functions. Students are prepared to assume general office duties and decision-making office responsibilities. Students completing this option are prepared for positions such as administrative assistant, executive assistant, word information processor, office manager, and office systems specialist.

COMPLETE THE FOLLOWING 12 REQUIRED COURSES:

CAOT 002	Computer Keyboarding and Document Applications II	3
CAOT 031	Business English	3
CAOT 032	Business Communications	3
CAOT 033	Records Management and Electronic Filing	3
CAOT 037	Introduction to Bookkeeping	3
CAOT 047*	Applied Office Practice	2
CAOT 082	Microcomputer Software Survey in the Office	3
CAOT 084	Microcomputer Office Applications: Word Processing	3
CAOT 085	Microcomputer Office Applications: Spreadsheet	3
CAOT 092	Computer Windows Application	2
CAOT 097	Internet for Business	3
CAOT 108	Presentation Design for the Office	2

COMPLETE 2 COURSES FROM THE FOLLOWING:

CAOT 001	Computer Keyboarding and Document Applications I	(3)
CAOT 043*	Office Procedures	(3)
CAOT 078*	Microcomputer Acctg Applications for the Electronic Office	(3)
CAOT 086	Microcomputer Office Applications: Database	(3)
CAOT 123	Web Design Applications for the Office Professional	(3)
CAOT 124	Introduction to Image Creation for the Office Professional	(3)

Total: 38

DEGREES AND CREDIT CERTIFICATES

CAOT: COMPUTER APPLICATIONS SPECIALIST (AA)

(Program Code 051402, State Code 08532)

Students who pursue this option will gain a comprehensive knowledge and understanding of the automated office environment and will be prepared for positions such as: Internet Specialist; Executive Assistant; Administrative Assistant; Office Systems Specialist; or Computer Applications Specialist. Students will develop knowledge and skills in word processing, spreadsheet, database, presentation, and electronic accounting software applications.

COMPLETE THE FOLLOWING 11 REQUIRED COURSES:

CAOT 002	Computer Keyboarding and Document Applications II	3
CAOT 031	Business English	3
CAOT 032	Business Communications	3
CAOT 037	Introduction to Bookkeeping	3
CAOT 078*	Microcomputer Acctg Applications for the Electronic Office	3
CAOT 082	Microcomputer Software Survey in the Office	3
CAOT 084	Microcomputer Office Applications: Word Processing	3
CAOT 085	Microcomputer Office Applications: Spreadsheet	3
CAOT 092	Computer Windows Application	2
CAOT 097	Internet for Business	3
CAOT 108	Presentation Design for the Office	2

COMPLETE 1 COURSE FROM THE FOLLOWING:

CAOT 123	Web Design Applications for the Office Professional	(3)
CAOT 124	Introduction to Image Creation for the Office Professional	(3)

COMPLETE 2 COURSES FROM THE FOLLOWING:

CAOT 001	Computer Keyboarding and Document Applications I	(3)
CAOT 033	Records Management and Filing	(3)
CAOT 043*	Office Procedures	(3)
CAOT 047*	Applied Office Practice	(2)
CAOT 086	Microcomputer Office Applications: Database	(3)
CAOT 123	Web Design Applications for the Office Professional	(3)
CAOT 124	Introduction to Image Creation for the Office Professional	(3)

Total: 38-40

CERTIFICATE REQUIREMENTS: CERTIFICATE OF ACHIEVEMENT IN CAOT: ADMINISTRATIVE ASSISTANT

(Program Code 051401, State Code 21878)

Students will be prepared for employment using automated systems and procedures. Emphasis is placed on the development of language skills, records management, and the use of computer-based word processing, spreadsheet, database, and accounting software in the performance of office functions. Students are prepared to assume general office duties and decision-making office responsibilities. Students completing this certificate are prepared for positions such as administrative assistant, executive assistant, word information processor, office manager, and office systems specialist.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 11 REQUIRED COURSES:

CAOT 002	Computer Keyboarding and Document Applications II	3
CAOT 031	Business English	3
CAOT 032	Business Communications	3
CAOT 033	Records Management and Filing	3
CAOT 047*	Applied Office Practice	2
CAOT 082	Microcomputer Software Survey in the Office	3
CAOT 084	Microcomputer Office Applications: Word Processing	3
CAOT 085	Microcomputer Office Applications: Spreadsheet	3
CAOT 092	Computer Windows Application	2
CAOT 097	Internet for Business	3
CAOT 108	Presentation Design for the Office	2

Total: 30

CERTIFICATE OF ACHIEVEMENT IN CAOT: COMPUTER APPLICATIONS SPECIALIST

(Program Code 051402, State Code 21879)

Students who pursue this certificate will gain a comprehensive knowledge and understanding of the automated office environment and will be prepared for such jobs as Internet specialist, executive assistant, administrative assistant, office systems specialist, or computer applications specialist. Students will develop knowledge and skills in word processing, spreadsheet, database, presentation, and electronic accounting software applications. Students completing this certificate are qualified for intermediate positions in an automated office.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 10 REQUIRED COURSES:

CAOT 002	Computer Keyboarding and Document Applications II	3
CAOT 031	Business English	3
CAOT 032	Business Communications	3
CAOT 037	Introduction to Bookkeeping	3
CAOT 078*	Microcomputer Accounting Applications for the Electronic Office	3
CAOT 082	Microcomputer Software Survey in the Office	3
CAOT 084	Microcomputer Office Applications: Word Processing	3
CAOT 092	Computer Windows Application	2
CAOT 097	Internet for Business	3
CAOT 108	Presentation Design for the Office	2

COMPLETE 1 COURSE FROM THE FOLLOWING:

CAOT 085	Microcomputer Office Applications: Spreadsheet	(3)
CAOT 086	Microcomputer Office Applications: Database	(3)

COMPLETE 1 COURSE FROM THE FOLLOWING:

CAOT 123	Web Design Applications for the Office Professional	(3)
CAOT 124	Introduction to Image Creation for the Office Professional	(3)

Total: 34

CERTIFICATE OF ACHIEVEMENT IN CAOT: GENERAL OFFICE ASSISTANT

(Program Code 051405, State Code 30499)

The General Office Certificate prepares students for positions in a variety of office settings. This Certificate includes courses in rapid and accurate keyboarding, document editing and formatting, word processing, English skills for the office, records management, general office procedures, and an overview of spreadsheet and presentation software applications. Emphasis is placed on the development of keyboarding and language skills to prepare business documents and perform general office tasks. Completion of this program prepares students to qualify for entry-level office positions such as general office workers, clerk-typist, word processors, and office assistants.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 7 REQUIRED COURSES:

CAOT 001	Computer Keyboarding and Document Applications I	3
CAOT 002	Computer Keyboarding and Document Applications II	3
CAOT 031	Business English	3
CAOT 033	Records Management and Filing	3
CAOT 082	Microcomputer Software Survey in the Office	3
CAOT 084	Microcomputer Office Applications: Word Processing	3
CAOT 092	Computer Windows Application	2

COMPLETE 1 COURSE FROM THE FOLLOWING:

CAOT 043	Office Procedures	(3)
CAOT 047*	Applied Office Practice	(2)

Total: 22-23

CAOT, Continued next page

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE OF ACHIEVEMENT IN COMPUTERIZED BOOKKEEPING

(Program Code 050200, State Code 39152)

This certificate will prepare students to work as bookkeepers, general accounting clerks, or payroll clerks. The graduates will have the skills to maintain payroll, receivable, cash, and payable by journalizing, posting, and transaction recording and reporting.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CAOT 002	Computer Keyboarding and Document Applications II	3
CAOT 032	Business Communication	3
CAOT 037	Introduction to Bookkeeping	3
CAOT 043	Office Procedures	3
CAOT 078	Microcomputer Accounting Applications - QuickBooks	3
CAOT 085	Microcomputer Office Applications: Spreadsheet	3

Total: 18

SKILLS CERTIFICATE IN WEBSITE SOFTWARE SPECIALIST

(Program Code 051408)

This certificate is designed for students who want a fast-track course of study that will enable them to enter the job market with Internet and Web design skills. Completion of the program provides students with the skills required by business offices for using the Internet to locate and capture information as well as for creating and maintaining web pages.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

CAOT 082	Microcomputer Software Survey in the Office	3
CAOT 092	Computer Windows Application	2
CAOT 097	Internet for Business	3
CAOT 123	Web Design Applications for the Office Professional	3
CAOT 124	Introduction to Image Creation for the Office Professional	3

Total: 14

COMPUTER SCIENCE

All CO SCI and CO INFO courses have been replaced by CS and CIS courses. Please see the crosswalk on page 124 for details.

COMPUTER SCIENCE (AS)

(Program Code 070711, State Code 02952)

This degree can serve as a basis for further undergraduate education in computer science.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CS 101	Introduction to Computer Science (Formerly CO SCI 802)	3
CS 117*	Intermediate Programming Using C/C++ (Formerly CO SCI 839)	3
CS 136*	Introduction to Data Structures (Formerly CO SCI 836)	3
CS 150*	Windows and Web Database Programming (Formerly CO SCI 870)	3
CS 216*	Object-Oriented Programming in C++ (Formerly CO SCI 840)	3
CS 236*	Advanced Data Structures and Introduction to Databases (Formerly CO SCI 832)	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

CS 111*	Programming in Visual Basic (Formerly CO SCI 808)	(3)
CS 115*	Programming in C# (Formerly CO SCI 895)	(3)

COMPLETE 13 UNITS FROM THE FOLLOWING COURSES:

CIS 104	Microcomputer Application Software (Formerly CO SCI 830)	(4)
CIS 112*	Operating Systems - Beginning Linux (Formerly CO SCI 834)	(3)
CIS 210*	Introduction to Computer Networking (Formerly CO SCI 863)	(3)
CS 111*	Programming in Visual Basic (Formerly CO SCI 808)	(3)
CS 115	Programming in C# (Formerly CO SCI 895)	(3)
CS 130*	Introduction to Computer Architecture and Organization (Formerly CO SCI 816)	(3)
CS 213*	Advanced Programming in Java (Formerly CO SCI 890)	(3)
CS 220*	Advanced Computer Programming (Formerly CO SCI 861)	(3)

Total: 34

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN COMPUTER SCIENCE PROGRAMMING

(Program Code 070712, State Code 30425)

This certificate is designed for students pursuing a Programmer/Analyst position using the C++ programming language, and for employed professionals upgrading their C++ programming skills.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 7 REQUIRED COURSES:

CS 101	Introduction to Computer Science (Formerly CO SCI 802)	3
CS 111*	Programming in Visual Basic (Formerly CO SCI 808)	3
CS 115*	Programming in C# (Formerly CO SCI 895)	3
CS 117*	Intermediate Programming using C/C++ (Formerly CO SCI 839)	3
CS 136*	Introduction to Data Structures (Formerly CO SCI 836)	3
CS 150*	Windows and Web Database Programming (Formerly CO SCI 870)	3
CS 216*	Object-Oriented Programming in C++ (Formerly CO SCI 840)	3

COMPLETE 8 UNITS FROM THE FOLLOWING COURSES:

CIS 104	Microcomputer Application Software (Formerly CO SCI 830)	(4)
CIS 112*	Operating Systems - Beginning Linux (Formerly CO SCI 834)	(3)
CIS 210*	Introduction to Computer Networking (Formerly CO SCI 863)	(3)
CS 213*	Advanced Programming in Java (Formerly CO SCI 890)	(3)
CS 220*	Advanced Computer Programming (Formerly CO SCI 861)	(3)
CS 236*	Advanced Data Structures and Introduction to Databases (Formerly CO SCI 832)	(3)

Total: 29

Cross-referenced course. * This course has a prerequisite or corequisite.

Computer Science, Continued next page

DEGREES AND CREDIT CERTIFICATES

SKILLS CERTIFICATE IN .NET PROGRAMMING

(Program Code 070801)

This Skills Certificate provides the student with career preparation for entry level positions in .NET programming. The required courses cover the fundamentals of event-driven Windows programming as well as database and web programming. The time to completion would be four (4) semesters. This Skills Certificate also could be a building block towards the other certificates currently being developed.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CS 101	Introduction to Computer Science (Formerly CO SCI 802)	3
CS 111*	Programming in Visual Basic (Formerly CO SCI 808)	3
CS 115*	Programming in C# (Formerly CO SCI 895)	3
CS 150*	Windows and Web Database Programming (Formerly CO SCI 870)	3

Total: 12

SKILLS CERTIFICATE IN C/C++

(Program Code 070711)

This is a short certificate program that gives the student specific instruction in C/C++.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CS 101	Introduction to Computer Science (Formerly CO SCI 802)	3
CS 117*	Intermediate Programming using C/C++ (Formerly CO SCI 839)	3
CS 216*	Object-Oriented Programming in C++ (Formerly CO SCI 840)	3
CS 220*	Advanced Computer Programming (Formerly CO SCI 861)	3

Total: 12

SKILLS CERTIFICATE IN MICROCOMPUTER SYSTEMS

(Program Code 093411)

This certificate is designed to give the electronics student additional exposure to computer science. The certificate can lead to positions such as Microcomputer Systems Technician.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CIS 104	Microcomputer Application Software (Formerly CO SCI 830)	4
ELECTRN 002	Introduction to Electronics	3
ELECTRN 054	Computer Logic	4
ELECTRN 109	Computer Hardware	4

Total: 15

EARTH SCIENCE

EARTH SCIENCE (AS)

(Program Code 193001, State Code 08561)

This degree is awarded to students who have a broad interest in the areas of physical, earth, and applied sciences or specialized technical areas such as mapping, Geographic Information Systems, Global Positioning System, geo-spatial analysis, and remote sensing. Students will learn to apply the scientific inquiry process to problem solving and demonstrate knowledge of and recognize the processes that explain natural phenomena.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

ASTRON 001	Elementary Astronomy	3
ENV SCI 001	Introduction to Environmental Science	3
GEOLOGY 001	Physical Geology	3
OCEANO 001	Introduction to Oceanography	3

COMPLETE 6 UNITS FROM THE FOLLOWING COURSES:

(A LAB COURSE CANNOT APPLY UNLESS THE CORRESPONDING LECTURE COURSE IS ALSO TAKEN)

CHEM 068*	Preparation for General Chemistry	(5)
CHEM 101*	General Chemistry I	(5)
CHEM 102*	General Chemistry II	(5)
GEOG 001	Physical Geography	(3)
GEOG 003#	Introduction to Weather and Climate	(3)
GEOG 015*	Physical Geography Laboratory	(2)
GEOLOGY 006*	Physical Geology Laboratory	(1)
MATH 227*	Statistics	(4)
PHYSICS 037*	Physics for Engineers and Scientists I	(5)
PHYSICS 038*	Physics for Engineers and Scientists II	(5)
PHYSICS 039*	Physics for Engineers and Scientists III	(5)
STAT 101*	Statistics for the Social Sciences	(4)

Total: 18

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

ECONOMICS

For the Associate in Arts in Economics for Transfer Degree see page 47.

ECONOMICS (AA)

(Program Code 220400, State Code 02984)

Economics is a social science that deals with allocation of scarce resources among competing alternatives. It analyzes the decisions of production, distribution and consumption of goods and services under the conditions of scarcity and other constraints. Today, analytical method of economics is applied to education, family, business, finance (personal and corporate) crime, health, law, politics, religion, social institutions, war and science. This degree closely mirrors lower division major preparation requirements for economics and business majors at many CSUs.

COMPLETE THE FOLLOWING 2 REQUIRED COURSES:

ECON 001*	Principles of Economics I	3
ECON 002*	Principles of Economics II	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

MATH 238*	Calculus for Business and Social Science I	(5)
MATH 245*	College Algebra	(3)
MATH 261*	Calculus I	(5)

COMPLETE 1 COURSE FROM THE FOLLOWING:

ACCTG 001	Introductory Accounting I	(5)
MATH 227*	Statistics	(4)
MATH 262*	Calculus II	(5)

COMPLETE 1 COURSE FROM THE FOLLOWING:

ACCTG 001	Introductory Accounting I	(5)
ACCTG 002*	Introductory Accounting II	(5)
CIS 101	Introduction to Computers and their Uses	(3)
ECON 030	Comparative Economic Systems	(3)
ECON 040	History of Economic Thought	(3)
ECON 050	Principles of Financial Economics	(3)
MATH 227*	Statistics	(4)
MATH 238*	Calculus for Business and Social Science I	(5)
MATH 261*	Calculus I	(5)
MATH 262*	Calculus II	(5)
PHILOS 009	Symbolic Logic I	(3)
STAT 101*	Statistics for the Social Sciences	(4)

Total: 18-21

ELECTRONICS

ELECTRONICS (AS)

(Program Code 093400, State Code 02955)

This degree can serve as a basis for further study in electronics related fields. Students intending to transfer in Electrical Engineering majors might consider the Engineering degree.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

ELECTRN 002	Introduction to Electronics	3
ELECTRN 004*	Fundamentals of Electronics I	4
ELECTRN 006*	Fundamentals of Electronics II	4
ELECTRN 020*	Electronics Circuits I	4
ELECTRN 022*	Electronics Circuits II	4
ELECTRN 054	Computer Logic	4

Total: 23

ELECTRONICS: BIOMEDICAL INSTRUMENTATION (AS)

(Program Code 093460, State Code 02957)

This degree prepares the student to work in hospitals and for equipment manufacturers as a technician to repair and maintain a wide variety of electronic apparatus used in the medical field.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ELECTRN 002	Introduction to Electronics	3
ELECTRN 004*	Fundamentals of Electronics I	4
ELECTRN 006*	Fundamentals of Electronics II	4
ELECTRN 020*	Electronic Circuits I	4
ELECTRN 034	Introduction to Biomedical Electronics	3
ELECTRN 036*	Biophysical Measurements I	4
ELECTRN 038*	Biophysical Measurements II	4
ELECTRN 054	Computer Logic	4

COMPLETE 2 COURSES FROM THE FOLLOWING:

ELECTRN 022*	Electronic Circuits II	(4)
ELECTRN 064*	Technical Computer Applications	(4)
ELECTRN 113	Computer Networking	(4)
ELECTRN 941	Cooperative Education-Electronics	(4)

Total: 38

CERTIFICATE REQUIREMENTS:

SKILLS CERTIFICATE IN A+/NET+ CERTIFICATION PREPARATION

(Program Code 070800)

The three-course sequence required for this certificate prepares students for the nationally recognized A+ Certification Examination. Upon completion of the three, four-unit courses, the student is eligible to receive an A+ Certificate Preparation Certificate. Students must take and pass the two-part examination offered by the Computing Technology Industry Association (Comp TIA) to earn the official A+ Certificate.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

ELECTRN 054	Computer Logic	4
ELECTRN 109	Computer Hardware	4
ELECTRN 113	Computer Networking	4

Total: 12

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE OF ACHIEVEMENT IN ELECTRONICS: BIOMEDICAL INSTRUMENTATION

(Program Code 093460, State Code 21893)

This certificate prepares the student to work in an entry-level position as a technician to repair and maintain a variety of electronic apparatus used in the medical field. Some of these positions are: Biomedical Equipment Technician (BMET); Field Service Engineer; Medical Equipment Sales Engineer; Clinical Laboratory Technician; and R & D Technician. The certificate can be the basis for continued study and attainment of an associate's degree.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ELECTRN 002	Introduction to Electronics	3
ELECTRN 004*	Fundamentals of Electronics I	4
ELECTRN 006*	Fundamentals of Electronics II	4
ELECTRN 020*	Electronic Circuits I	4
ELECTRN 034	Introduction to Biomedical Electronics	3
ELECTRN 036*	Biophysical Measurements I	4
ELECTRN 038*	Biophysical Measurements II	4
ELECTRN 054	Computer Logic	4

COMPLETE 1 COURSE FROM THE FOLLOWING:

ELECTRN 022*	Electronic Circuits II	(4)
ELECTRN 064*	Technical Computer Applications	(4)
ELECTRN 113	Computer Networking	(4)
ELECTRN 941	Cooperative Education-Electronics	(4)

Total: 34

CERTIFICATE OF ACHIEVEMENT IN ELECTRONICS TECHNICIAN

(Program Code 093402, State Code 10758)

This certificate leads to positions such as: Electronics Technician; Field Service Technician; Field Service Engineer; Test Technician; Flight-line Technician; Broadcast Technician; Quality Control Technician; and Electronics Manufacturers Technician.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ELECTRN 002	Introduction to Electronics	3
ELECTRN 004*	Fundamentals of Electronics I	4
ELECTRN 006*	Fundamentals of Electronics II	4
ELECTRN 020*	Electronics Circuits I	4
ELECTRN 022*	Electronics Circuits II	4
ELECTRN 034	Introduction to Biomedical Electronics	3
ELECTRN 054	Computer Logic	4
ELECTRN 109	Computer Hardware	4

COMPLETE 1 COURSE FROM THE FOLLOWING:

ELECTRN 036*	Biophysical Measurements I	(4)
ELECTRN 038*	Biophysical Measurements II	(4)
ELECTRN 113	Computer Networking	(4)
ELECTRN 240*	Industrial Electronics I	(4)

Total: 34

CERTIFICATE OF ACHIEVEMENT IN ELECTRONICS TECHNOLOGY

(Program Code 093401, State Code 10757)

The Electronics Technology Certificate can lead to positions such as: Entry-level Electronics Technician; Electronics Assembler Technician; Electronics Supply Salesperson; and Test Technician Trainee.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

ELECTRN 002	Introduction to Electronics	3
ELECTRN 004*	Fundamentals of Electronics I	4
ELECTRN 006*	Fundamentals of Electronics II	4
ELECTRN 020*	Electronic Circuits I	4
ELECTRN 054	Computer Logic	4

Total: 19

ENGINEERING

ENGINEERING (AS)

(Program Code 090100, State Code 02954)

The AS Degree in Engineering, is designed to prepare students with the goal of transfer. The Engineering degree at a 4-year college is a high-unit major and it may not be possible to satisfy all lower division major requirements prior to transfer. Students interested in mechanical, electrical, or civil engineering are candidates for this degree.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

ARC 172	Architectural Drawing I	3
ENG GEN 101	Introduction to Science, Engineering, and Technology	2
ENG GEN 131*	Statics	3
ENG GEN 151*	Materials of Engineering	3
MATH 261*	Calculus I	5
T & M 031	Machine Shop Practice II	3

Total: 19

SUSTAINABLE CONSTRUCTION MANAGEMENT (AS)

(Program Code 095700, State Code 21326)

The Sustainable Construction Management Degree is designed to prepare the students to become qualified for employment in the field of general construction management, with additional emphasis on sustainable methods and materials that are energy smart, renewable, and environmentally friendly. The program offers up-to-date training and re-training in various evolving aspects of the profession, such as building technologies related to the use of materials from renewable sources, methods of construction that can create smart energy efficient structures, emerging environmental concerns, human relations' laws, and safety regulations.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ARC 172	Architectural Drawing I	3
ARC 173*	Architectural Drawing II	3
EGT 100	Introduction to Sustainable Construction Management	3
EGT 103	Code and Zoning Regulations	3
EGT 104	Cost Analysis and Estimation	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
ENV SCI 007	Introduction to Environmental Geology	3
MGMT 033	Human Capital Management	3

Total: 23

Cross-referenced course. * This course has a prerequisite or corequisite.

Engineering, Continued next page

DEGREES AND CREDIT CERTIFICATES

MECHANICAL DRAFTING/DESIGN (AS)

(Program Code 095340, State Code 02958)

This degree is designed for the student who wishes to enter the workforce after graduation as a mechanical or civil engineering drafter, with strong coursework in AutoCAD.

COMPLETE THE FOLLOWING 10 REQUIRED COURSES:

ARC 172	Architectural Drawing I	3
EGT 211	Elementary Engineering Graphics	3
EGT 212*	Applied Engineering Computer Graphics I	3
EGT 213*	Introduction to AutoCAD	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
MATH 120*	Plane Geometry	5
MATH 240*	Trigonometry	3
MSCNC 114	Print Interpretation & Sketching (Blueprint I)	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 030	Machine Shop Practice I	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

ARC 173*	Architectural Drawing II	(3)
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	(3)

Total: 35

ENGINEERING TECHNOLOGY: INDUSTRIAL/ MANUFACTURING (AS)

(Program Code 095602, State Code 02959)

This degree is designed for the student who wishes to enter the workforce after graduation in a position such as: Drafter; Drill Press Operator; Engineering Liaison; Quality Controller; Grinder; Manufacturing Controller; Operations Researcher; and Lathe Operator.

COMPLETE THE FOLLOWING 11 REQUIRED COURSES:

CHEM 068*	Preparation for General Chemistry	5
CIS 104	Microcomputer Application Software (Formerly CO SCI 830)	4
EGT 211*	Elementary Engineering Graphics	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
MATH 120*	Plane Geometry	5
MATH 240*	Trigonometry	3
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	3
NUM CON 21	Advanced Manual CNC Lathe Programming & Introduction to CAM	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 030	Machine Shop Practice I	3
T & M 031	Machine Shop Practice II	3

Total: 38

ENGINEERING TECHNOLOGY: MECHANICAL ENGINEERING (AS)

(Program Code 095600, State Code 08541)

This degree is designed for the student who wishes to enter the workforce after graduation with a strong background in AutoCAD drafting, blueprint reading, numerical control, and computer programming skills.

COMPLETE THE FOLLOWING 12 REQUIRED COURSES:

CIS 104	Microcomputer Application Software (Formerly CO SCI 830)	4
EGT 211	Elementary Engineering Graphics	3
EGT 212*	Applied Engineering Computer Graphics I	3
ELECTRN 002	Introduction to Electronics	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2

MATH 120*	Plane Geometry	5
MATH 240*	Trigonometry	3
MSCNC 114	Print Interpretation & Sketching (Blueprint I)	3
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	3
NUM CON 021	Advanced Manual CNC Lathe Programming & Introduction to CAM	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 031	Machine Shop Practice II	3

Total: 39

MANUFACTURING TECHNOLOGY: METAL MACHINING (AS)

(Program Code 095630, State Code 02960)

This degree is designed for the student who wishes to enter the workforce after graduation with a strong background in both traditional machining and in numerical control.

COMPLETE THE FOLLOWING 12 REQUIRED COURSES:

ELECTRN 002	Introduction to Electronics	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
MATH 125*	Intermediate Algebra (or any 5 unit mathematics course)	5
MSCNC 114	Print Interpretation & Sketching (Blueprint I)	3
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	3
NUM CON 021	Advanced Manual CNC Lathe Programming & Introduction to CAM	3
NUM CON 022	Advanced Manual CNC Mill & Microcomputer Assisted Programming	3
NUM CON 023	Computer Aided Manufacturing Programming of CNC Equipment	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 030	Machine Shop Practice I	3
T & M 031	Machine Shop Practice II	3
T & M 032	Machine Shop Practice III	3

Total: 38

MANUFACTURING TECHNOLOGY: NUMERICAL CONTROL (AS)

(Program Code 095631, State Code 08542)

This degree is designed for the student who wishes to enter the workforce after graduation with a strong background in all aspects of numerical control.

COMPLETE THE FOLLOWING 12 REQUIRED COURSES:

ELECTRN 002	Introduction to Electronics	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
ENG GEN 151	Materials of Engineering	3
MATH 125*	Intermediate Algebra (or any 5 unit mathematics course)	5
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	3
NUM CON 021	Advanced Manual CNC Lathe Programming & Introduction to CAM	3
NUM CON 022	Advanced Manual CNC Mill & Microcomputer Assisted Programming	3
NUM CON 023	Computer Aided Manufacturing Programming of CNC Equipment	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 030	Machine Shop Practice I	3
T & M 031	Machine Shop Practice II	3
T & M 032	Machine Shop Practice III	3

Total: 38

Engineering, Continued next page

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN ARCHITECTURE

(Program Code 020100, State Code 08526)

This certificate is designed for the student who wants to enter the field as an architectural drafter. The course content is AutoCAD-based, and will allow the student to produce a wide variety of working drawings for both residential and commercial buildings.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ARC 172	Architectural Drawing I	3
ARC 173*	Architectural Drawing II	3
ARC 221*	Architectural Rendering	2
ARC 271*	Architectural Drawing III	3
EGT 100	Introduction to Sustainable Construction Management	3
EGT 211*	Elementary Engineering Graphics	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
MATH 115*	Elementary Algebra	2
	(or higher level math course)	(3-5)

Total: 22-24

CERTIFICATE OF ACHIEVEMENT IN COMPUTER GRAPHICS/ DESIGN

(Program Code 095301, State Code 10759)

This certificate contains a body of courses designed to train students in computer graphics applications, as used in industry. This training program is continually readjusted to keep current with the newest techniques of applying computers to aid in engineering design and manufacturing. Primarily this certificate prepares the student for operating CAD software in computer applications as related to engineering and manufacturing.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

EGT 211	Elementary Engineering Graphics	3
EGT 212*	Applied Engineering Computer Graphics I	3
EGT 213*	Introduction to AutoCAD	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
MATH 120*	Plane Geometry	5
MATH 240*	Trigonometry	3

Total: 19

CERTIFICATE OF ACHIEVEMENT IN ENGINEERING TECHNOLOGY INDUSTRIAL/MANUFACTURING

(Program Code 095602, State Code 21895)

The Industrial Technology/Manufacturing Certificate can lead to positions such as: Drafter; Drill Press Operator; Engineering Liaison; Quality Controller; Grinder; Manufacturing Controller; Operations Researcher; Part Inspector; and Lathe Operator. The certificate can be the basis for continued study and attainment of an associate's degree.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

CIS 104	Microcomputer Application Software (Formerly CO SCI 830)	4
EGT 211	Elementary Engineering Graphics	3
ELECTRN 004*	Fundamentals of Electronics I	4
ENG GEN 101	Introduction to Science, Engineering and Technology	2
NUM CON 021	Advanced Manual CNC Lathe Programming & Introduction to CAM	3
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 030	Machine Shop Practice I	3

Total: 26

CERTIFICATE OF ACHIEVEMENT IN MECHANICAL DRAFTING/ DESIGN

(Program Code 095340, State Code 21894)

This certificate is designed for the student who wishes to enter the workforce in positions such as Drafter Tracer; Detailer Engineering Aid; Drafter; and Computer Aided Drafting.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

EGT 211	Elementary Engineering Graphics	3
EGT 212*	Applied Engineering Computer Graphics I	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
MATH 115*	Elementary Algebra	5
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	3
T & M 027	Basic Machine Shop Theory and Practice	4

Total: 20

CERTIFICATE OF ACHIEVEMENT IN MECHANICAL ENGINEERING TECHNOLOGY

(Program Code 095601, State Code 21896)

This certificate can lead to positions such as: Research Aide; Production Aide; Design Aide; Construction Aide; Maintenance Aide; Salesperson; Detail Drafter; and Engineering Technician.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

EGT 211	Elementary Engineering Graphics	3
EGT 212*	Applied Engineering Computer Graphics I	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
MATH 120*	Plane Geometry	5
MATH 240*	Trigonometry	3
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 030	Machine Shop Practice I	3

Total: 26

CERTIFICATE OF ACHIEVEMENT IN MANUFACTURING TECHNOLOGY: METAL MACHINING

(Program Code 095630, State Code 21897)

This certificate is designed for the student who wishes to enter the workforce in positions such as: Mill operator; Numerical Control Machinist; Lathe Operator; and Numerical Control Operator.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ENG GEN 101	Introduction to Science, Engineering, and Technology	2
MATH 115*	Elementary Algebra	5
MSCNC 114	Print Interpretation and Sketching (Blueprint I)	3
NUM CON 021	Advanced Manual CNC Lathe Programming & Introduction to CAM	3
NUM CON 022	Adv. Manual CNC Mill & Microcomputer Assisted Programming	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 030	Machine Shop Practice I	3
T & M 031	Machine Shop Practice II	3

Total: 26

Engineering, Continued next page

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE OF ACHIEVEMENT IN MANUFACTURING TECHNOLOGY: NUMERICAL CONTROL

(Program Code 095631, State Code 21898)

This certificate is designed for the student who wishes to enter the workforce in positions such as: Numerical Control Programmer; Numerical Control Machinist; and Numerical Control Machine Operator.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 10 REQUIRED COURSES:

CIS 104	Microcomputer Application Software (Formerly CO SCI 830)	4
ENG GEN 101	Introduction to Science, Engineering and Technology	2
MATH 115*	Elementary Algebra	5
MSCNC 114	Print Interpretation and Sketching (Blueprint I)	3
MSCNC 124	Print Interpretation and Inspection (Blueprint II)	3
NUM CON 021	Advanced Manual CNC Lathe Programming & Introduction to CAM	3
NUM CON 022	Adv. Manual CNC Mill & Microcomputer Assisted Programming	3
NUM CON 023	Computer Aided Manufacturing Programming of CNC Equipment	3
T & M 027	Basic Machine Shop Theory and Practice	4
T & M 030	Machine Shop Practice I	3

Total: 33

CERTIFICATE OF ACHIEVEMENT IN SUSTAINABLE CONSTRUCTION MANAGEMENT

(Program Code 095700, State Code 21327)

The Sustainable Construction Management Certificate is designed to prepare the students to become qualified for employment in the field of general construction management, with additional emphasis on sustainable methods and materials that are energy smart, renewable, and environmentally friendly. The program offers up-to-date training and re-training in various evolving aspects of the profession, such as building technologies related to the use of materials from renewable sources, methods of construction that can create smart energy efficient structures, emerging environmental concerns, human relations' laws, and safety regulations.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

ARC 172	Architectural Drawing I	3
ARC 173*	Architectural Drawing II	3
EGT 100	Introduction to Sustainable Construction Management	3
EGT 103	Code and Zoning Regulations	3
EGT 104	Cost Analysis and Estimation	3
ENG GEN 101	Introduction to Science, Engineering and Technology	2
ENV SCI 007	Introduction to Environmental Geology	3
MGMT 033	Human Capital Management	3

Total: 23

ENGLISH

For the Associate in Arts in English for Transfer Degree see page 48.

ENGLISH AS A SECOND LANGUAGE

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN ESL MILESTONE - PATHWAY TO LANGUAGE ARTS / SPOKEN COMMUNICATION

(Program Code 493087, State Code 39583)

The ESL Milestone Certificate Program is designed to prepare English Language learners (ELLs) for the academic rigor of degree-applicable coursework in various Guided Pathways Meta Majors. Students completing these certificates have achieved academic English listening and speaking skills at an advanced, post-secondary level; they have also achieved success in prerequisite or introductory coursework in a variety of degree, certificate, or general education pathways. These two elements combine to demonstrate significant achievement of a milestone along their pathways to degrees, certificates, or transfer. To earn a certificate, students must complete the required courses as listed with a minimum grade of "C." At least 50% of all major course work must be completed at Valley College.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

E.S.L. 006C	College ESL VI: Listening and Speaking	3
E.S.L. 006A	College ESL VI: Writing and Grammar	6
E.S.L. 008	Advanced ESL Composition	6
COMM 101	Public Speaking	3
	OR	
COMM 102	Oral Communication II	3

LIST A: SELECT 1:

COUNSEL 001	Introduction to College	1
LIB SCI 101	College Research Skills	1

Total: 19

CERTIFICATE OF ACHIEVEMENT IN ESL MILESTONE - PATHWAY TO LANGUAGE ARTS / WRITTEN COMMUNICATION

(Program Code 493087, State Code 39584)

The Guided Pathways ESL Milestone Certificate Program is designed to prepare English Language learners (ELLs) for the academic rigor of degree-applicable coursework in various Guided Pathways Meta Majors. Students completing these certificates have achieved academic English reading and writing skills at an advanced, post-secondary level; they have also achieved success in prerequisite or introductory coursework in a variety of degree, certificate, or general education pathways. These two elements combine to demonstrate significant achievement of a milestone along their pathways to degrees, certificates, or transfer. To earn a certificate, students must complete the required courses as listed with a minimum grade of "C." At least 50% of all major course work must be completed at Valley College..

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

E.S.L. 006B	College ESL VI: Reading and Vocabulary	3
E.S.L. 006A	College ESL VI: Writing and Grammar	6
E.S.L. 008	Advanced ESL Composition	6
ENGLISH 101	College Reading and Composition	3

LIST A: SELECT 1:

COUNSEL 001	Introduction to College	1
LIB SCI 101	College Research Skills	1

Total: 19

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

ETHNIC STUDIES

ETHNIC STUDIES (AA)

(Program Code 220300, State Code 02983)

An Associate's degree in Ethnic Studies provides students with theoretical frameworks through which they are able to explore, examine, and analyze the study of a wide array of ethnic groups in the United States. Students will build skills at communicating with diverse audiences and examining multiple sources of information and data. This degree equips students to enter a multi-ethnic workforce and more effectively work toward social justice.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

AFRO AM 004	The African-American in the History of the United States I	3
AFRO AM 005	The African-American in the History of the United States II	3
CHICANO 007	The Mexican-American in the History of the United States I	3
CHICANO 008	The Mexican-American in the History of the United States II	3
JEWISH 001	The Jew in America	3
JEWISH 025	The History of the Jewish People	3

COMPLETE 2 COURSES FROM THE FOLLOWING:

AFRO AM 002	The African-American in Contemporary Urban Society	(3)
AFRO AM 020	African-American Literature I	(3)
CHICANO 002	The Mexican-American in Contemporary Society	(3)
CHICANO 044#	Mexican Civilization	(3)
HISTORY 020	History of California and the Pacific Coast	(3)
JEWISH 002	The Jewish Religious Heritage	(3)
JEWISH 010#	Hebrew Civilization II	(3)
JEWISH 027	Holocaust: A Prototype of Genocide	(3)
SOC 002	American Social Problems	(3)
SOC 011	Race and Ethnic Relations	(3)

Total: 24

FIRE TECHNOLOGY

FIRE TECHNOLOGY (AS)

(Program Code 213300, State Code 02981)

Students earning the Fire Technology AS Degree have obtained skills for entry-level and promotional employment in the fire services. This degree can lead to positions such as: Fire Fighter, Forest Fire Fighter, Fire Inspector, and Arson Investigator.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

FIRETEK 201	Fire Protection Organization	3
FIRETEK 202	Fire Prevention	3
FIRETEK 203	Fire Protection Equipment and Systems	3
FIRETEK 204	Building Construction for Fire Protection	3
FIRETEK 205	Fire Behavior and Combustion	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

FIRETEK 27	Wildland Firefighter	(4)
FIRETEK 96	Emergency Medical Technician	(8)

Total: 19-23

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN FIRE TECHNOLOGY

(Program Code 213300, State Code 21901)

The Certificate of Achievement is designed for students desiring to complete the "core" curriculum of the discipline in order to prepare for entry level or promotional employment positions within the Fire Service. This certificate can lead to positions such as: Fire Fighter, Forest Fire Fighter, Fire Inspector, and Arson Investigator. The classes included in the certificate are also the five "core" classes that are required for the Associate's degree in Fire Technology.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

FIRETEK 201	Fire Protection Organization	3
FIRETEK 202	Fire Prevention	3
FIRETEK 203	Fire Protection Equipment & Systems	3
FIRETEK 204	Building Construction for Fire Protection	3
FIRETEK 205	Fire Behavior & Combustion	3
ADM JUS 911	Cooperative Education - Administrators of Justice	1

Total: 16

FOREIGN LANGUAGES

FOREIGN LANGUAGES (AA)

(Program Code 110100, State Code 02964)

This degree is an alternative to the individual language majors of French, German, Italian, and Spanish, and is especially suitable for those students with prior instruction in a foreign language. The student must complete Semester 4 or higher in a primary language, demonstrating effective skills in the four major areas of language study (reading, writing, speaking, listening comprehension) in that language, as well as cultural proficiency. The student must also complete two sequential courses in a secondary language, demonstrating a minimum of advanced elementary language and cultural knowledge in that language.

REQUIRED COURSES:

Semester 4 or higher in a primary language	5
Two classes in a sequence in a secondary language	10
LING 001 Introduction to Language and Linguistics	3

Total: 18

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

FRENCH

FRENCH (AA)

(Program Code 110200, State Code 02965)

This degree provides a solid foundation in the study of French and will enable students to demonstrate effective skills in the four major areas of language study (reading, writing, speaking, listening comprehension). Students will examine the historical and cultural heritage of various French-speaking nations, and understand the role that they play in the global society. This degree can provide the basis for further undergraduate education in modern languages, humanities, cultural and global studies.

COMPLETE 3-4 COURSES FROM THE FOLLOWING:

FRENCH 001	Elementary French I	(5)
FRENCH 002*	Elementary French II	(5)
FRENCH 003*	Intermediate French I	(5)
FRENCH 004*	Intermediate French II	(5)
FRENCH 005*	Advanced French I	(5)
FRENCH 006*	Advanced French II	(5)
FRENCH 021	Fundamentals of French I	(3)
FRENCH 022*	Fundamentals of French II	(3)

3-5 UNITS CHOSEN FROM THE FOLLOWING COURSES:

FRENCH 010	French Civilization	(3)
FRENCH 025	French & Francophone Short Story in Translation	(3)
FRENCH 063	Intermediate French Conversation I	(2)
FRENCH 064	Intermediate French Conversation II	(2)
FRENCH 066	Advance French Conversation I	(2)
LING 001	Introduction to Language and Linguistics	(3)

Total: 18-21

GENERAL STUDIES

Students planning to transfer are cautioned that the curriculum for each of the options below may not provide for completion of the lower division requirements for transfer. Students should consult with a counselor for specific information regarding an intended major if transfer is a goal.

GENERAL STUDIES: ARTS (AA)

(Program Code 490103, State Code 18169)

This program represents a broad based degree in the arts. The courses emphasize analysis and appreciation of art in terms of historical perspectives, aesthetic, and cultural importance.

REQUIREMENTS

Complete at least 18 units of coursework listed below plus one additional course from the performance/studio area.

COMPLETE 6 COURSES FROM THE FOLLOWING:

ART 101	Survey of Art History I	(3)
ART 102	Survey of Art History II	(3)
ART 103	Art Appreciation I	(3)
ART 105	History of Asian Art	(3)
ART 109	The Arts of Africa, Oceania, and Ancient America	(3)
ART 115	History of Modern Art	(3)
ART 116	History of Women and Art	(3)
ART 125	History of Photography I	(3)
BRDCSTG 026	TV-Film Aesthetics	(3)
CINEMA 102	Film Genres	(3)
CINEMA 103	Diversity in Cinema	(3)
CINEMA 104	History of Documentary Film	(3)
CINEMA 105	History of Motion Pictures	(3)
CINEMA 107	Understanding Motion Pictures	(3)
DANCEST 805	History and Appreciation of Dance	(3)
HUMAN 003	The Arts of Contemporary Society	(3)
MUSIC 101	Fundamentals of Music	(3)
MUSIC 111	Music Appreciation I	(3)
MUSIC 121*	Music History and Literature I	(3)
MUSIC 122*	Music History and Literature II	(3)
MUSIC 136	Music in American Culture	(3)
MUSIC 141	Jazz Appreciation	(3)
THEATER 100	Introduction to the Theater	(3)
THEATER 110	History of the World Theater I	(3)
THEATER 112	History of World Theater II	(3)

COMPLETE 1 COURSE FROM THE FOLLOWING:

ART 201	Drawing I	(3)
ART 204*	Life Drawing I	(3)
ART 501	Beginning Two-Dimensional Design	(3)
ART 600	Typography I	(3)
ART 604*	Graphic Design I	(3)
ART 700	Introduction to Sculpture	(3)
ART 708	Introduction to Ceramics	(3)
CINEMA 101*	Beginning Film Production Workshop	(3)
DANCEST 801	Modern Dance I	(3)
MUSIC 321	Elementary Piano I	(2)
MUSIC 411	Elementary Voice I	(2)
MUSIC 650	Beginning Guitar	(2)
MUSIC 651	Classical Guitar I	(2)
THEATER 270	Beginning Acting	(3)

Total: 20-21

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

GENERAL STUDIES: NATURAL SCIENCE (AA)

(Program Code 490104, State Code 18170)

This program represents a broad based degree in the natural sciences. These courses examine the physical universe, its life forms, and its natural phenomena. Emphasis is placed on students using methodologies of science as an investigative tool.

REQUIREMENTS

Complete 18 units of coursework listed below with at least one course from the Physical Sciences and at least one from the Biological Sciences. At least one course requiring laboratory work must be completed. Lab courses, marked by the symbol ‡, cannot apply unless the lecture courses that are their prerequisite or corequisite are also taken.

PHYSICAL SCIENCES (COMPLETE AT LEAST 1 COURSE)

ASTRON 001	Elementary Astronomy	(3)
ASTRON 005‡*	Fundamentals of Astronomy Laboratory	(1)
CHEM 051	Fundamentals of Chemistry I	(5)
CHEM 068*	Preparation for General Chemistry	(5)
CHEM 101*	General Chemistry I	(5)
CHEM 102*	General Chemistry II	(5)
ENV SCI 001	Introduction to Environmental Science	(3)
ENV SCI 007#	Introduction to Environmental Geology	(3)
ENV SCI 022*	The Human Environment: Physical Processes Lab	(2)
GEOG 001	Physical Geography	(3)
GEOG 003#	Introduction to Weather and Climate	(3)
GEOG 015‡*	Physical Geography Laboratory	(2)
GEOG 017	Physical Geography and Laboratory	(5)
GEOLOGY 001	Physical Geology	(3)
GEOLOGY 006‡*	Physical Geology Laboratory	(1)
GEOLOGY 010#	Introduction to Environmental Geology	(3)
OCEANO 001	Introduction to Oceanography	(3)
OCEANO 010‡*	Physical Oceanography Laboratory	(1)
PHYS SC 001	Physical Science I	(3)
PHYS SC 014‡*	Physical Science Laboratory	(1)
PHYSICS 006*	General Physics I	(4)
PHYSICS 007*	General Physics II	(4)
PHYSICS 037*	Physics for Engineers and Scientists I	(5)
PHYSICS 038*	Physics for Engineers and Scientists II	(5)

BIOLOGICAL SCIENCES (COMPLETE AT LEAST ONE COURSE)

ANATOMY 001*	Introduction to Human Anatomy	(4)
ANTHRO 101	Human Biological Evolution	(3)
ANTHRO 111‡*	Laboratory in Human Biological Evolution	(2)
BIOLOGY 003	Introduction to Biology	(4)
BIOLOGY 006*	General Biology I	(5)
BIOLOGY 007*	General Biology II	(5)
BIOLOGY 022	Marine Biology	(4)
BIOLOGY 040*	The Science of Biotechnology	(3)
MICRO 020*	General Microbiology	(4)
PHYSIOL 001*	Introduction to Human Physiology	(4)
PSYCH 002*	Biological Psychology	(3)

Total: 18

GENERAL STUDIES: SOCIAL AND BEHAVIORAL SCIENCES (AA)

(Program Code 490105, State Code 18171)

This program represents a broad based degree in the social and behavioral sciences. These courses emphasize the perspective, concepts, theories and methodologies of the discipline typically found in the vast variety of disciplines that comprise study in the social and behavioral sciences. Students will study about themselves and others as members of a larger society.

REQUIREMENTS

Complete 18 units of coursework from the list below. 12 units must be from the Social and Behavioral Science category; 3 units must be from the American Institutions category; and 3 additional units may be from either category.

SOCIAL AND BEHAVIORAL SCIENCES:

COMPLETE AT LEAST 4 COURSES FROM THE FOLLOWING:

ANTHRO 102	Human Ways of Life: Cultural Anthropology	(3)
ANTHRO 103	Archaeology: Reconstructing the Human Past	(3)
ANTHRO 104	Human Language and Communication	(3)
BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	(3)
CHICANO 007	The Mexican-American in the History of The United States I	(3)
CH DEV 001*	Child Growth and Development	(3)
CH DEV 042	Teaching in a Diverse Society	(3)
COMM 122	Intercultural Communication	(3)
ECON 001	Principles of Economics I	(3)
ECON 002*	Principles of Economics II	(3)
ECON 030	Comparative Economic Systems	(3)
ECON 040	History of Economic Thought	(3)
ECON 060	Economics and the Environment	(3)
ENVSTDS 101	Introduction to Environmental Studies	(3)
GEOG 002	Cultural Elements of Geography	(3)
GEOG 009	People and the Earth's Ecosystem	(3)
GEOG 014	Geography of California	(3)
GEOG 045	Food and Culture	(3)
HISTORY 001	Introduction to Western Civilization I	(3)
HISTORY 002	Introduction to Western Civilization II	(3)
HISTORY 086	Introduction to World Civilization I	(3)
HUMAN 006	Great People, Great Ages	(3)
HUMAN 008	Great Women in the Humanities	(3)
JEWISH 025	The History of the Jewish People	(3)
JOURNAL 105	Mass Communications	(3)
LAW 003	Civil Rights and the Law	(3)
POL SCI 002	Modern World Governments	(3)
POL SCI 005	The History of Western Political Thought	(3)
POL SCI 007	Contemporary World Affairs	(3)
PSYCH 001	General Psychology I	(3)
PSYCH 011*	Child Psychology	(3)
PSYCH 012*	Adolescent Psychology	(3)
PSYCH 013*	Social Psychology	(3)
PSYCH 014*	Abnormal Psychology	(3)
PSYCH 041*	Life-Span Psychology: From Infancy to Old Age	(3)
SOC 001	Introduction to Sociology	(3)
SOC 002	American Social Problems	(3)
SOC 003	Crime and Delinquency	(3)
SOC 004	Sociological Analysis	(3)
SOC 011	Race and Ethnic Relations	(3)
SOC 012	Marriage and Family Life	(3)
SOC 021	Human Sexuality	(3)
SOC 025	Drugs and Culture	(3)
SOC 031	Sociology of Gender	(3)

Cross-referenced course. * This course has a prerequisite or corequisite.

General Studies, Continued next page

DEGREES AND CREDIT CERTIFICATES

AMERICAN INSTITUTIONS:

COMPLETE AT LEAST ONE COURSE FROM THE FOLLOWING:

AFRO AM 004	The African-American in the History of the United States I	(3)
AFRO AM 005	The African-American in the History of the United States II	(3)
CHICANO 008	The Mexican-American in the History of the United States II	(3)
ECON 010	Economic History of the United States	(3)
HISTORY 005	History of the Americas I	(3)
HISTORY 006	History of the Americas II	(3)
HISTORY 011	Political and Social History of the United States to 1877	(3)
HISTORY 012	Political and Social History of the United States from 1865	(3)
HISTORY 020	History of the California and the Pacific Coast	(3)
POL SCI 001	The Government of the United States	(3)

Total: 18

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN CSU GENERAL EDUCATION BREADTH

(Program Code 490112, State Code 17958)

The Certificate of Achievement in CSU Breadth is intended for students who will transfer to a CSU. Completion of the pattern of courses listed below will satisfy lower division general education requirements at any CSU. However, completion of the Certificate requirements is not an admission requirement nor does it guarantee admission to a CSU. Consult a Valley College counselor before taking courses outside Valley College to be used on this CSU general education plan, particularly if taking courses elsewhere in the LA College District. Every community college may apply its courses differently on general education, even if the course has the same course number and title.

REQUIRED COURSES:

Complete each area required for CSU Certification as indicated on pages 32-33.

Total: 39

CERTIFICATE OF ACHIEVEMENT IN INTERSEGMENTAL GENERAL EDUCATION TRANSFER (IGETC)

(Program Code 490113, State Code 17959)

The Certificate of Achievement in Intersegmental General Education Transfer Curriculum (IGETC) is intended for students who will transfer to a UC or CSU. Completion of the pattern of courses listed below will satisfy lower division general education requirements. However, completion of the Certificate requirements is not an admission requirement nor does it guarantee admission to a UC or CSU.

REQUIRED COURSES:

Complete each area required for certification of IGETC completion as indicated on pages 27-29.

Total: 37-39

GEOGRAPHY

For the Associate in Arts in Geography for Transfer Degree see page 49.

GEOGRAPHY (AA)

(Program Code 220600, State Code 02986)

This degree provides a spatially-focused and integrative approach to the study of the Earth, the environment, and human/environment interaction at local, regional and global scales. The AA degree in Geography may prepare you for career specializations including global studies/globalization, human population growth and development studies, environmental policy, pollution, global warming, and urbanization.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

GEOG 001	Physical Geography	3
GEOG 002	Cultural Elements of Geography	3
GEOG 003#	Introduction to Weather and Climate	3
GEOG 0015*	Physical Geography Laboratory	2

COMPLETE 3 COURSES FROM THE FOLLOWING:

GEOG 009	People and the Earth's Ecosystem	(3)
GEOG 014	Geography of California	(3)
GEOG 030	Managing Natural Resources	(3)
GEOG 045	Food and Culture	(3)
GEOLOGY 001	Physical Geology	(3)
OCEANO 001	Introduction to Oceanography	(3)

Total: 20

GEOLOGY

For the Associate in Science in Geology for Transfer Degree see page 49.

GEOLOGY (AS)

(Program Code 191400, State Code 08560)

Physical Geology is a detailed study of the origin and composition of the earth, the processes acting to modify the earth's surface, and the phenomena that catastrophically affect humans and their environment such as volcanoes, earthquakes, landslides, and floods.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

GEOLOGY 001	Physical Geology	3
GEOLOGY 006*	Physical Geology Laboratory	1
CHEM 101*	General Chemistry I	5
CHEM 102*	General Chemistry II	5

CHOOSE ONE OF THE FOLLOWING PHYSICS SEQUENCES:

SEQUENCE A		
PHYSICS 037*	Physics for Engineers and Scientists I	(5)
PHYSICS 038*	Physics for Engineers and Scientists II	(5)
PHYSICS 039*	Physics for Engineers and Scientists III	(5)

SEQUENCE B

PHYSICS 006*	General Physics I	(4)
PHYSICS 007*	General Physics II	(4)

COMPLETE 7-14 UNITS FROM THE FOLLOWING COURSES TO COMPLETE 36 TOTAL UNITS.

A lab course cannot apply unless lecture course is also taken.

BIOLOGY 007*	General Biology II	(5)
MATH 261*	Calculus I	(5)
OCEANO 001	Introduction to Oceanography	(3)
OCEANO 010*	Physical Oceanography Laboratory	(1)
STAT 101*	Statistics for the Social Sciences	(4)

Total: 36

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

GERMAN

GERMAN (AA)

(Program Code 110300, State Code 08555)

This degree provides solid foundation in the study of German for those wishing to continue their education in languages. Students will be able to demonstrate effective skills in the four major areas of language study (reading, writing, speaking, listening comprehension), and demonstrate knowledge of the global society, and the role of Germany and of the German language and culture in the contemporary world.

COMPLETE 3 COURSES FROM THE FOLLOWING:

GERMAN 001	Elementary German I	(5)
GERMAN 002*	Elementary German II	(5)
GERMAN 003*	Intermediate German I	(5)
GERMAN 004*	Intermediate German II	(5)
GERMAN 005*	Advanced German I	(5)

COMPLETE 3-5 UNITS FROM THE FOLLOWING COURSES:

GERMAN 008*	Conversational German	(2)
LING 001	Introduction to Language and Linguistics	(3)

Total: 18-20

HEALTH SCIENCE

DEGREE REQUIREMENTS:

Please refer to page 88-89 for the Nursing major and pages 92-93 for the Respiratory Therapy major.

CERTIFICATE REQUIREMENTS:

Please refer to page 92-93 for the Respiratory Therapy Certificate program.

HEBREW STUDIES

See *Religious Studies*.

HISTORY

For the Associate in Arts in History for Transfer Degree see page 50.

HISTORY (AA)

(Program Code 220500, State Code 02985)

The History Program includes courses that examine the people, institutions, ideas, and events of the past and present. The study of History contributes to cultural literacy and develops critical thinking skills. Historical study provides a fundamental preparation for careers such as law, government, and education. This degree can serve as the basis for further undergraduate education in history.

COMPLETE THE FOLLOWING 2 REQUIRED COURSES:

HISTORY 001	Introduction to Western Civilization I	3
HISTORY 002	Introduction to Western Civilization II	3

CHOOSE ONE OF THE FOLLOWING SEQUENCES:

SEQUENCE A		
HISTORY 005	History of the Americas I	(3)

HISTORY 006	History of the Americas II	(3)
SEQUENCE B		
HISTORY 011	Political and Social History of the United States to 1877	(3)
HISTORY 012	Political and Social History of the United States from 1865	(3)
COMPLETE 2 COURSES FROM THE FOLLOWING:		
HISTORY 007	The World's Great Religions	(3)
HISTORY 020	History of California and the Pacific Coast	(3)
HUMAN 006	Great People, Great Ages	(3)
HUMAN 008	Great Women in the Humanities	(3)

Total: 18

HUMANITIES

HUMANITIES (AA)

(Program Code 490300, State Code 02989)

The Humanities Program is interdisciplinary and involves critical and comparative study of philosophy, religion, literature, and the visual and performing arts across human cultures in different times and places. Students will examine the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition. Study of the Humanities provides a solid fundamental preparation for careers in the arts and education. This degree can serve as the basis for further undergraduate education in humanities.

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

HUMAN 001	Cultural Patterns of Western Civilization	3
HUMAN 003	The Arts of Contemporary Society	3
HUMAN 030	The Beginnings of Civilization	3

PLUS ONE COURSE CHOSEN FROM EACH OF THE THREE CATEGORIES LISTED BELOW:

The Arts

ART 101	Survey of Art History I	(3)
ART 102	Survey of Art History II	(3)
ENGLISH 203*	World Literature I	(3)
ENGLISH 204*	World Literature II	(3)
MUSIC 121*	Music History and Literature I	(3)
MUSIC 122*	Music History and Literature II	(3)
THEATER 110	History of the World Theater	(3)

Additional Civilization Courses

HISTORY 001	Introduction to Western Civilization I	(3)
HISTORY 002	Introduction to Western Civilization II	(3)
HUMAN 002	Studies in Selected Cultures	(3)
HUMAN 006	Great Men, Great Eras	(3)
HUMAN 008	Great Women in the Humanities	(3)

Religious and Philosophical Ideas

PHILOS 001	Introduction to Philosophy	(3)
PHILOS 012	History of Greek Philosophy	(3)
PHILOS 014	History of Modern European Philosophy	(3)

Total: 18

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

ITALIAN

ITALIAN (AA)

(Program Code 110400, State Code 02966)

This degree provides solid foundation in the study of Italian for those wishing to continue their education in languages. Students will be able to demonstrate effective skills in the four major areas of language study (reading, writing, speaking, listening comprehension), and demonstrate knowledge of the global society, and the role of Italy and of the Italian language and culture in the contemporary world.

COMPLETE THE FOLLOWING 1 REQUIRED COURSE:

LING 001 Introduction to Language and Linguistics 4

COMPLETE 3 COURSES FROM THE FOLLOWING:

ITALIAN 001 Elementary Italian I (5)
 ITALIAN 002* Elementary Italian II (5)
 ITALIAN 003* Intermediate Italian I (5)
 ITALIAN 004* Intermediate Italian II (5)
 ITALIAN 005* Advanced Italian I (5)

Total: 19

JEWISH STUDIES

JEWISH STUDIES (AA)

(Program Code 220301, State Code 08563)

This degree enables students to appreciate the rich culture and heritage of the Jewish people from the biblical epoch to the contemporary modern experience; to help students understand the Jewish contribution to world culture in general and to Western culture in particular; and to develop the skills to read and interpret relevant sources. This degree will help prepare students for upper division coursework in Jewish Studies.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

HEBREW 001 Elementary Hebrew I 5
 HEBREW 002 Elementary Hebrew II 5
 JEWISH 002 The Jewish Religious Heritage 3
 JEWISH 025 The History of the Jewish People 3
 PHILOS 035 Judaism, Christianity & Islam 3

Total: 19

JOURNALISM

For the Associate in Arts in Journalism for Transfer Degree see page 50.

Students earning the Journalism AA Degrees have obtained skills for entry level employment in journalism (print, online, and photography) or for career advancement.

JOURNALISM: MAGAZINE (AA)

(Program Code 060201, State Code 08533)

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

ART 619 Advertising Photo/Graphics II 4
 JOURNAL 101 Collecting and Writing News 3
 JOURNAL 105 Mass Communications 3
 JOURNAL 106 Mechanics of Expression 3
 JOURNAL 108 Article Writing 3
 JOURNAL 220* Magazine Production 3

Total: 19

JOURNALISM: NEWSPAPER (AA)

(Program Code 060202, State Code 02950)

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

ART 619 Advertising Photo/Graphics II 4
 JOURNAL 101 Collecting and Writing News 3
 JOURNAL 105 Mass Communications 3
 JOURNAL 106 Mechanics of Expression 3
 JOURNAL 202* Advanced Newswriting 3
 JOURNAL 218-1* Practical Editing I 3

Total: 19

JOURNALISM: PHOTOJOURNALISM (AA)

(Program Code 060203, State Code 08534)

An Associate in Arts degree in Photojournalism provides a foundation for students who wish to transfer or find employment in entry level positions as staff photographers or freelance photojournalist. At the completion of this program, students have gained demonstrable understanding of photography/ photojournalism principles and techniques. They also gain hands-on experience with cameras, lighting equipment and state-of-art computers and imaging software.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

JOURNAL 101 Collecting and Writing News 3
 JOURNAL 105 Mass Communications 3
 PHOTO 011* Advanced Photography 4
 PHOTO 020 Beginning Photojournalism 4
 PHOTO 021* News Photography 4
 PHOTO 101 Beginning Digital Photography (3)

COMPLETE 1 COURSE FROM THE FOLLOWING:

ART 125 History of Photography I 3
 JOURNAL 218-1 Practical Editing I 3
 PHOTO 10 Beginning Photography (3)

Total: 24

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN JOURNALISM: MAGAZINE

(Program Code 060201, State Code 21884)

A Certificate of Achievement in Journalism: Magazine provides a foundation for students who wish to seek positions such as: article writer, magazine editor, speech writer, in-house publications editor, writer for on-line publications and proof reader.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

JOURNAL 043 Public Relations 3
 JOURNAL 101 Collecting and Writing the News 3
 JOURNAL 105 Mass Communications 3
 JOURNAL 106 Grammar and Communication 3
 JOURNAL 108 Article Writing 3
 JOURNAL 202 Advanced Newswriting 3

Total: 18

Journalism, Continued next page

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE OF ACHIEVEMENT IN JOURNALISM: NEWSPAPER

(Program Code 060202, State Code 21885)

A Certificate of Achievement in Journalism: Newspaper, provides a foundation for students who wish to seek positions such as: newspaper reporter, newspaper editor, public relations writer, publicist, writer for on-line publications and proof readers.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

JOURNAL 101	Collecting and Writing News	3
JOURNAL 105	Mass Communications	3
JOURNAL 106	Mechanics of Expression	3
JOURNAL 202*	Advanced Newswriting	3
JOURNAL 218-1	Practical Editing I	3

COMPLETE 6 UNITS FROM THE FOLLOWING COURSES:

BRDCSTG 001	Fundamentals of Television and Radio Broadcasting	(3)
JOURNAL 108	Article Writing	(3)
JOURNAL 220*	Magazine Production	(3)
JOURNAL 385	Directed Study-Journalism	(3)
JOURNAL 911	Cooperative Education-Journalism	(1)
JOURNAL 921	Cooperative Education-Journalism	(2)
JOURNAL 931	Cooperative Education-Journalism	(3)
JOURNAL 941	Cooperative Education-Journalism	(4)
PHOTO 101	Beginning Digital Photography	(3)

Total: 21

CERTIFICATE OF ACHIEVEMENT IN JOURNALISM: PHOTOJOURNALISM

(Program Code 060203, State Code 21886)

A Certificate of Achievement in Photojournalism provides a comprehensive foundation for students who wish to work as visual communicators in mass media. At the completion of this program, students have gained demonstrable understanding of photography/photojournalism principles and techniques. They also gain hands-on experience with digital cameras, lighting equipment and state-of-art computers and imaging software.

Estimated time to Complete: 1.5 years.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

JOURNAL 101	Collecting and Writing News	3
JOURNAL 218-1	Practical Editing I	3
PHOTO 011*	Advanced Photography	4
PHOTO 020	Beginning Photojournalism	4
PHOTO 021*	News Photography	4
PHOTO 101	Beginning Digital Photography	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

ART 125	History of Photography I	(3)
JOURNAL 105	Mass Communications	(3)
PHOTO 010	Beginning Photography	(3)

COMPLETE 3 UNITS FROM THE FOLLOWING COURSES:

JOURNAL 108	Article Writing	(3)
JOURNAL 385	Directed Study-Journalism	(3)
JOURNAL 911	Cooperative Education-Journalism	(1)
JOURNAL 921	Cooperative Education-Journalism	(2)
JOURNAL 931	Cooperative Education-Journalism	(3)
JOURNAL 941	Cooperative Education-Journalism	(4)

Total: 27

LIBERAL STUDIES

For the Associate in Arts in Elementary Teacher Education for Transfer Degree see page 48.

LIBERAL STUDIES: MULTIPLE SUBJECT TEACHER PREP (AA)

(Program Code 490121, State Code 18168)

The Liberal Studies Associate degree is designed to provide an Associate degree for the student planning to transfer to CSU Northridge as a Liberal Studies major with a Multiple Subject Teacher Prep Option in order to prepare for elementary school teaching. The courses listed below are among the lower division requirements of that CSUN major.

COMPLETE THE FOLLOWING 10 REQUIRED COURSES:

BIOLOGY 003	Introduction to Biology	4
CH DEV 044*	Early Intervention for Children with Special Needs	3
COMM 101	Public Speaking	3
ENGLISH 101*	College Reading and Composition I	3
GEOG 002	Cultural Elements of Geography	3
HISTORY 086	Introduction to World Civilization I	3
MATH 215*	Principles of Mathematics I	3
PHYS SC 001	Physical Science I	4
PHYS SC 014*	Physical Science Laboratory	1
POL SCI 001	The Government of the United States	3

CRITICAL THINKING

COMPLETE 1 COURSE FROM THE FOLLOWING:

COMM 105*	Critical Thinking	(3)
ENGLISH 103*	Composition and Critical Thinking	(3)
PHILOS 006	Logic in Practice	(3)

INTRODUCTION TO LITERATURE

COMPLETE 1 COURSE FROM THE FOLLOWING:

AFRO AM 020	African American Literature I	(3)
CHICANO 042#	Contemporary Mexican Literature	(3)
ENGLISH 102*	College Reading and Composition II	(3)
ENGLISH 203*	World Literature I	(3)
ENGLISH 204*	World Literature II	(3)
ENGLISH 205*	English Literature I	(3)
ENGLISH 206*	English Literature II	(3)
ENGLISH 207*	American Literature I	(3)
ENGLISH 208*	American Literature II	(3)

PERFORMING AND VISUAL ARTS

COMPLETE 1 COURSE FROM THE FOLLOWING:

ART 101	Survey of Art History I	(3)
ART 102	Survey of Art History II	(3)
ART 103	Art Appreciation I	(3)
ART 105	History of Asian Art	(3)
ART 109	The Arts of Africa, Oceania, and Ancient America	(3)
MUSIC 111	Music Appreciation I	(3)

U.S. HISTORY

COMPLETE 1 COURSE FROM THE FOLLOWING:

AFRO AM 004	The African-American in the History of the United States I	(3)
HISTORY 011	Political and Social History of the United States to 1877	(3)

INTRODUCTION TO LINGUISTICS

COMPLETE 1 COURSE FROM THE FOLLOWING:

ENGLISH 105	Introduction to Language and Linguistics	(3)
LING 001	Introduction to Language and Linguistics	(3)

Cross-referenced course. * This course has a prerequisite or corequisite.

Liberal Studies, Continued next page

DEGREES AND CREDIT CERTIFICATES

CHILD DEVELOPMENT

COMPLETE 1 COURSE FROM THE FOLLOWING: 3

CH DEV 001*	Child Growth and Development	(3)
PSYCH 011*	Child Psychology	(3)

Total: 48

MATHEMATICS

For the Associate in Science in Mathematics for Transfer Degree see page 51.

MEDIA ARTS

(Also See Cinema)

MEDIA ARTS: DIRECTING (AA)

(Program Code 060101, State Code 17624)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience directing a cast and crew in the production of a short motion picture or episodic project. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3
MEDIART 118*	Directing	3

LIST A: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film/Video Production	(3)

LIST B: COMPLETE 1 COURSE FROM THE FOLLOWING:

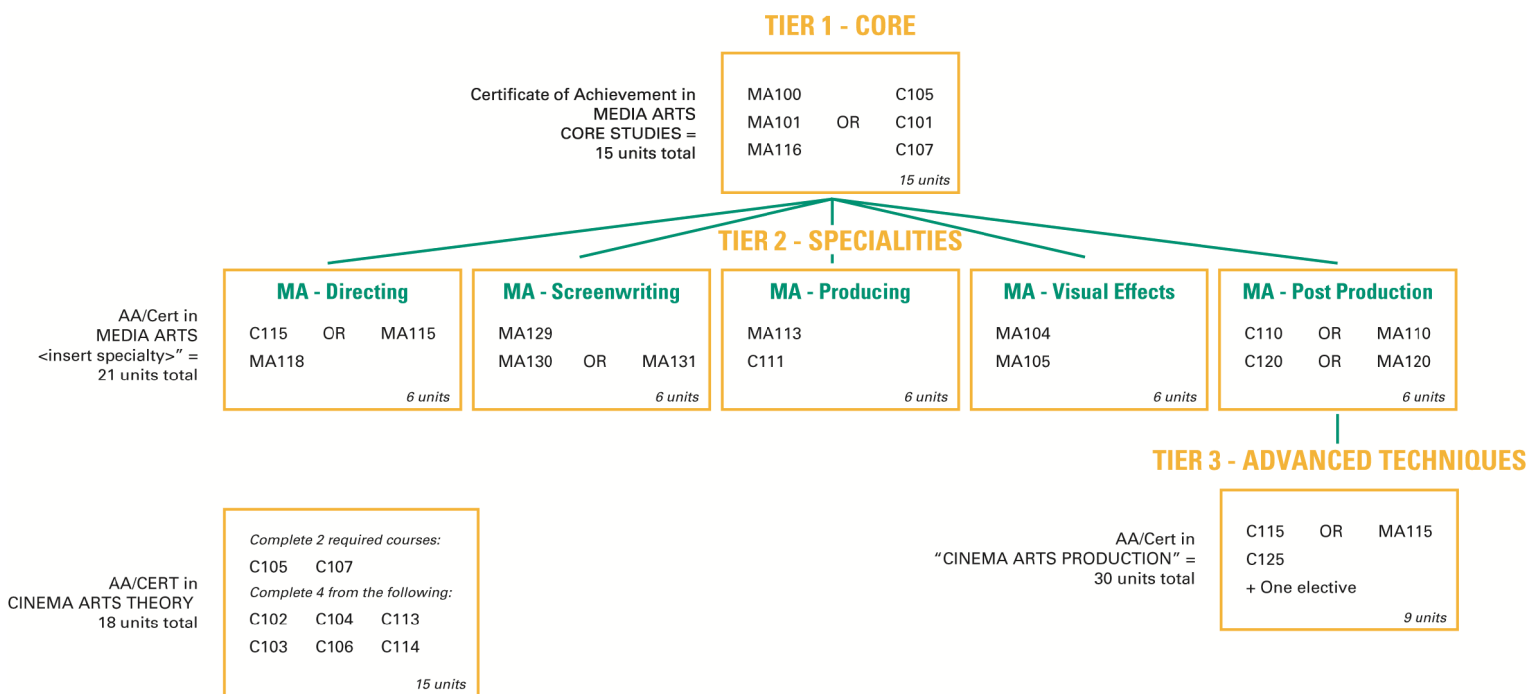
CINEMA 115*	Cinematography	(3)
MEDIART 115*	Digital Cinematography	(3)

Total: 21

Media Arts, Continued next page

Cross-referenced course. * This course has a prerequisite or corequisite.

CINEMA / MEDIA ARTS FLOW CHART



*AS-T in Film, Television, & Electronic Media also available. Please see the "Associate Degrees for Transfers" section of the catalog.

DEGREES AND CREDIT CERTIFICATES

MEDIA ARTS: POST-PRODUCTION (AA)

(Program Code 060104, State Code 17625)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience in post-production solving editing and sound design challenges in motion picture and episodic projects. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3

LIST A: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film/Video Production	(3)

LIST B: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 110*	Motion Picture Sound	(3)
MEDIART 110*	Digital Film Sound	(3)

LIST C: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 120*	Film Editing	(3)
MEDIART 120*	Digital Film Editing	(3)

Total: 21

MEDIA ARTS: PRODUCING (AA)

(Program Code 060103, State Code 17626)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience organizing, budgeting, scheduling, marketing, promoting, and pitching motion picture and episodic projects. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3
CINEMA 111	Developing Content for Movies and TV	3
MEDIART 113	Low Budget Producing	3

LIST A: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film/Video Production	(3)

Total: 21

MEDIA ARTS: SCREENWRITING (AA)

(Program Code 060102, State Code 17627)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience writing various screenplays from short and feature length motion pictures to episodic projects. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3
MEDIART 129	Mythology, Spirituality and the Art of Story	3

LIST A COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film/Video Production	(3)

LIST B COMPLETE 1 COURSE FROM THE FOLLOWING:

MEDIART 130*	Advanced Screenwriting	(3)
MEDIART 131*	Advanced Episodic Writing	(3)

Total: 21

MEDIA ARTS: VISUAL EFFECTS (AA)

(Program Code 061220, State Code 37296)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience in titling, 3D modeling, color grading/correction, and various other visual effects for motion picture and episodic projects. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART100	The Entertainment Industry: Breaking In	3
MEDIART 104	Photoshop for Motion Pictures and Television	3
MEDIART 105*	Visual Effects and Color Grading	3
MEDIART 116	Introduction to Screenwriting	3

LIST A COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film/Video Production	(3)

Total: 21

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN MEDIA ARTS: CORE STUDIES

(Program Code 061210, State Code 37297)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a basic foundation in the aesthetics of film and media, with some experience directing a cast and crew in the production of a short motion picture or episodic project. *Estimated time to complete: 1 year.*

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3

LIST A COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film/Video Production	(3)

Total: 15

Cross-referenced course. * This course has a prerequisite or corequisite.

Media Arts, Continued next page

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE OF ACHIEVEMENT IN MEDIA ARTS: DIRECTING

(Program Code 060101, State Code 21880)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience directing a cast and crew in the production of a short motion picture or episodic project. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3
MEDIART 118*	Directing	3

LIST A: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film Production	(3)

LIST B: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 115*	Cinematography	(3)
MEDIART 115*	Digital Cinematography	(3)

Total: 21

CERTIFICATE OF ACHIEVEMENT IN MEDIA ARTS: POST-PRODUCTION

(Program Code 060104, State Code 21881)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience in post-production solving editing and sound design challenges in motion picture and episodic projects. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3

LIST A: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film Production	(3)

LIST B: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 110*	Motion Picture Sound	(3)
MEDIART 110*	Digital Film Sound	(3)

LIST C: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 120*	Film Editing	(3)
MEDIART 120*	Digital Film Editing	(3)

Total: 21

Cross-referenced course. * This course has a prerequisite or corequisite.

CERTIFICATE OF ACHIEVEMENT IN MEDIA ARTS: PRODUCING

(Program Code 060103, State Code 21882)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience organizing, budgeting, scheduling, marketing, promoting, and pitching motion picture and episodic projects. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3
CINEMA 111	Developing Content for Movies and TV	3
MEDIART 113	Low Budget Producing	3

LIST A: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film/Video Production	(3)

Total: 21

CERTIFICATE OF ACHIEVEMENT IN MEDIA ARTS: SCREENWRITING

(Program Code 060102, State Code 21883)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience writing various screenplays from short and feature length motion pictures to episodic projects. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 116	Introduction to Screenwriting	3
MEDIART 129	Mythology, Spirituality and the Art of Story	3

LIST A: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film Production	(3)

LIST B: COMPLETE 1 COURSE FROM THE FOLLOWING:

MEDIART 130*	Advanced Screenwriting	(3)
MEDIART 131*	Advanced Episodic Writing	(3)

Total: 21

CERTIFICATE OF ACHIEVEMENT IN MEDIA ARTS: VISUAL EFFECTS

(Program Code 061220, State Code 37298)

*Please see departmental flow chart for guidance on sequence of coursework.

The successful completion of this degree will give students a thorough background in the aesthetics of film and media, and experience in titling, 3D modeling, color grading/correction, and various other visual effects for motion picture and episodic projects. *Estimated time to complete: 2 years.*

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

CINEMA 105	History of Motion Pictures	3
CINEMA 107	Understanding Motion Pictures	3
MEDIART 100	The Entertainment Industry: Breaking In	3
MEDIART 104	Photoshop for Motion Pictures and TV	3
MEDIART 105*	Visual Effects and Color Grading	3
MEDIART 116	Introduction to Screenwriting	3

LIST A: COMPLETE 1 COURSE FROM THE FOLLOWING:

CINEMA 101*	Beginning Film Production	(3)
MEDIART 101*	Introduction to Digital Film Production	(3)

Total: 21

DEGREES AND CREDIT CERTIFICATES

MUSIC

For the Associate in Arts in Music for Transfer Degree see page 51.

COMMERCIAL MUSIC (AA)

(Program Code 100500, State Code 08545)

Students earning the Commercial Music AA Degree have obtained skills for entry-level employment in the music industry or for career advancement. Music 101 is not part of the degree but is a prerequisite for courses in the degree. Students are strongly encouraged to complete Music 101 early in their academic program.

COMPLETE THE FOLLOWING 13 REQUIRED COURSES:

MUSIC 137	Music As A Business	3
MUSIC 141	Jazz Appreciation	3
MUSIC 161	Introduction to Music Technology	3
MUSIC 165	Introduction to Recording Arts	3
MUSIC 205*	Commercial Harmony I	3
MUSIC 206*	Commercial Harmony II	3
MUSIC 241	Music Notation and Copying I	1
MUSIC 242*	Music Notation and Copying II	1
MUSIC 265-1*	Recording Arts Workshop I	3
MUSIC 271	Songwriters' Workshop I	3
MUSIC 281*	Commercial Music Techniques I	3
MUSIC 321	Elementary Piano I	2
MUSIC 322*	Elementary Piano II	2

COMPLETE 2 COURSES FROM THE FOLLOWING (COURSES MAY BE REPEATED):

MUSIC 501	College Choir	(1)
MUSIC 531	Philharmonic Choir	(1)
MUSIC 563	Chamber Singers	(1.5)
MUSIC 721	Orchestra	(1)
MUSIC 751	Wind Ensemble	(1)
MUSIC 771	Guitar Ensemble	(1)

Total: 35-38

MUSIC (AA)

(Program Code 100400, State Code 02962)

The Music AA degree can serve as the basis for further undergraduate education in music. Music 200 is not part of the degree but is a prerequisite for courses in the degree. Students are strongly encouraged to complete Music 200 early in their academic program.

COMPLETE THE FOLLOWING 17 REQUIRED COURSES:

MUSIC 121*	Music History and Literature I	3
MUSIC 122*	Music History and Literature II	3
MUSIC 152	Current Musical Events	1
MUSIC 181	Applied Music I	0.5
MUSIC 182*	Applied Music II	0.5
MUSIC 183*	Applied Music III	0.5
MUSIC 184*	Applied Music IV	0.5
MUSIC 201*	Harmony I	3
MUSIC 202*	Harmony II	3
MUSIC 203*	Harmony III	3
MUSIC 211*	Musicianship I	1
MUSIC 212*	Musicianship II	1
MUSIC 213*	Musicianship III	1
MUSIC 241	Music Notation and Copying I	1
MUSIC 250-1	Music Performance Workshop I	1
MUSIC 250-2	Music Performance Workshop II	1
MUSIC 324*	Elementary Piano IV	2

COMPLETE 4 COURSES FROM THE FOLLOWING: (COURSES MAY BE REPEATED):

MUSIC 501	College Choir	(1)
MUSIC 531	Philharmonic Choir	(1)
MUSIC 563	Chamber Singers	(1.5)
MUSIC 721	Orchestra	(1)
MUSIC 751	Wind Ensemble	(1)
MUSIC 771	Guitar Ensemble	(1)

COMPLETE 1 COURSE FROM THE FOLLOWING:

MUSIC 111	Music Appreciation I	(3)
MUSIC 136	Music in American Culture	(3)
MUSIC 137	Music as a Business	(3)
MUSIC 141	Jazz Appreciation	(3)
MUSIC 161	Introduction to Music Technology	(3)
MUSIC 165	Introduction to Recording Arts	(3)
MUSIC 205*	Commercial Harmony I	(3)
MUSIC 206*	Commercial Harmony II	(3)
MUSIC 271	Songwriters' Workshop	(3)
MUSIC 281*	Commercial Music Techniques I	(3)

Total: 33-35

CERTIFICATE REQUIREMENTS:

COMMERCIAL MUSIC CERTIFICATES

The following certificates can lead to positions such as: Recording Technician; Composer/Arranger; Music Copyist; and Musician/Performer.

Estimated time to complete: 1- 2 years depending on certificate.

CERTIFICATE OF ACHIEVEMENT IN COMMERCIAL MUSIC: INSTRUMENTAL/VOCAL PERFORMER

(Program Code 100504, State Code 11546)

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

MUSIC 137	Music As a Business	3
MUSIC 200	Introduction to Music Theory	4
MUSIC 201*	Harmony I	3
MUSIC 205*	Commercial Harmony I	3
MUSIC 206*	Commercial Harmony II	3
MUSIC 211*	Musicianship I	1
MUSIC 212*	Musicianship II	1
MUSIC 321	Elementary Piano I	2

COMPLETE 3 COURSES FROM THE FOLLOWING: (COURSES MAY BE REPEATED):

MUSIC 501	College Choir	(1)
MUSIC 531	Philharmonic Choir	(1)
MUSIC 563	Chamber Singers	(1.5)
MUSIC 721	Orchestra	(1)
MUSIC 751	Wind Ensemble	(1)
MUSIC 771	Guitar Ensemble	(1)

COMPLETE 9 UNITS FROM THE FOLLOWING COURSES:

MUSIC 111	Music Appreciation I	(3)
MUSIC 121*	Music History and Literature I	(3)
MUSIC 122*	Music History and Literature II	(3)
MUSIC 141	Jazz Appreciation	(3)
MUSIC 161	Introduction to Music Technology	(3)
MUSIC 165	Introduction to Recording Arts	(3)
MUSIC 202*	Harmony II	(3)
MUSIC 203*	Harmony III	(3)
MUSIC 213*	Musicianship III	(1)
MUSIC 241	Music Notation and Copying I	(1)
MUSIC 242*	Music Notation and Copying II	(1)
MUSIC 265*	Recording Arts Workshop	(3)
MUSIC 281*	Commercial Music Techniques I	(3)

Music, Continued next page

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

MUSIC 322*	Elementary Piano II	(2)
MUSIC 323*	Elementary Piano III	(2)
MUSIC 324*	Elementary Piano IV	(2)
MUSIC 411	Elementary Voice I	(2)
MUSIC 412*	Elementary Voice II	(2)
MUSIC 413*	Elementary Voice III	(2)
MUSIC 414*	Elementary Voice IV	(2)
MUSIC 453*	Musical Theater Repertoire for Singers	(1)
MUSIC 650	Beginning Guitar	(2)
MUSIC 651	Classical Guitar I	(2)
MUSIC 652*	Classical Guitar II	(2)
MUSIC 653*	Classical Guitar III	(2)
MUSIC 654*	Classical Guitar IV	(2)

Total: 32-33.5

CERTIFICATE OF ACHIEVEMENT IN COMMERCIAL MUSIC: JAZZ STUDIES

(Program Code 100500, State Code 31765)

The Jazz Studies certificate provides the student with career preparation for entry-level positions in the growing field of jazz studies. Students gain requisite skill sets, including mastery of jazz theory and techniques. Students collaborate with other students, arranging and performing jazz in a variety of situations, developing partnerships indicative of those that exist in a professional environment. Students benefit from the hands-on approach offered by Commercial Music faculty, with labs and ensembles being a primary source of both direct and collateral learning.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

MUSIC 137	Music as a Business	3
MUSIC 141	Jazz Appreciation	3
MUSIC 205*	Commercial Harmony I	3
MUSIC 206*	Commercial Harmony II	3
MUSIC 281*	Commercial Techniques I	3
MUSIC 321	Elementary Piano I	2
MUSIC 322*	Elementary Piano II	2
MUSIC 780	Jazz Combo Workshop	1

Total: 20

CERTIFICATE OF ACHIEVEMENT IN COMMERCIAL MUSIC: MUSIC ARRANGING

(Program Code 100503, State Code 11545)

The Certificate of Achievement in Music Arranging is designed for students pursuing careers in this field. The Certificate of Achievement in Music Arranging provides students with skills in music theory, ear-training, notation and arranging techniques, and music software used in the associated fields of Media Arts, Art, Dance and Theater. Students enjoy the hands-on approach offered by Commercial Music faculty.

COMPLETE THE FOLLOWING 11 REQUIRED COURSES:

MUSIC 137	Music as a Business	3
MUSIC 141	Jazz Appreciation	3
MUSIC 161	Introduction to Music Technology	3
MUSIC 205*	Commercial Harmony I	3
MUSIC 206*	Commercial Harmony II	3
MUSIC 241	Music Notation and Copying I	1
MUSIC 242*	Music Notation and Copying II	1
MUSIC 271'	Songwriters' Workshop I	3
MUSIC 281*	Commercial Music Techniques I	3
MUSIC 282*	Commercial Music Techniques II	3
MUSIC 321	Elementary Piano I	2

Total: 28

CERTIFICATE OF ACHIEVEMENT IN COMMERCIAL MUSIC: MUSIC NOTATION

(Program Code 100505, State Code 31399)

Music Notation provides the student with career preparation for entry-level positions in the burgeoning fields of music notation and publishing. The student will learn and apply various music notation formats using computer software. Students collaborate with other students within the Music Department, developing partnerships indicative of those that exist in a professional environment. Students benefit from the hands-on approach offered by Commercial Music faculty, with labs being a primary source of learning.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

MUSIC 101	Fundamentals of Music	3
MUSIC 137	Music as a Business	3
MUSIC 161	Introduction to Music Technology	3
MUSIC 241	Music Notation and Copying I	1
MUSIC 242*	Music Notation and Copying II	1
MUSIC 321	Elementary Piano I	2

Total: 13

CERTIFICATE OF ACHIEVEMENT IN COMMERCIAL MUSIC: MUSICTECHNOLOGY

(Program Code 100502, State Code 08546)

The Music Technology certificate provides the student with career preparation for entry level positions in the growing field of music technology. Students benefit from the hands-on approach offered by Commercial Music faculty with labs being a primary source of both direct and collateral learning.

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

MUSIC 101	Fundamentals of Music	3
MUSIC 137	Music as a Business	3
MUSIC 161	Introduction to Music Technology	3
MUSIC 165	Introduction to Recording Arts	3
MUSIC 241	Music Notation and Copying I	1
MUSIC 265-1	Recording Arts Workshop I	3
MUSIC 270	DJ Workshop	3
MUSIC 321	Elementary Piano I	2

Total: 21

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

NURSING

REGISTERED NURSE (AS)

(Program Code 123010, State Code 02969)

Students entering the Nursing program must follow the LACCD GE Plan in the catalog.

REGISTERED NURSING PROGRAM

The Associate Degree Registered Nursing Program is approved by the California Board of Registered Nursing (BRN) www.rm.ca.gov and accredited by the Accreditation Commission for Education in Nursing (ACEN) www.acenursing.org. The nursing program is designed to prepare graduates to function at entry level Registered Nurses in the Health Care delivery system.

The Nursing Program is comprised of 39.5 units of Nursing Theory and Clinical experience plus approximately 31 units of science and general education courses. Clinical experiences are provided in hospitals and various health care facilities in the community. The clinical experience correlates with classroom teaching of nursing theory, skills laboratory practicum, computer assisted instruction (CAI), and simulation. Students who complete the BRN requirements and the college degree requirements will receive an Associate Degree of Science in Nursing. Students are encouraged to complete the degree requirements (i.e. attain graduation status) before taking the National Council Licensure Examination (NCLEX) www.ncsbn.org.

REQUIRED STEPS TO APPLY TO THE NURSING PROGRAM

In order to obtain a Program Application, the following steps MUST be completed well in advance of the application filing period:

1. All students except current and returning LAVC students need to submit a college application to the LAVC Admissions Office. International students must first apply to the International Student Program.
2. All U.S. transcripts outside of the Los Angeles Community College District (LACCD) must be mailed directly from the college attended to the LAVC Admissions Office. Hand-carried U.S. transcripts of any kind are NOT acceptable. Students must confirm with the Counseling office that transcripts have arrived prior to making a counseling appointment.
3. All transcripts outside of the U.S. must be evaluated according to the following procedures:
 - Must complete 12 units with a "C" average within the LACCD prior to submitting any petition for credit.
 - Submit foreign transcripts to an LAVC approved foreign transcripts evaluation service to obtain credit recommendations.
 - LAVC will not accept foreign transcript credit conferred by another college toward program prerequisites.
 - Submit to the college's Petitions Committee a sealed copy of the evaluation service's credit recommendations along with a petition for approval of credit. Credit approval by the Petitions Committee is NOT automatic (see a counselor for details).
4. Schedule an appointment with a counselor to evaluate your transcripts well in advance of the application deadline and only after completion of Steps 1 through 3. The counselor will provide students with a signed "Evaluation of transcripts for Nursing Program Prerequisites" form verifying that all nursing program prerequisites are completed with a "C" or better.
5. Apply to the Nursing Program during the application period. Students must bring the "Evaluation of Transcripts for Nursing Program Prerequisites" signed form to the Nursing Department, Allied Health and Science Room 100.

SELECTION PROCESS

- Nursing Program application and transcripts will be evaluated using the criteria from the Chancellor's Office Validation Study. The Chancellor's Office Validation Study is based on predicting student success in the nursing program. The Chancellor's Office Validation Study evaluates the student's overall grade point average (GPA of Anatomy, Physiology, Microbiology, and English, and the repetitions of Anatomy, Physiology and Microbiology. This evaluation criterion establishes a "cut score". Students must receive a cut score of 80 or above on the Chancellor's Office Validation Study to be considered for admission into the nursing program.
- Students who successfully receive a cut score of 80 or above on the Chancellor's Office Validation Study will be required to submit their "TEAS" (Test of Essential Academic Skills) admission examination results. Students who have previously taken the TEAS exam must call ATI to submit results to LAVC. Only the FIRST score received on the TEAS will be accepted. Students who have not taken the TEAS examination will be invited to take the examination on campus. The "ATI TEAS," effective August 2016, admission examination consists of 170 questions, proctored, standardized assessment which evaluates each student on skills in reading, math, science, and English language. Students may prepare for the "TEAS" admission examination by purchasing from the bookstore the TEAS Pre-Test Study Manual prior to taking the admission examination. The minimum required "TEAS" score is 62% to pass.
- If the number of eligible applicants exceeds the number of seats available for entrance into the nursing program a random drawing of the eligible applicants is conducted.
- All applicants will receive a letter of acceptance or denial from the nursing department by email after the process is completed.
- Students accepted into the nursing program must return an acceptance card by the posted date or their seat will be given to the next eligible applicant.
- All students not selected into the Nursing Program may reapply the next application period if they wish to be considered again; there is No waiting list.
- NO application will be kept on file and all applications will be destroyed.

Nursing, Continued next page

DEGREES AND CREDIT CERTIFICATES

NURSING PROGRAM PREREQUISITES

1. ANATOMY 001*, minimum of: (4 semester units or 6 quarter units)
2. PHYSIOL 001*, minimum of: (4 semester units or 6 quarter units.)
3. MICRO 020 -or- an equivalent General Microbiology course with lab minimum of: (4 semester units or 6 quarter units).
4. PSYCH 001 minimum of: (3 semester units or 4.5 quarter units).
5. PSYCH 041* minimum of: (3 semester units or 4.5 quarter units).
6. ENGLISH 101* minimum of: (3 semester units or 4.5 quarter units).
7. One college Chemistry course with a lab, CHEM 051 or equivalent, (or one year High School Chemistry with a lab).
8. Students placed into a transfer level math course will have met the math requirement.

To graduate from the college and receive an AS degree in nursing, the following Program and General Education requirements must be completed in the order listed below and prior to graduation. The Nursing Faculty strongly encourages students to complete all coursework prior to entering the Nursing Program.

- Communication Studies 101 minimum of: 3 semester or 4.5 quarter units must be completed prior to entering the 3rd semester of the nursing program.
- Humanities – three semester units, area “C” of the LACCD GE Plan completed prior to entering the 4th semester of the nursing program.
- American Institutions Requirement- 3 semester units under LACCD GE Plan Area B1, must be completed by the end of the 4th semester of the Nursing Program.
- Kinesiology - LACCD GE Area E shall be waived for degrees in Nursing (Board Rule 6201.15).

NURSING SCIENCE COURSES

COMPLETE THE FOLLOWING 12 REQUIRED COURSES:

NRSCE 101*	Introduction to Nursing	3.5
NRSCE 102*	Fundamentals of Nursing	3.5
NRSCE 103*	Nursing Process	1
NRSCE 104*	Nursing Communication	1
NRSCE 105*	Nursing Pharmacology	2
NRSCE 106*	Medical-Surgical Nursing I	5.5
NRSCE 107*	Medical-Surgical Nursing II	5.5
NRSCE 108*	Medical-Surgical Nursing III	4
NRSCE 109*	Gerontology & Community Based	2.25
NRSCE 110*	Psychiatric-Mental Health Nursing	3.25
NRSCE 111*	Reproductive Nursing and Women's Health	4
NRSCE 112*	Care of Children and Family	4

Total: 39.5

All nursing courses must be completed with a grade of C or better to be eligible to apply for NCLEX-RN examination.

GRADUATION

Please refer to the LACCD GE Plan in this catalog. Only students who meet degree requirements are considered graduates. Degree students must petition to graduate. Petitions may be obtained in the Graduation Office. It is recommended that students petition during the third semester so that if there are problems they can be rectified during the fourth semester whenever possible.

STUDENT DISCIPLINE

Students in the nursing program are subject to the LACCD Student Code of Conduct. Violations of the code of conduct may result in suspension or expulsion from the nursing program.

ATTENDANCE

Attendance at all scheduled nursing classes, theory, clinical, and Skills Lab, is expected and if absences in hours exceed the number of hours the class meets per week, the student will be excluded from the class.

TRANSPORTATION

Each student is responsible for his or her own transportation to the clinical facilities.

WEEKEND AND EVENING ALTERNATIVE CLINICAL ROTATIONS

Some clinical experiences may be scheduled on Fridays, Saturdays and Sundays. Students must be prepared to attend alternate schedules when necessary. Child care or work schedule conflicts will not be considered a reason for exemption from an evening or weekend rotation.

ADVANCED PLACEMENT

A vocational nurse who is licensed to practice in the State of California, may apply for advanced placement. Advanced placement is not given to Certified Nursing Assistants, Psychiatric Technicians or other allied health professionals. For further information regarding career mobility options for LVNs, please contact the Health Science Office.

LVN 30-UNIT OPTION

A vocational nurse, who is licensed to practice in the State of California, may apply for LVN 30-Unit Option. LVN 30-Unit Option is not given to Certified Nursing Assistants, Psychiatric Technicians, or other allied health professionals. For further information regarding career mobility options for LVNs, please contact the Health Science Department.

CREDIT BY EXAMINATION

The Health Science Department follows the same policies as the college. See information in the Academic Policy section of this catalog. For further information, see the Department Chairperson.

ADVISEMENT

All potential nursing students must see a counselor in the counseling department prior to admission into the nursing program. Counselors are located in the Admissions area and in the Student Services Annex.

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

PHILOSOPHY

For the Associate in Arts in Philosophy for Transfer Degree see page 51.

PHILOSOPHY (AA)

(Program Code 150900, State Code 02974)

Philosophy is the critical investigation of the basic concepts that shape our lives. It therefore inquires into the basic nature of concepts like truth, justice, rightness, knowledge, beauty, and reality. In addition, philosophy attempts to apply our understanding of these basic concepts to the important decisions made by both individuals and societies. Because philosophy aims at clarity at the level of language and thought it is applicable not only to the natural and social sciences, but also to the moral, practical and evaluative decisions we make on a daily basis.

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

PHILOS 009	Symbolic Logic I	3
PHILOS 012	History of Greek Philosophy	3
PHILOS 014	History of Modern European Philosophy	3
PHILOS 020	Ethics	3

COMPLETE 2 COURSES FROM THE FOLLOWING:

ECON 040	History of Economic Thought	(3)
PHILOS 001	Introduction to Philosophy	(3)
PHILOS 006	Logic in Practice	(3)
PHILOS 028	Environmental Ethics	(3)
PHILOS 030	Asian Philosophy	(3)
PHILOS 035#	Judaism, Christianity, and Islam	(3)
PHILOS 045	Philosophy of Labor	(3)

Total: 18

PHYSICAL EDUCATION

For the Associate in Arts in Kinesiology for Transfer Degree see page 50.

PHYSICAL EDUCATION (AA)

(Program Code 083500, State Code 02953)

Students earning the Physical Education AA Degrees have obtained skills for entry-level employment in the fitness industry.

COMPLETE THE FOLLOWING 2 REQUIRED COURSES:

BIOLOGY 003	Introduction to Biology	4
HEALTH 011	Principles of Healthful Living	3

COMPLETE 7 UNITS FROM THE FOLLOWING COURSES:

HEALTH 003	Cardiopulmonary Resuscitation	(1)
KIN MAJ 100	Introduction to Kinesiology	(3)
KIN MAJ 126	Fundamentals of Athletic Training	(3)
KIN MAJ 127	Advanced Athletic Training	(3)

COMPLETE 4 UNITS OF ACTIVITY FROM THE FOLLOWING COURSES:

KIN 008 - 391, KIN ATH 503 - 552

Total: 18

PHYSICS

For the Associate in Science in Physics for Transfer Degree see page 52.

PHYSICS (AS)

(Program Code 190200, State Code 02976)

Students will learn about the major topics in classical physics—mechanics, electricity and magnetism, thermodynamics and wave theory. They will also be introduced to topics in modern physics—quantum theory, atomic structure and relativity theory. Calculus will be used to solve problems in these areas. This degree partially meets the guidelines of the University of California Transfer Pathways for students wishing to complete a bachelor's degree in physics at a UC campus.

For transfer to a UC campus students must also complete the following general education requirements: (a) two college level courses in English composition (b) a total of four semester courses in two of the following areas: Arts and Humanities, Social and Behavioral Sciences, or Physical or Biological Sciences. It is also highly recommended that students complete Linear Algebra (Math 270) and Ordinary Differential Equations (Math 275).

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

CHEM 101*	General Chemistry I	5
CHEM 102*	General Chemistry II	5
MATH 261*	Calculus I	5
MATH 262*	Calculus II	5
MATH 263*	Calculus III	5
PHYSICS 037*	Physics for Engineers and Scientists I	5
PHYSICS 038*	Physics for Engineers and Scientists II	5
PHYSICS 039*	Physics for Engineers and Scientists III	5

Total: 40

POLITICAL SCIENCE

For the Associate in Arts in Political Science for Transfer Degree see page 52.

POLITICAL SCIENCE (AA)

(Program Code 220700, State Code 02987)

Political Science is the academic study of the state, government, and politics. The discipline deals with the theory and practice of politics, political systems, and political behavior. The Political Science AA degree helps prepare students for careers in fields such as law, education, journalism, and governmental service. This degree can serve as the basis for further undergraduate education in political science.

COMPLETE THE FOLLOWING 5 REQUIRED COURSES:

LAW 003	Civil Rights and the Law	3
POL SCI 001	The Government of the United States	3
POL SCI 002	Modern World Governments	3
POL SCI 005	The History of Western Political Thought	3
POL SCI 007	Contemporary World Affairs	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

AFRO AM 004	The African Social History- of the United States I	(3)
HISTORY 012	Political and Social- History of the United States from 1865	(3)
HISTORY 020	History of California- and the Pacific Coast	(3)

Total: 18

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

PSYCHOLOGY

For the Associate in Arts in Psychology for Transfer Degree see page 52.

PSYCHOLOGY: SOCIAL AND PERSONALITY (AA)

(Program Code 200102, State Code 10767)

The Psychology AA degrees can serve as the basis for further undergraduate education in psychology. Psychology degrees provide a foundation for preparation in such diverse fields as social services, law, education, healthcare, government, and business. Two options are offered. The General option (AA-T in Psychology) provides a broad introduction to the field of psychology; the AA in Social and Personality option focuses on human interactions within a social context.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

PSYCH 001	General Psychology I	3
PSYCH 002*	Biological Psychology	3
PSYCH 003	Personality and Social Development	3
PSYCH 013*	Social Psychology	3
PSYCH 014*	Abnormal Psychology	3
STAT 101*	Statistics for the Social Sciences	4

COMPLETE 1 COURSE FROM THE FOLLOWING:

PSYCH 011*	Child Psychology	(3)
PSYCH 012*	Adolescent Psychology	(3)
PSYCH 041*	Life-Span Psychology: From Infancy to Old Age	(3)
PSYCH 052	Psychological Aspects of Human Sexuality	(3)

Total: 22

RELIGIOUS STUDIES

RELIGIOUS STUDIES (AA)

(Program Code 151000, State Code 38959)

The Associate of Arts in Religious Studies offers a coordinated set of classes that focuses on the analysis and comparison of religious traditions using methods from a variety of disciplines. Students take religious studies courses to fulfill general education requirements in humanities or social sciences, and can transfer to 4-year programs in related majors. With a bachelor's degree in religious studies, students pursue careers in law, business, public and political service, and education. A religious studies major also prepares students for graduate studies in the discipline and for professional seminary and divinity school.

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

PHILOS 031	Philosophy of Religion	3
PHILOS 035	Judaism, Christianity & Islam (or Jewish 35)	3
HISTORY 007	History of World Religions	3

COMPLETE 3 COURSES FROM THE FOLLOWING:

ANTHRO 121	Anthropology of Religion, Magic and Witchcraft	(3)
ENGLISH 252*	The English Bible as Literature	(3)
JEWISH 002	The Jewish Religious Heritage	(3)
JEWISH 011	Elementary Hebrew I	(5)
JEWISH 012*	Elementary Hebrew II	(5)
JEWISH 025	The History of the Jewish People	(3)
PHILOS 012	History of Greek Philosophy	(3)
PHILOS 030	Asian Philosophy	(3)

Total: 18-22

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

RESPIRATORY THERAPY RESPIRATORY THERAPY (AS)

(Program Code 121000, State Code 02970)

RESPIRATORY THERAPY PROGRAM

The LAVC Respiratory Therapy Program (COARC # 200210) is accredited by the Commission on Accreditation for Respiratory Care. Respiratory Care Practitioners are licensed by the Respiratory Care Board of California under the Department of Consumer affairs.

CoARC
1248 Harwood Road
Bedford, TX 76021-4244
Website: www.coarc.com/
PROGRAM REQUIREMENTS

Program requirements are divided into two phases. Any student may enroll in Phase I, with scheduled counseling recommended. Formal application must be made for admission to Phase II. The requirements for the Respiratory Therapist Program also meet the AS Degree major requirements. Please see the Respiratory Therapy Director for specific equipment requirements that students must provide and the estimated cost of these.

REQUIREMENTS NECESSARY FOR ACCEPTANCE INTO PHASE II INCLUDE:

1. High school diploma or equivalent
2. Grade of C or better in all Phase I courses
3. Physical examination (Pass rating)
4. Formal application to the program

RESPIRATORY CARE PRACTITIONER LICENSE

Fulfillment of the Respiratory Therapist Program requirements can lead to California licensed practice as a respiratory care practitioner (RCP), working in such areas as:

- Adult Intensive Care
- Emergency and Trauma Care
- Pulmonary Rehabilitation and Home Care
- Neonatal and Pediatric Intensive Care
- Cardiopulmonary Function Testing

REQUIRED COURSES: (PHASE I)

Fall			
RESP TH 002*	Fundamentals of Respiratory Therapy		4
<i>The following Resp Th 2 corequisites must be completed before or during the Fall Semester:</i>			
PHYSICS 005*	Allied Health Physics		3
ANATOMY 001*	Introductory to Human Anatomy		4
CHEM 051	Fundamentals of Chemistry I		5
RESP TH 001	Introduction to Respiratory Therapy		1
PSYCH 001	General Psychology I		3
MICRO 020*	General Microbiology or a 4-unit General Microbiology Course		4
PHYSIOL 001*	Introduction to Human Physiology		4

REQUIRED COURSES: (PHASE II)

Spring			
RESP TH 015*	Introduction to Clinical Experience		4
RESP TH 006*	Respiratory Physiology		4
Summer			
RESP TH 003*	Applications of Respiratory Therapy & Clinical Experience I		5

Fall			
RESP TH 004*	Applications of Respiratory Therapy & Clinical Experience II		5
RESP TH 007*	Applied Medicine and Pathology		3
RESP TH 00 8*	Administrative Procedures of Respiratory Therapy		1
RESP TH 023*	Advanced Respiratory Pathophysiology		1
Winter			
RESP TH 005*	Applications of Respiratory Therapy & Clinical Experience III		5
Spring			
RESP TH 011*	Applications of Respiratory Therapy & Clinical Experience IV		5

Total: 61

Respiratory Therapy course schedule effective Spring 2011.

ACCREDITATION

LAVC's Advanced Level Respiratory Therapy Program is accredited by the Commission on Accreditation of Respiratory Care (CoARC) Any questions or information about LAVC's RT program (CoARC #200210) or any other accredited RT schools please contact:

CoARC
1248 Harwood Road
Bedford, TX 76021-4244
Phone: 817-283-2835
Fax: 817-354-8519
Website: <http://coarc.com/>

CLINICAL AREA PERFORMANCE

Clinical area performance will be graded pass or fail as evaluated by the clinical instructors. Failure in the clinical area means failure in the course regardless of the grade in theory. Attendance at all scheduled classes is expected, and if absences from clinical laboratory in any one semester exceed four days, the student may be excluded from the Respiratory Therapist Program. The Health Science Department reserves the right to refuse a student continuation in the program if a grade of C or better is not maintained or if the student is unable to perform safely in the clinical area.

ASSOCIATE DEGREE

Certificates may be issued to students completing requirements in the Respiratory Therapist Program. Pursuant to California RCP license law, an Associate Degree will be required. Students obtaining an AS Degree in Respiratory Therapy must complete General Education Requirements - LACCD Plan, described on page 39 as well as the unit, scholastic, residence, and general competency requirements described on page 39. Previously attained higher than an AS degrees may be applicable. For further information regarding graduation requirements please contact (818) 947-2559. Foreign medical or Academic degrees are not recognized by the NBRC or California RCB.

ADDITIONAL PROGRAM REQUIREMENTS

National Credential Exams

Upon completion of an Associates of Science Degree in Respiratory Therapy the graduate will be eligible to take the National Board of Respiratory Care's (NBRC) exams in order to obtain an entry level Certified Respiratory Therapy (CRT) credential and an advanced level Registered Respiratory Therapist (RRT) credential. The NBRC has 2 exams. The first exam is the Therapist Multiple Choice exam (TMC). The TMC exam has an entry level CRT cut score and an advanced RRT cut score. Graduates must achieve the RRT cut score to be eligible to take the 2nd exam which is the Clinical simulation Exam (CSE). An RRT credential will be awarded upon passing the CSE exam. Effective January 1 2015 the California Respiratory Care Board will only issue licenses to applicants that have a RRT credential.

Respiratory Therapy, Continued next page

DEGREES AND CREDIT CERTIFICATES

For further information about national RT credentials & eligibility requirements contact the NBRC. For more information about state RT license requirements contact the California Respiratory Care Board.

NBRC EXECUTIVE OFFICE

10801 Mastin Street, Suite 300
Overland Park, KS 66210
Email: nbrc-info@nbrc.org
Toll-Free: 888.341.4811
Phone: 913.895.4900
Fax: 913.712.9283
Website: www.nbrc.org

RESPIRATORY CARE PRACTITIONER LICENSE

Upon completion of an accredited Respiratory Therapy program and an Associate of Science in Respiratory therapy the graduates apply for their California Respiratory Care Practitioner (RCP) through the Respiratory Care Board (RCB) of California. Graduates must pass the NBRC RRT passing rate for the TMC and Clinical Simulation exams (CSE) to obtain an RCP license in California..

RESPIRATORY CARE BOARD OF CALIFORNIA

444 North 3rd Street, Suite 270
Sacramento, CA 95811
Main Telephone: (916) 323-9983
Toll Free in California (866) 375-0386
Fax: (916) 323-9999
Website: www.rcb.ca.gov
E-mail: rcbinfo@dca.ca.gov

CRIMINAL BACKGROUND CHECK

Federal healthcare regulations (Joint Commission on Accreditation for Healthcare Organizations "JCAHO") and the Respiratory Care Board of California require criminal background checks on all license healthcare professionals and students.

LAVC RT PROGRAM APPLICATION PROCESS

Applications for the Phase II clinical training portion of the RT Program are accepted during the fall semester for students who have enrolled in or have completed RT 2. All Students must consult with a counselor to have all RT 2 prerequisites verified before enrolling in RT 2. Complete application process information is available at the counseling department, Allied health Science Department, and the LAVC RT web site: lavc.edu/restherapy

ADDITIONAL REQUIREMENTS FOR PHASE II STUDENTS:

Students must have a valid BLS CPR American Heart Association, criminal background check, malpractice insurance, (fire safety Card), LAVC Student ID, Social Security or Visa, drug screen, and a physical exam that includes TB testing, immunizations, and titers. (see Respiratory Therapy Program requirements under Educational Programs in LAVC catalog.)

CERTIFICATE REQUIREMENTS:

CERTIFICATE OF ACHIEVEMENT IN RESPIRATORY THERAPY

(Program Code 121000, State Code 21899)

While a certificate of achievement in RT issued by LAVC is recognition of completing all of the courses in the RT program it should be noted that this does not meet the requirements for the NBRC or the California Respiratory Care Board. The NBRC and the State California Respiratory Care Board **require an Associate's of Science Degree in Respiratory Care** in order to be eligible to take the national RRT Credential exams (TMC & CS) and to apply for a state Respiratory Care Practitioner License.

Please see description and course requirement of the Respiratory Therapy Program above.

SOCIOLOGY

For the Associate in Arts in Sociology for Transfer Degree see page 52.

The Sociology Program offers an Associate Degree for Transfer (AA-T) in Sociology and two options for an Associate's Degree (AA) in Sociology (General and Social Welfare). These degrees provide a strong foundation in the social sciences and build skills in the ability to communicate to different audiences, examine multiple sources of information and data, and more effectively work toward social justice. The AA-T in Sociology prepares students to transfer to a CSU with their lower division preparation work in Sociology completed and offers priority admission to CSUs in our service area. The AA in Sociology (Social Welfare) prepares students to work in social and human services. The AA in Sociology (General) can serve as a basis for employment in a diverse workforce or further undergraduate education in sociology.

SOCIOLOGY (AA)

(Program Code 220800, State Code 02988)

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

SOC 001	Introduction to Sociology	3
SOC 002	American Social Problems	3
SOC 012	Marriage and Family Life	3

COMPLETE 9-10 UNITS FROM THE FOLLOWING COURSES:

SOC 003	Crime and Delinquency	(3)
SOC 004*	Sociological Analysis	(3)
SOC 011	Race and Ethnic Relations	(3)
SOC 017	Introduction to Counseling	(3)
SOC 021	Human Sexuality	(3)
SOC 025	Drugs and Culture	(3)
SOC 031	Sociology of Gender	(3)
SOC 084	SIMSOC: Simulated Society	(1)
STAT 101*	Statistics for the Social Sciences	(4)

Total: 18-19

SOCIOLOGY: SOCIAL WELFARE (AA)

(Program Code 220801, State Code 10768)

COMPLETE THE FOLLOWING 4 REQUIRED COURSES:

SOC 001	Introduction to Sociology	3
SOC 017	Introduction to Counseling	3
SOC 019	Introduction to the Social Services	3
SOC 020	Directed Practice in Social Welfare	3

COMPLETE 6 UNITS FROM THE FOLLOWING COURSES:

SOC 002	American Social Problems	(3)
SOC 003	Crime and Delinquency	(3)
SOC 004	Sociological Analysis	(3)
SOC 011	Race and Ethnic Relations	(3)
SOC 012	Marriage and Family Life	(3)
SOC 021	Human Sexuality	(3)
SOC 025	Drugs and Culture	(3)
SOC 031	Sociology of Gender	(3)
SOC 084	SIMSOC: Simulated Society	(1)
STAT 101*	Statistics for the Social Sciences	(4)

Total: 18

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

SPANISH

For the Associate in Arts in Spanish for Transfer Degree see page 53

SPANISH (AA)

(Program Code 110500, State Code 02967)

This degree provides solid foundation in the study of Spanish for those wishing to continue their education in languages. Students will be able to demonstrate effective skills in the four major areas of language study (reading, writing, speaking, listening comprehension), and demonstrate knowledge of the global society, and the role of Spanish-speaking nations and of the Spanish language and Hispanic cultures in the contemporary world.

COMPLETE 3 COURSES FROM THE FOLLOWING:

SPANISH 001	Elementary Spanish I	(5)
SPANISH 002*	Elementary Spanish II	(5)
SPANISH 003*	Intermediate Spanish I	(5)
SPANISH 004*	Intermediate Spanish II	(5)
SPANISH 005*	Advanced Spanish Through Latin American Literature	(5)
SPANISH 006*	Advanced Spanish Through Spanish Literature	(5)
SPANISH 035	Spanish for Spanish Speakers I	(5)
SPANISH 036*	Spanish for Spanish Speakers II	(5)
SPANISH 037*	Composition & Conversation for Spanish Speakers	(5)

COMPLETE 3-5 UNITS FROM THE FOLLOWING:

LING 001	Introduction to Language and Linguistics	(3)
SPANISH 008*	Conversational Spanish	(2)
SPANISH 009	Hispanic Civilization	(3)
SPANISH 012#	Contemporary Mexican Literature	(3)
SPANISH 016#	Mexican Civilization	(3)
SPANISH 025	Spanish American Short-Story in Translation	(3)
SPANISH 048	Introduction to Spanish Translation I	(3)

Total: 18-20

CERTIFICATE REQUIREMENTS:

SKILLS CERTIFICATE IN SPANISH LANGUAGE

(Program Code 110501)

The Spanish Language Skills Certificate certifies that a student possesses the oral fluency of a Spanish native speaker, as well as the written and cultural skills necessary to effectively communicate in Spanish in the workplace, with the public, with community and government agencies, or in a professional environment in general without having to complete an AA degree in Spanish. The certificate requires a minimum of 13 units and students must pass the written and oral exams given at the end of Spanish 37 with a C or better.

COMPLETE THE FOLLOWING 2 REQUIRED COURSES:

SPANISH 036*	Spanish for Spanish Speakers II	(5)
SPANISH 037*	Composition and Conversation for Spanish Speakers	(5)

COMPLETE 1 COURSE FROM THE FOLLOWING:

SPANISH 005*	Advanced Spanish Through Latin American Literature	(5)
SPANISH 027*	Cultural Awareness through Advanced Conversation	(3)
SPANISH 048*	Introduction to Basic Translation	(3)

Total: 13-15

THEATER ARTS

For the Associate in Arts in Theatre Arts for Transfer Degree see page 53.

Students earning the Theater Arts AA Degrees with an option in Acting, Directing, and Technical have obtained skills for entry-level employment in theater or for career advancement.

THEATER ARTS (AA)

(Program Code 100700, State Code 02963)

This degree can serve as a basis for further undergraduate education in theater arts.

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

THEATER 100	Introduction to the Theater	3
THEATER 270	Beginning Acting	3
THEATER 301	Stage Craft	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 110	History of the World Theater	(3)
THEATER 112	History of World Theater II	(3)

COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 232**	Play Production II	(2)
THEATER 233**	Play Production III	(3)
THEATER 291**	Rehearsals and Performances I	(1)
THEATER 292**	Rehearsals and Performances II	(2)
THEATER 293**	Rehearsals and Performances III	(3)

COMPLETE 3-5 UNITS FROM THE FOLLOWING COURSES:

THEATER 110	History of the World Theater	(3)
THEATER 112	History of World Theater II	(3)
THEATER 185	Directed Study - Theater	(1)
THEATER 225	Beginning Direction	(3)
THEATER 240	Voice and Articulation for the Theater	(3)
THEATER 272*	Intermediate Applied Acting	(3)
THEATER 275	Scene Study	(2)
THEATER 317	Color and Design for the Theater	(3)
THEATER 325*	Advanced Stage Craft	(3)
THEATER 450	Beginning Stage Make-Up	(3)

** Audition and/or interview required.

Total: 18-20

Theater Arts, Continued next page

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

THEATER ARTS: ACTING (AA)

(Program Code 100701, State Code 10760)

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

THEATER 110	History of the World Theater	3
THEATER 112	History of World Theater II	3
THEATER 240	Voice and Articulation for the Theater	3
THEATER 270	Beginning Acting	3
THEATER 272*	Intermediate Applied Acting	3
THEATER 274*	Advanced Applied Acting	3
THEATER 301	Stage Craft	3
THEATER 450	Beginning Stage Make-up	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 100	Introduction to the Theater	(3)
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COMPLETE 9 UNITS FROM THE FOLLOWING COURSES:

THEATER 232**	Play Production II	(2)
THEATER 233**	Play Production III	(3)
THEATER 291**	Rehearsals and Performances I	(1)
THEATER 292**	Rehearsals and Performances II	(2)
THEATER 293**	Rehearsals and Performances III	(3)
THEATER 185**	Directed Study - Theater	(1)
THEATER 285**	Directed Study - Theater	(2)
THEATER 385**	Directed Study - Theater	(3)

** Audition and/or interview required.

Total: 36

THEATER ARTS: DIRECTING (AA)

(Program Code 100703, State Code 08550)

COMPLETE THE FOLLOWING 8 REQUIRED COURSES:

THEATER 110	History of the World Theater I	3
THEATER 112	History of the World Theater II	3
THEATER 225	Beginning Direction	3
THEATER 227*	Advanced Direction	3
THEATER 270	Beginning Acting	3
THEATER 301	Stage Craft	3
THEATER 310	Introduction to Theatrical Lighting	3
THEATER 325*	Advanced Stage Craft	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 100	Introduction to the Theater	(3)
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COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 232**	Play Production II	(2)
THEATER 233**	Play Production III	(3)
THEATER 291**	Rehearsals and Performances I	(1)
THEATER 292**	Rehearsals and Performances II	(2)
THEATER 293**	Rehearsals and Performances III	(3)

COMPLETE 6-8 UNITS FROM THE FOLLOWING COURSES:

ART 102	Survey of Art History II	(3)
THEATER 232**	Play Production II	(2)
THEATER 233**	Play Production III	(3)
THEATER 272*	Intermediate Applied Acting	(3)
THEATER 275	Scene Study	(2)
THEATER 291	Rehearsals and Performances I	(1)
THEATER 292	Rehearsals and Performances II	(2)
THEATER 293	Rehearsals and Performances III	(3)
THEATER 315	Introduction to Theatrical Scenic Design	(3)
THEATER 317	Color and Design for the Theater	(3)
THEATER 450	Beginning Stage Make-up	(3)
THEATER 185	Directed Study - Theater	(1)
THEATER 285	Directed Study - Theater	(2)
THEATER 385	Directed Study - Theater	(3)

** Audition and/or interview required.

Total: 34-38

THEATER ARTS: TECHNICAL (AA)

(Program Code 100600, State Code 08548)

COMPLETE THE FOLLOWING 9 REQUIRED COURSES:

THEATER 100	Introduction to the Theater	3
THEATER 110	History of the World Theater	3
THEATER 112	History of World Theater II	3
THEATER 270	Beginning Acting	3
THEATER 301	Stage Craft	3
THEATER 310	Introduction to Theatrical Lighting	3
THEATER 315	Introduction to Theatrical Scenic Design	3
THEATER 317	Color and Design for Theater	3
THEATER 325*	Advanced Stage Craft	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 232**	Play Production II	(2)
THEATER 233**	Play Production III	(3)
THEATER 291**	Rehearsals and Performances I	(1)
THEATER 292**	Rehearsals and Performances II	(2)
THEATER 293**	Rehearsals and Performances III	(3)

COMPLETE 6-8 UNITS FROM THE FOLLOWING COURSES:

ART 101	Survey of Art History I	(3)
ART 102	Survey of Art History II	(3)
THEATER 225	Beginning Direction	(3)
THEATER 232**	Play Production I	(2)
THEATER 233**	Play Production II	(3)
THEATER 291**	Rehearsals and Performances I	(1)
THEATER 292**	Rehearsals and Performances II	(2)
THEATER 293**	Rehearsals and Performances III	(3)
THEATER 405	Costume Design	(3)
THEATER 450	Beginning Stage Make-up	(3)
THEATER 451*	Advanced Stage Make-up	(3)
THEATER 185	Directed Study - Theater	(1)
THEATER 285	Directed Study - Theater	(2)
THEATER 385	Directed Study - Theater	(3)

** Audition and/or interview required.

Total: 36-38

Theater Arts, Continued next page

Cross-referenced course. * This course has a prerequisite or corequisite.

DEGREES AND CREDIT CERTIFICATES

CERTIFICATE REQUIREMENTS:

SKILLS CERTIFICATE IN MUSICAL THEATER

(Program Code 100704)

This certificate program is designed to channel the student who wishes to emphasize performance in the musical theater. Completion of the certificate will enable a student to more effectively audition and seek professional acting, singing and dancing jobs in the specialized area of musical theater stage performance.

Estimated time to complete: 1.5 years.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

DANCETQ 111	Ballet Techniques I	1
DANCETQ 151	Dance for Film and Stage I	1
MUSIC 411	Elementary Voice I	2
THEATER 270	Beginning Acting	3
THEATER 272*	Intermediate Applied Acting	3
THEATER 279	Musical Theater	2

COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 280**	Musical Theater Workshop I	(3)
THEATER 281	Musical Theater Workshop II	(3)

COMPLETE 1 COURSE FROM THE FOLLOWING:

DANCETQ 112*	Ballet Techniques II	(1)
DANCETQ 121	Jazz Dance Techniques I	(1)
DNCESPC 331	Tap Dance Techniques I	(1)
MUSIC 412*	Elementary Voice II	(2)
MUSIC 453*	Musical Theater Repertoire	(1)
THEATER 282*	Advanced Musical Theater	(2)

** Audition and/or interview required.

Total: 16-17

CERTIFICATE OF ACHIEVEMENT IN THEATER PRODUCTION

(Program Code 100702, State Code 08551)

Students earning this certificate have obtained skills for entry-level employment in the theater.

Estimated time to complete: 2 years.

COMPLETE THE FOLLOWING 6 REQUIRED COURSES:

THEATER 110	History of the World Theater	3
THEATER 225	Beginning Direction	3
THEATER 270	Beginning Acting	3
THEATER 301	Stage Craft	3
THEATER 310	Introduction to Theatrical Lighting	3
THEATER 315	Introduction to Theatrical Scenic Design	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 232**	Play Production II	(2)
THEATER 233**	Play Production III	(3)
THEATER 291**	Rehearsals and Performances I	(1)
THEATER 292**	Rehearsals and Performances II	(2)
THEATER 293**	Rehearsals and Performances III	(3)

COMPLETE 2 COURSES FROM THE FOLLOWING:

Art 501	Beginning Two-Dimensional Design	(3)
EGT 213*	Introduction to AutoCAD	(3)
THEATER 227*	Advanced Direction	(3)
THEATER 317	Color and Design for the Theater	(3)
THEATER 325*	Advanced Stage Craft	(3)
THEATER 450	Beginning Stage Make-Up	(3)

** Audition and/or interview required.

Total: 24-27

SKILLS CERTIFICATE IN THEATRICAL PERFORMANCE

(Program Code 100601)

This certificate program is designed to channel the student's training to emphasize the performance aspect of theater through the use of scripted material and improvisational techniques. Completion of the certificate will enable a student to more effectively audition and seek professional acting jobs in both the stage and film industries.

Estimated time to complete: 1 year.

COMPLETE THE FOLLOWING 3 REQUIRED COURSES:

THEATER 270	Beginning Acting	3
THEATER 272*	Intermediate Applied Acting	3
THEATER 274*	Advanced Applied Acting	3

COMPLETE 1 COURSE FROM THE FOLLOWING:

THEATER 240	Voice and Articulation for the Theater	(3)
THEATER 275	Scene Study	(2)
THEATER 279	Musical Theater	(3)

COMPLETE 3 UNITS FROM THE FOLLOWING COURSES:

THEATER 232**	Play Production II	(2)
THEATER 233**	Play Production III	(3)
THEATER 280**	Musical Theater Workshop I	(3)
THEATER 291**	Rehearsals and Performances I	(1)
THEATER 292**	Rehearsals and Performances II	(2)
THEATER 293**	Rehearsals and Performances III	(3)

** Audition and/or interview required.

Total: 14-15

Cross-referenced course. * This course has a prerequisite or corequisite.

NONCREDIT CERTIFICATES OF COMPLETION

BASIC SKILLS

The 21st Century Employability Skills project is a collaboration between the Foundation for California Community Colleges and the New World of Work (NWoW) initiative, which works to establish California Community Colleges as essential catalysts for expanding the state's workforce and closing the skills gap. The classes are based on employer-driven essential 21st Century Employability Skills identified by NWoW. The coursework is aligned with the NWoW curriculum such that students can gain competencies for successful completion of each course in addition to certificates of completion (Basic, Basic/Intermediate, Intermediate, Intermediate/Advanced, and Advanced).

REQUIRED COURSE:

BSICSKL 116CE 21st Century Employability Skills: Communication

ELECTIVES LIST. SEE INDIVIDUAL PROGRAMS BELOW FOR ELECTIVE REQUIREMENTS:

BSICSKL 108CE 21st Century Employability Skills: Entrepreneurial Mindset
 BSICSKL 109CE 21st Century Employability Skills: Analysis/ Solution Mindset
 BSICSKL 110CE 21st Century Employability Skills: Empathy
 BSICSKL 111CE 21st Century Employability Skills: Adaptability
 BSICSKL 112CE 21st Century Employability Skills: Social/Diversity Awareness
 BSICSKL 113CE 21st Century Employability Skills: Collaboration
 BSICSKL 114CE 21st Century Employability Skills: Self-Awareness
 BSICSKL 115CE 21st Century Employability Skills: Resilience
 BSICSKL 117CE 21st Century Employability Skills: Digital Fluency

21ST CENTURY EMPLOYABILITY SKILLS - BASIC

(Program Code 493012, State Code 39619)

COMPLETE THE FOLLOWING REQUIRED COURSE:

BSICSKL 116CE 21st Century Employability Skills: Communication

COMPLETE ONE COURSE FROM THE ELECTIVES LIST ABOVE

21ST CENTURY EMPLOYABILITY SKILLS - BASIC/ INTERMEDIATE

(Program Code 493012, State Code 39620)

COMPLETE THE FOLLOWING REQUIRED COURSE:

BSICSKL 116CE 21st Century Employability Skills: Communication

COMPLETE THREE COURSES FROM THE ELECTIVES LIST ABOVE

21ST CENTURY EMPLOYABILITY SKILLS - INTERMEDIATE

(Program Code 493012, State Code 39621)

COMPLETE THE FOLLOWING REQUIRED COURSE:

BSICSKL 116CE 21st Century Employability Skills: Communication

COMPLETE FIVE COURSES FROM THE ELECTIVES LIST ABOVE

21ST CENTURY EMPLOYABILITY SKILLS - INTERMEDIATE/ ADVANCED

(Program Code 493012, State Code 39622)

COMPLETE THE FOLLOWING REQUIRED COURSE:

BSICSKL 116CE 21st Century Employability Skills: Communication

COMPLETE SEVEN COURSES FROM THE ELECTIVES LIST ABOVE

21ST CENTURY EMPLOYABILITY SKILLS - ADVANCED

(Program Code 493012, State Code 39623)

COMPLETE THE FOLLOWING REQUIRED COURSE:

BSICSKL 116CE 21st Century Employability Skills: Communication

COMPLETE NINE COURSES FROM THE ELECTIVES LIST ABOVE

ENGLISH AS A SECOND LANGUAGE

Students who complete the English as a Second Language certificates will gain skills in reading, writing, listening, and speaking. The sequence of certificates will help students prepare for meaningful employment and prepare them to transition into credit courses.

ENGLISH AS A SECOND LANGUAGE I

(Program Code 493084, State Code 24170)

ESL NC 1CE English as a Second Language – Beginning I
 ESL NC 2CE English as a Second Language – Beginning II

ENGLISH AS A SECOND LANGUAGE II

(Program Code 493083, State Code 24216)

ESL NC 6CE English as a Second Language –0
 ESL NC 7CE English as a Second Language –1

ENGLISH AS A SECOND LANGUAGE III

(Program Code 493082, State Code 24315)

ESL NC 8CE English as a Second Language –2
 ESL NC 9CE English as a Second Language –3

DEGREES AND CREDIT CERTIFICATES

ENGLISH AS A SECOND LANGUAGE IV

(Program Code 493080, State Code 24116)

ESL NC 15CE	English as a Second Language –4
ESL NC 16CE	English as a Second Language –5
ESL NC 17CE	English as a Second Language –6

ENGLISH AS A SECOND LANGUAGE - SPEECH

(Program Code 493085, State Code 24464)

ESL NC 23CE	English as a Second Language –Speech 1
ESL NC 24CE	English as a Second Language –Speech 2

ESL CIVICS

Students who complete the ESL Civics certificates will gain skills in reading, writing, listening, and speaking as well as learn topics related to U.S. history and current events, which will prepare them to transition into credit courses. The sequence of certificates will also help students prepare for meaningful employment and prepare immigrant students for the Citizenship examination.

ESL CIVICS I

(Program Code 493091, State Code 24283)

ESLCVCS 10CE	ESL and Civics 1
ESLCVCS 11CE	ESL and Civics 2
ESLCVCS 12CE	ESL and Civics 3

ESL CIVICS II

(Program Code 493092, State Code 24139)

ESLCVCS 13CE	ESL and Civics 4
ESLCVCS 14CE	ESL and Civics 5
ESLCVCS 15CE	ESL and Civics 6

VOCATIONAL EDUCATION

GIG ECONOMY CAREERS IN ENTERTAINMENT

(Program Code 060100, State Code 39765)

Successfully passing all four Gig Economy Careers in Entertainment courses will provide students with a certificate of completion. By combining the skills gained and specialized industry know-how from the Development Department, First Assistant Director, Post Production, and Business Aspects coursework, students will be fully prepared to be successful in the world of entertainment. The experience will also create opportunities for exposure and professional networking that lead to steady employment.

Estimated time to complete: 0.5 years.

VOC ED 152CE	Gig Economy Careers in Entertainment - The Development Department
VOC ED 153CE	Gig Economy Careers in Entertainment - The First Assistant Director
VOC ED 154CE	Gig Economy Careers in Entertainment - Post-Production
VOC ED 155CE	Gig Economy Careers in Entertainment - Business Aspects

INSURANCE

(Program Code 051200, State Code 39642)

Successfully passing both Insurance courses will provide students with a certificate of completion. By combining the skills gained and specialized industry know-how from the Introduction to Insurance as well as the Fundamentals of Insurance - Property/Casualty and Health coursework, students will be fully prepared to be successful in pursuing a career in Insurance. The experience will also inform students about opportunities for additional required training in the industry.

Estimated time to complete: 0.5 years.

VOC ED 423CE	Introduction to Insurance
VOC ED 424CE	Fundamentals of Insurance - Property/Casualty and Health

MICROCOMPUTER LITERACY

(Program Code 051400, State Code 24103)

Students will be able to identify, organize, and save word-processing documents, create an e-mail account and access the internet to research topics, as well as create, arrange and move Microsoft Power Point slides and compose a simple spreadsheet using basic cell formula. Equipped with this knowledge, students can transition into employment in the general office field where computer applications are used or enroll in credit courses in the CAOT discipline.

Estimated time to complete: 0.5 years.

VOC ED 114CE	Microcomputer Literacy 1
VOC ED 115CE	Microcomputer Literacy 2

ROBOTICS AND PLCS

(Program Code 093420, State Code 39641)

Successfully passing both Robotics courses will provide students with a certificate of completion. By combining the skills gained and specialized technical know-how from the Fundamentals of Robotics and Programmable Controllers as well as the Practical Robotics and Programmable Controllers coursework, students will be fully prepared to be successful building and manipulating robots, PLCs, and associated software. The experience will also create opportunities that may lead to steady employment in the industry.

Estimated time to complete: 0.5 years.

VOC ED 284CE	Fundamentals of Robotics and Programmable
VOC ED 284CE	Practical Robotics and Programmable Controllers

WORKPLACE SUCCESS

(Program Code 493012, State Code 24247)

Students will be able to create workplace short and long-term goals and understand how to achieve them, recognize common interview questions and be able to deliver answers by employing language etiquette and appropriate nonverbal communication. In addition, students will be able to address colleagues, customers, and workplace duties while finding a balance between work and home. Students will learn how to increase their level of effectiveness in the workplace.

Estimated time to complete: 0.5 years.

VOC ED 96CE	Blueprint for Workplace Success
VOC ED 98CE	30 Ways to Shine as a New Employee

DEGREES AND CREDIT CERTIFICATES

SPECIAL PROGRAMS

COOPERATIVE WORK EXPERIENCE EDUCATION (COOP ED)

Coop Ed combines on the job experience with classroom instruction. It is designed to expand skills and knowledge and to improve self-understanding by integrating classroom study with planned supervised work experience.

Coop Ed is based on the principle that well educated individuals develop most effectively by incorporating related education and work experience. These structured experiences in business, industry, government and human services are an enrichment to college studies which enhance the student's total development. It is called Coop Ed because the educational objectives are carefully planned and coordinated with the student's employer to provide realistic employment experience. The objectives are:

1. To gain realistic work experience that is meaningfully related to the student's college study program.
2. To provide the student opportunity to acquire knowledge, skills, and attitudes essential for successful employment.

BENEFITS OF COOPERATIVE WORK EXPERIENCE EDUCATION

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 opportunities 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 begin a career earlier.

STUDENT QUALIFICATIONS

1. Pursue a planned program based on measurable learning objectives agreed to with Coop Ed instructor/director.
2. A student must be enrolled in and complete one additional class at Los Angeles Valley College or a US regionally accredited institution during the regular semesters.

OCCUPATIONAL WORK EXPERIENCE

- Units: 1-4 units.
- A program of on-the-job learning experience for students employed in a job related to their occupational oriented major. May be repeated three times for a maximum of 16 units.

CAMPUS PROCEDURE

For additional information regarding Cooperative Work Experience Education at Los Angeles Valley College, contact the Cooperative Education Office, ACA 1201, or call phone extension 2334. Visit www.lavc.edu/cooped for detailed information and program application.

COOPERATIVE EDUCATION, GENERAL

- Units: 1-3 units.
- A program of on-the-job learning experience for students employed in a job not related to your major. May be repeated one time for a maximum of 6 units.
- Cooperative Education
- Phone: (818) 947-2334. Office: ACA 1201

COOPERATIVE EDUCATION - WORK EXPERIENCE - NOT IN MAJOR - 1-3 UNITS

Prerequisite: Must be enrolled in at least 1 additional course.

5 to 9 hours per week of work experience 1 unit
 10 to 14 hours per week of work experience 2 units
 15 or more hours per week of work experience..... 3 units

Supervised training is provided in the area of general employment practices with emphasis on attitude, ethics, and integrity. On-the-job training need not be in the college major but must be educational.

CALIFORNIA STATE UNIVERSITY: APPROVED COOPERATIVE EDUCATION SUBJECT AREAS

Los Angeles Community College District policy provides that a maximum of twelve (12) 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 | ■ Electronics |
| ■ Administration of Justice | ■ Engineering, General |
| ■ Architecture | ■ Engineering, General Technology |
| ■ Art | ■ Finance |
| ■ Broadcasting | ■ Fire Technology |
| ■ Business | ■ Journalism |
| ■ Child Development | ■ Law |
| ■ Cinema | ■ Management |
| ■ Computer Applications Office Technology | ■ Marketing |
| ■ Computer Science-Information Technology | ■ Media Arts |
| ■ Education | ■ Music |
| | ■ Numerical Control |

Cooperative Education Subject Areas, *Continued next page*

DEGREES AND CREDIT CERTIFICATES

- Nursing Science
- Photography
- Real Estate
- Respiratory Therapy
- Theater
- Tool & Manufacturing Technology

INSTRUCTIONAL ALTERNATIVES

COMMUNITY SERVICES

Community Education classes are designed to meet the educational and recreational interests of the public. We offer a variety of classes for seniors, children, and adults in the areas of computer applications, dance, sports, personal growth, entrepreneurial endeavors, arts and crafts, fitness, acting, and music.

EXTENSION PROGRAM

The Extension Program at the college has been offering skill based professional certificate courses since 1995. These offerings provide real-world practical applications and career training for adults who are beginning or returning to college, for those seeking a career or lifestyle change, for those whose college careers were interrupted by life transitions, and for those who recognize the need for job skill enhancement. All offerings are “not-for-credit” status. We offer easy payment plans for all of our Extension classes.

In the Extension Program, students must successfully complete (C average or higher) the academies to be granted an “Affidavit of Completion”.

Extension programs include:

- Professional Paralegal Academy
- Human Resource Assistant Academy
- Legal Document Assistant Academy
- Legal Secretary Academy
- HR for Non-Profits; HR-aPHR Certification

For further information on our offerings or if you would like to register ONLINE 24/7, please go to www.legalfieldcareers.com.

We would love to hear from you. Please call us at (818) 997-0967 or email us at jacobssm@lavc.edu. The Extension Program at Los Angeles Valley College is located in the ACA building, Workforce Training.



COURSE DESCRIPTIONS

Credit

This section contains descriptions of the courses offered at Los Angeles Valley College.

All courses which meet the Major Requirements of the educational programs listed in this catalog may be applied toward graduation requirements for the Associate Degree. All transfer courses may also 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 by the code NDA, Non Degree Applicable.

The course title and the number of units per semester are shown on the first line. In addition, the following code letters are found after the units:

- **UC** – This course is acceptable for unit credit at all branches of the University of California.
- **CSU** – This course is acceptable for credit at all branches of the California State Universities and Colleges.
- **NDA** – Non Degree Applicable.
- **RPT** – This course may be repeated for credit, up to the number of times as indicated.

Certain courses have some class sections which are designated as part of the Transfer Alliance Program (formerly Honors). These classes are designed primarily for students who plan to transfer to a four-year college or university. Transfer Alliance classes are indicated in this section by the symbol "✦" which appears at the end of the course title line of information.

Certain courses are approved as aligned with the state Course Identification Numbering System (C-ID). The C-ID aligned course number is indicated below the course description. The C-ID is a supra-numbering system to ease the transfer and articulation with the CSUs.

NOTE: Since agreements concerning transferability and equivalencies may change, students are advised to check with a counselor for exact information and to seek assistance from the appropriate department chairperson when making extended plans.

ACCOUNTING (ACCTG)

001 Introductory Accounting I (5)

UC:CSU

Prerequisite: None.

Lecture, 5 hours.

This course introduces fundamental accounting principles and procedures used in corporations, for both service and merchandising businesses. The student will journalize basic entries, post to ledger, record adjusting and closing entries, and prepare financial statements. Internal controls, inventory valuation, bad debts, receivables and payable, depreciation, and payroll are also covered.

CREDIT IS ALLOWED IN ONLY ONE: ACCOUNTING 001 OR THE COMBINATION OF ACCOUNTING 021 AND 022.

C-ID: ACCT 110 & 120 (ACCTG 001 & 002)

002 Introductory Accounting II (5)

UC:CSU

Prerequisite: ACCTG 001 or ACCTG 021, and ACCTG 022 with a grade of C or better.

Lecture, 5 hours.

This course continues the introductory phase of accounting. Topics covered include: corporations, investments, long-term liabilities, cash flows, financial statement analysis, managerial accounting, job order and process cost systems, cost behavior and analysis, budgeting, performance evaluation, and capital budgeting.

UC CREDIT IS ALLOWED FOR EITHER 001 AND 002; OR FOR 021 AND 022.

C-ID: ACCT 110 & 120 (ACCTG 001 & 002)

003 Intermediate Accounting I (3) CSU

Prerequisite: ACCTG 002 with a grade of C or better.

Lecture, 3 hours.

This course provides complete analytical application and an advanced review of topics discussed in Accounting I and II. Topics include assets (current, fixed, and intangible), investments, financial statements, income taxes, liabilities, stockholders equity, revenue recognition, asset acquisition and leases.

008 Income Tax Preparation (3) CSU

Prerequisite: None

Lecture, 2 hours; laboratory, 2 hours.

This course is a study of Federal Income Taxes, California Income taxes, and tax laws as they apply to individuals and sole-proprietorships. The class emphasizes accounting procedures and preparation of tax returns and reports. This course qualifies the student for the California Registered Tax Preparer license. As such, the course is accredited from the California Tax Education Council (CTEC).

011 Cost Accounting (3) CSU*(Offered fall only.)**Prerequisite: ACCTG 002 with a grade of C or better.***Lecture, 3 hours.**

This course covers both managerial and cost accounting, with emphasis on cost and non-cost systems; types of cost; elements of cost; cost behavior; variances for labor, materials and overhead; indirect expenses; allocation of cost to by-products; standard cost and budgets.

015 Tax Accounting I (3) CSU*Prerequisite: ACCTG 002 with a grade of C or better.***Lecture, 3 hours.**

This course is a study of Federal Income Taxes and tax laws as they apply to individuals and sole-proprietorships. The class emphasizes accounting procedures and preparation of tax returns and reports.

018 Computerized Payroll Accounting (3)*Prerequisite: ACCTG 001 with a grade of C or better.***Lecture, 2 hours; laboratory, 2 hours.**

This course will cover procedures and practices involved in a manual or automated payroll system. Students will become familiar with current Federal and California laws affecting payroll, computation of payroll taxes and preparation of required payroll tax returns/forms.

019 Ethics for Accounting Professionals (3) CSU*Prerequisite: None.***Lecture, 3 hours.**

This is a course on the study of ethics in business and accounting. Topics include the study of moral values, personal integrity, professional accountability, business legitimacy, equity, and fairness. This course includes the study of the Sarbanes-Oxley Act, Codes of Conduct, IRS Circular 230, AICPA Code of Conduct, California Accountancy Act, California Board of Accountancy Regulations and case analysis. Completion of this course qualifies as the ethics requirement to obtain a California CPA license.

911-921-931-941 Cooperative Education - Accounting (1-4) CSU

Accounting is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

ADMINISTRATION OF JUSTICE (ADM JUS)**001 Introduction to Administration of Justice (3) UC:CSU***Prerequisite: None.***Lecture, 3 hours.**

This course covers the Introduction to Administration of Justice: the history and philosophy of administration of justice in Europe and America. This includes the identification of the various subsystems. Also included are the theories of crime, punishment, rehabilitation, ethics, education and training for professionals in the justice system.

C-ID: AJ 110**002 Concepts of Criminal Law (3) UC:CSU***Prerequisite: None.***Lecture, 3 hours.**

This course covers the historical development, philosophy and constitutional provisions of criminal law. Additionally, classification of crime and their application to the justice system, legal research, study of case law, methodology, definitions and concepts of law as a social force will be covered.

C-ID: AJ 120**003 Legal Aspects of Evidence (3) CSU***Prerequisite: None.***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; Judicial decisions interpreting individual rights and case studies.

C-ID: AJ 124**004 Principles and Procedures of the Justice System (3) UC:CSU***Prerequisite: None.***Lecture, 3 hours.**

This course provides an in-depth study of the role and responsibilities of each segment within the administration of justice system: police, courts and corrections. Topics will include the concepts of due process as found in the Sixth, Eighth and Fourteenth amendments. Students will examine and analyze due process in criminal proceedings from pre-arrest through trial and appeal utilizing statutory law and state and constitutional law precedents.

C-ID: AJ 122**005 Criminal Investigation (3) CSU***Prerequisite: None.***Lecture, 3 hours.**

This course covers the fundamentals of investigation and the techniques of crime scene recording and search. Also included in the course is the collection and preservation of physical evidence, method of operation processes, sources of information, interview and interrogation, follow-up, and case preparation.

C-ID: AJ 140**006 Patrol Procedures (3) CSU***Prerequisite: None.***Lecture, 3 hours.**

This course will cover the laws, policies, techniques, and procedures used by law enforcement agencies across the country, as well as internationally. Topics included are powers of police, types of patrol, types of service calls, equipment and technology, search and seizure, interview and interrogation, and alarm responses.

008 Juvenile Procedures (3) CSU*Prerequisite: None.***Lecture, 3 hours.**

This course is a study of the history of the juvenile justice system as it evolved in the American Justice System. The course explores theories and methodology that focus on juvenile law, court procedures, treatment and prevention programs, and the constitutional protections extended to juveniles in the American Justice System.

C-ID: AJ 220**039 Probation and Parole (3) CSU***Prerequisite: None.***Lecture, 3 hours.**

This course provides students with an examination of community treatment in the correctional process; contemporary probation and parole practices; and an exploration of the various community corrections agencies and employment opportunities.

049 Narcotics and Vice Control (3) CSU*Prerequisite: None.***Lecture, 3 hours.**

This course examines the history, identification, and effects of vice and narcotic problems. It explores these problems as they exist within society, and the penal statutes and other laws that attempt to control them.

COURSE DESCRIPTIONS

075 Introduction to Corrections (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This is a basic course dealing with the nature of correctional work; aims and objectives of correctional administration; probation and parole; skills, knowledge, and attitudes required for employment in this field; types of institutions and services; career opportunities.

C-ID: AJ 200

185 Directed Study - Administration of Justice (1) CSU

285 Directed Study - Administration of Justice (2) CSU

385 Directed Study - Administration of Justice (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

This course allows students to pursue Directed Study in Administration of Justice on a contract basis under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY/ DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

911-921-931-941 Cooperative Education - Administration of Justice (1-4) CSU

Administration of Justice is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

AFRICAN AMERICAN STUDIES (AFRO AM)

002 The African American in Contemporary Urban Society (3) UC:CSU ☼

Prerequisite: None.

Lecture, 3 hours.

This course surveys the urbanization of African Americans with emphasis on contemporary issues, public policy solutions, civil rights, and equality of opportunity. Other topics include education, housing, economics (welfare, poverty, and employment), politics, justice and law enforcement, urban and community development, and family.

004 The African-American in the History of the United States I (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course surveys African-American History from pre-colonial Africa through the Civil War. It provides a history of the political and social development of the United States for students majoring in the social sciences and for those who wish to gain a better understanding of these developments by exploring them through African American experiences. Included is a survey of the U. S. Constitution and the Declaration of Independence.

005 The African-American in the History of the United States II (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course surveys African-American History from the end of the Civil War to the present with special emphasis on social and political developments in American civilization. It provides a historical background for students majoring in the social sciences and for those who wish to gain a better understanding of historical developments by exploring them through African-American experiences.

020 African-American Literature I (3)

UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course provides an analysis of the literary, social, and historical aspects of essays, novels, drama, short stories and poetry written by African-Americans. It examines and reflects upon American society through the literature that African Americans produce, especially as it pertains to their representation of themselves both intellectually and artistically.

STUDENTS MAY NOT EARN CREDIT FOR BOTH AFRO AM 020 AND ENGLISH 234.

ANATOMY

001 Introduction to Human Anatomy (4) UC:CSU ☼

Note: This class is not open for credit to students who have completed PHYSIOL 008 & 009.

Prerequisite: BIOLOGY 003, BIOLOGY 005, or BIOLOGY 006 with a grade of C or better.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours; laboratory, 3 hours.

This course offers a detailed study of the structural organization of the human body: gross and microscopic structure of the integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory and reproductive systems, from cellular to organ system levels of organization. Laboratory work includes dissection of fresh and preserved mammalian organs, use of anatomical models and histology. This course is primarily intended for nursing, allied health, kinesiology and other health related majors.

MAXIMUM UC CREDIT FOR ANY COMBINATION OF ANATOMY 001, PHYSIOL 001, 008 OR 009 IS 8 UNITS.

C-ID: BIOL 110B

ANTHROPOLOGY (ANTHRO)

101 Human Biological Evolution (3) UC:CSU ☼

Prerequisite: None.

Recommended: E.S.L. 008

Lecture, 3 hours.

This course is an introduction to the anthropological study of human evolution. Topics include the mechanisms of evolutionary change, genetics, human variation, and the reconstruction of human evolutionary history through an examination of the fossil record and through the use of comparative studies of our closest biological relatives, the living monkeys and apes.

C-ID: ANTH 110

102 Human Ways of Life: Cultural Anthropology (3) UC:CSU ☼

(May be taken before Anthropology 101)

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introduction to the diverse cultural lifeways of the global society. Topics include: ethnicity, economic and political development, religion, art, marriage and family, cultural change, and cultural survival.

C-ID: ANTH 120

103 Archaeology: Reconstructing the Human Past (3) UC:CSU ☼

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course covers the objectives and methods of modern archaeology; important archaeological discoveries throughout the world; contributions of archaeology toward understanding and preserving of human culture.

C-ID: ANTH 150

104 Human Language and Communication (3) UC:CSU ☼

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

As an introduction to linguistic anthropology, this course will cover the study of language, culture, and society from an anthropological perspective. Language will be presented as a form of social interaction in which participants do things with and through everyday talk. Topics include the biological basis of communication and speech, the relationship between language and culture, the structure of language, language origins, language through time, language variation, language in social context, the ethnography of communication, nonverbal communication and writing, and linguistic anthropology in the contemporary world. Special topics may include pidgins and creoles, language death and revival, and the relationship between language, identity, and power.

C-ID: ANTH 130

111 Laboratory in Human Biological Evolution (2) UC:CSU ☼

Prerequisite: None.

Corequisite: ANTHRO 101 or ANTHRO 116.

Lecture, 1 hour; laboratory, 2 hours.

This course is a hands-on laboratory experience in selected topics related to human evolution that may include: molecular, Mendelian, and population genetics; modern human variation; geological time and fossilization; comparative primate anatomy; modern primate behavior; human fossil record; and forensic analysis.

116 Primate Lives: Behavior, Evolution, and Culture (3) UC:CSU ☼

Prerequisite: None.

Recommended: E.S.L. 008, or placement into ENGLISH 101.

Lecture, 3 hours.

This course provides an overview of the primate life cycle, including humans, from an evolutionary perspective. We will compare the biology and culture of each stage of life across living primate species, hominin evolution, and a variety of modern human cultures, to consider the evolutionary, environmental, and historical origins of these behaviors. Topics will include gestation and birth, childhood and adolescence, mating strategies, family and group dynamics, adulthood and aging.

121 Anthropology of Religion, Magic and Witchcraft (3) UC:CSU ☼

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course examines the functions and varieties of religious beliefs and practices cross-culturally, with a special emphasis on small-scale societies. Topics include mythology, symbolism, shamanism, altered states of consciousness, magic, divination, witchcraft, new religious movements, and religion and conflict.

385 Directed Study - Anthropology (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

This course allows students to pursue Directed Study in Anthropology on a contract basis under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

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COURSE DESCRIPTIONS

ARCHITECTURE (ARC)

172 Architectural Drawing I (3) CSU

(Formerly Architecture 5)

Prerequisite: None.

Lecture, 1 hour; laboratory, 5 hours.

This class is an introduction to architecture and AutoCAD. Lectures give students a background on residential design, its conventions, and symbols. A short review of basic architectural math and orthographic projection, as well as studying the architectural scale and discussion of building codes are included. During lab time, AutoCAD will be used to design a small, single-story residence, incorporating but not limited to, AutoCAD Draw and Modify panel functions, Blocks, and Layers.

173 Architectural Drawing II (3) CSU

(Formerly Architecture 6)

Prerequisite: ARC 172 with a grade of C or better.

Lecture, 2 hours; laboratory, 4 hours.

Students will develop drafting skills and fundamental understanding of buildings by preparing drawings for a wood-framed structure. This course includes the study of design principles, topics of architecture and architects.

221 Architectural Rendering (2) CSU

(Formerly Architecture 12)

Prerequisite: ARC 172 with a grade of C or better.

Lecture, 1 hour; laboratory, 3 hours.

Students will develop 3-dimensional modeling skills and fundamental understanding of visual theory by preparing renderings for a building by a notable architect. This course includes the study of design principles, topics of architecture and architects.

271 Architectural Drawing III (3) CSU

(Formerly Architecture 7)

Prerequisite: ARC 172 with a grade of C or better.

Lecture, 1 hour; laboratory, 5 hours.

This course is a study of construction methods, materials and building ordinances. This course requires students to prepare detailed drawings for commercial buildings in concrete and steel.

911-921-931-941 Cooperative Education - Architecture (1-4) CSU

Architecture is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

ART

Some courses in Art are part of the Art Family group and have enrollment limitations. The group code appears under the course title. See page 199-200 for more information.

093 Introduction to Modern and Contemporary Asian Art (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introductory survey of the modern and contemporary visual arts of China, Japan, Korea, and Southeast Asia from World War II to the present. Technical procedures of art production, religious and philosophical influences on art, the interchange of cultural influence and artistic expression, and trends in globalization will be discussed. The course will examine the social, economic, political and religious context of the production and use of the works of art considered. Students will learn about different art historical methodological approaches to the analysis of the material considered. Students will master art historical and artistic vocabulary, and will learn to perform visual analysis of artistic compositions.

094 Introduction to Ancient Art of the Mediterranean (3) UC:CSU

Prerequisite: None

Recommended: E.S.L. 008

Lecture, 3 hours.

This course is a critical history of ancient art and architecture of the Mediterranean to include Egyptian, Cycladic, Minoan, Mycenaean, Greek, Etruscan, and Roman before 500 CE will be examined in their historical and cultural contexts. Historical influences of Classical art and culture on Europe and America will be evaluated.

101 Survey of Art History I (3)

UC:CSU

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introductory survey of the arts of the Western World from the Prehistoric Period through the Middle Ages. It considers selected topics in the history of Western European art from the chronological period ranging from the Stone Age, Egyptian civilization, Mesopotamian civilization, the Greek (Hellenic) civilization, the Roman civilization, the Byzantine period, and the Middle Ages. The course will examine the social, economic, political and religious context of the production and use of the works of art considered. Students will learn about different art historical methodological approaches to the analysis of the material considered. Students will master art historical and artistic vocabulary, will learn to perform visual analysis of compositions of painting, sculpture and architecture.

102 Survey of Art History II (3)

UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course covers selected topics in the history of Western European art from the Renaissance to the major movements of the 20th century. The course will examine the social, economic, political and religious context of the production and use of the works of art considered. Students will learn about different art historical methodological approaches to the analysis of the material considered. Students will master art historical and artistic vocabulary, will learn to perform visual analysis of compositions of painting, sculpture and architecture.

C-ID: ARTH 120

103 Art Appreciation I (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introduction to the study of visual arts. It entails appreciation and criticism of art forms and media, and a cross-cultural comparative exploration of the origins and meaning of art from a wide variety of historical periods and cultures. Topics include definitions of art, use and function of art, symbolic meaning of art, art terminology, style, design, color theory, methods of production, art criticism, and architectural forms.

C-ID: ARTH 100

105 History of Asian Art (3) UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introductory survey of the arts of India, China and Japan, covering the technical procedures of art production, religious and philosophical influences on art and architecture, as well as the interchange of cultural influence and artistic expression. The course will examine the social, economic, political and religious context of the production and use of the works of art considered.

Students will learn about different art historical methodological approaches to the analysis of the material considered. Students will master art historical and artistic vocabulary, will learn to perform visual analysis of compositions of painting, sculpture and architecture. Comparisons will be made between historical and modern examples.

C-ID: ARTH 130

109 The Arts of Africa, Oceania, and Ancient America (3) UC:CSU ☉

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introductory survey covering selected topics in the history of Non-Western art from the indigenous cultures of Africa, the islands of the South Pacific (Oceania), and pre-European contact North America and Mesoamerica. The course will examine the social, economic, political and religious context of the production and use of the works of art considered, as well as visual analysis of compositions of painting, sculpture, architecture, arts of the body and other media.

111 History of Contemporary Art (3) UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course examines Western art and its relationship to social, political, and economic aspects of modern society from World War II to the present. It considers artistic responses to new intellectual trends and disciplines, the rise of the Civil Rights and Feminist movements, innovations in technology, various stylistic movements, as well as methodological approaches to analysis of the subject will be considered. Students will master art historical and artistic vocabulary, and will learn to perform visual analysis of compositions of painting, sculpture and other forms of visual art.

112 Current Art Events (3) CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course enriches students' academic experiences and expands their cultural awareness by providing opportunities to attend a wide variety of art exhibits and art events presented in the greater Los Angeles area, and to discuss these activities with guest artists and faculty.

115 History of Modern Art (3) UC:CSU ☉

UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course examines Western art and its relationship to social, political, and economic aspects of modern society from the mid-nineteenth through the mid-twentieth century. The influence of the Industrial Revolution, cross-cultural influences of Western and non-Western cultures, artistic response to new intellectual trends and disciplines, impact of the two World Wars, the rise of the Civil Rights and Feminist movements, innovations in technology, various stylistic movements, as well as methodological approaches to analysis of the subject will be considered. Students will master art historical and artistic vocabulary, will learn to perform visual analysis of compositions of painting, sculpture and other forms of visual art.

116 History of Women and Art (3) UC:CSU ☉

UC:CSU ☉

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course examines the history of women's contributions to the development of visual arts, with emphasis on the Western world from the Renaissance to the present with emphasis on socio-political factors that impacted the historical role of women in the patronage and production of art.

125 History of Photography I (3) UC:CSU ☉

UC:CSU ☉

Prerequisite: None.

Lecture, 3 hours.

This course is an introductory survey of the history of photography from the nineteenth century to present day. Students will analyze photographs, master appropriate vocabulary, identify the work of noted photographers, consider issues of aesthetics and style, learn technical aspects of photography, explore major developments in photographic history, and consider the relationship of photography to the other arts.

201 Drawing I (3) UC:CSU

(Art Family A04)

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

Art 201 is a fundamental course that emphasizes drawing as a visual language system. The picture plane, light logic and perspective will be explored while various methods and media are also surveyed.

C-ID: ARTS 110

202 Drawing II (3) UC:CSU

(Art Family A04)

Prerequisite: Art 201 and Art 501 with grades of C or better.

Recommended: Placement into ENGLISH 101.

Lecture, 2 hours; laboratory, 2 hours.

This course is a continuation of Art 201 into more complex problems. A broader range of media will be utilized and color and composition will be heavily emphasized. A higher standard of craft will be applied to the work.

203 Drawing III (3) UC:CSU

(Art Family A04)

Prerequisite: ART 202 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course is a continuation of Art 202 into more complex problems and with a higher degree of technical refinement. A broader range of media will be utilized and color, composition and conception will be heavily emphasized.

204 Life Drawing I (3) UC:CSU

(Art Family A05)

Prerequisite: ART 201 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course is a drawing study of the human figure where students learn to analyze anatomy and essential structure.

C-ID: ARTS 200

205 Life Drawing II (3) UC:CSU

(Art Family A05)

Prerequisite: Art 201 and 204 with grades of C or better.

Lecture, 2 hours; laboratory, 2 hours.

Art 205 is the study of the human figure through drawing where the emphasis will be on problems in composition and figural expression.

206 Life Drawing III (3) UC:CSU

(Art Family A05)

Prerequisite: ART 205 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

Art 206 is a course on drawing of the human figure with emphasis on pictorial organization and personal expression.

COURSE DESCRIPTIONS

207 Life Drawing IV (3) UC:CSU

(Art Family A05)

Prerequisite: ART 206 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

Art 207 is an advanced course that focuses on drawing the human figure, exploring problems in structural drawing and composition with expressive use of various media.

213 Color Theory (3) UC:CSU

(Art Family A08)

Prerequisite: ART 501 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course examines Color Dynamics. The topics considered include form and value, harmony and spatial effects. The major theorists introduced include Goethe, Itten and Albers. In addition to the traditional 12-part color wheel, digital color principles are also examined.

C-ID: ARTS 270

250 Introduction to Digital Art (3) CSU

Prerequisite: None

Recommended: ART 501

Lecture, 1 hour; laboratory, 5 hours

Students are introduced to fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools.

300 Introduction to Painting (3) UC:CSU

(Art Family A08)

Prerequisite: None.

Recommended: ART 201 and 501, placement into ENGLISH 101.

Lecture, 2 hours; laboratory 2 hours.

Art 300 is an introduction to various painting materials, media and techniques including a survey of methods both contemporary and traditional.

C-ID: ARTS 210

301 Watercolor Painting I (3) UC:CSU

(Art Family A08)

Prerequisite: None.

Recommended: ART 201 and 501, Placement into ENGLISH 101.

Lecture, 2 hours; laboratory, 2 hours.

This course is an overview of various transparent water color techniques with emphasis on the materials used in acquiring these skills, both contemporary and traditional.

302 Watercolor Painting II (3) UC:CSU

(Art Family A08)

Prerequisite: ART 301 with a grade of C or better.

Recommended: ART 201 and ART 501.

Lecture, 2 hours; laboratory, 2 hours.

This course is an intermediate continuation of various transparent watercolor techniques with strong emphasis on subject matter and achieving various textural effects.

303 Watercolor Painting III (3) UC:CSU

(Art Family A08)

Prerequisite: ART 302, ART 201, and ART 501 with grades of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course is a continuation of various advanced transparent watercolor techniques with strong emphasis on the development of concepts and friskit techniques.

304 Acrylic Painting I (3) UC:CSU

(Art Family A08)

Prerequisite: None.

Recommended: ART 201 and 501, placement into ENGLISH 101.

Lecture, 2 hours; laboratory, 2 hours.

This course is an overview of beginning acrylic painting techniques with an emphasis on materials used in acquiring these skills.

305 Acrylic Painting II (3) UC:CSU

(Art Family A08)

Prerequisite: ART 304.

Recommended: ART 201 and 501.

Lecture, 2 hours; laboratory, 2 hours.

Acrylic Painting II is a continuation of Acrylic Painting I, with emphasis on intermediate level acrylic composition.

306 Acrylic Painting III (3) UC:CSU

(Art Family A08)

Prerequisite: ART 305 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

Acrylic Painting III, Art 306, is a continuation of Acrylic Painting II with emphasis on advanced level concepts, styles and techniques.

307 Oil Painting I (3) UC:CSU

(Art Family A06)

Prerequisite: None.

Recommended: ART 201 and 501.

Lecture, 2 hours; laboratory, 2 hours.

Art 307 is an overview of basic oil painting techniques and materials. Composition, color, and form are studied through a range of projects in historical context to bring the individual in touch with contemporary ideas in the field of oil painting.

308 Oil Painting II (3) UC:CSU

(Art Family A06)

Prerequisite: ART 307 with a grade of C or better.

Recommended: ART 201 and ART 501.

Lecture, 2 hours; laboratory, 2 hours.

Art 308 is a continuation of the study of various historical techniques in oil painting. It extends concepts from Beginning Oil Painting that focuses on a broader range of contemporary issues with an emphasis on the figure. Historical oil painting techniques are explored.

309 Oil Painting III (3) UC:CSU

(Art Family A06)

Prerequisite: ART 308 with a grade of C or better.

Recommended: ART 201 and ART 501.

Lecture, 2 hours; laboratory, 2 hours.

Art 309 is an advanced oil painting course with emphasis on developing various styles and techniques with further exploration of the medium in the direction of more personal expression.

400 Introduction to Printmaking (3) UC:CSU

(Art Family A09)

Prerequisite: None.

Recommended: ART 201 and 501

Lecture, 1 hour; laboratory, 5 hours.

Art 400 is an introductory course in basic fine art printmaking processes.

501 Beginning Two-Dimensional Design (3) UC:CSU ☼

(Art Family A02)

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

Art 501 is a fundamental course presenting the elements and principles common to the visual arts, with special emphasis on application to the two-dimensional arts. Primary focus will be on compositional and color theory and practice.

C-ID: ARTS 100

502 Beginning Three-Dimensional Design (3) UC:CSU

(Art Family A02)

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

This is a fundamental course involving relationships of elements common to three-dimensional visual arts. Exercises will be given in geometric and biomorphic shapes. Various mediums and fabrication techniques will be explored, including the use of mat-board, wood, plaster and paint.

C-ID: ARTS 101

521 Art Gallery Techniques (3) CSU

Prerequisite: None

Recommended: ART 501 or 502

Lecture, 2 hours; laboratory, 2 hours.

This is an introductory course about art gallery management including, but not limited to, curatorial strategies, exhibition design, proper handling of artworks and their installation, gallery preparation and maintenance, gallery lighting, production and distribution of press releases, announcements, exhibitions lists, and related gallery literature. Students learn by working side-by-side with art professionals during preparation and installation.

STUDENTS MAY BE REQUIRED TO OPERATE STATIONARY AND HAND-HELD POWER TOOLS.

531 Art Gallery Techniques II (3) CSU

Prerequisite: ART 521 with a grade of C or better.

Recommended: ART 501 or 502

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate course about art gallery management including, but not limited to, curatorial strategies, exhibition design, proper handling of artworks and their installation, gallery preparation and maintenance, gallery lighting, production and distribution of press releases, announcements, exhibitions lists, and related gallery literature. Students learn by working side-by-side with art professionals during preparation and installation.

STUDENTS MAY BE REQUIRED TO OPERATE STATIONARY AND HAND-HELD POWER TOOLS.

600 Typography I (3) CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

Typography is a study of letterforms with emphasis on their use in graphic communication where the focus is placed on style, spacing, proportion and their applied use in Graphic Design.

604 Graphic Design I (3) CSU

Prerequisite: ART 501 and 600 with grades of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This class is an introduction to Graphic Design including beginning studies in graphic communication. The principles of beginning 2-dimensional design are applied as an organizational structure. Communication problems are solved graphically using the computer as a tool for presentation and production.

605 Graphic Design II (3) CSU

Prerequisite: ART 604 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

Graphic Design II is a continuing study of graphic communication with an introduction to the interaction between designer and client. Continued emphasis is placed on computer software as an important design tool.

606 Graphic Design III (3) CSU

Prerequisite: ART 605 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course is an advanced exploration of graphic communication. Assignments will focus on multi-piece corporate identity programs. Students will construct a professional portfolio containing examples of past and current work.

618 Advertising Photo/Graphics I (4)

Prerequisite: None.

Lecture, 2 hours; laboratory, 4 hours.

Advertising Photo/Graphics I is an introduction to digital photographic imaging for graphic design. Students will study the technical, aesthetic and organizational aspects of photography for graphic communication.

619 Advertising Photo/Graphics II (4)

Prerequisite: None.

Lecture, 2 hours; laboratory, 4 hours.

This is an advanced photographic imaging class for graphic design. Students will study the technical, aesthetic and organizational aspects of photography for graphic communication, focusing on the computer as an essential tool.

620 Illustration I (3) CSU

(Art Family A04)

Prerequisite: ART 201 and ART 501 with grades of a C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course is an introduction to the design, production and concept formulation of contemporary illustration. Through a series of projects, various mediums are explored, as well as the symbolic interpretation and translation of written material into visual form.

621 Illustration II (3) CSU

(Art Family A04)

Prerequisite: ART 620 with a grade of a C or better.

Lecture, 2 hours; laboratory, 2 hours.

Illustration II is a continuing study of contemporary illustration through a series of projects with a focus on non-traditional media. Additional emphasis is placed upon the individual needs and skills of each student. Preparing studies for client meetings is covered at the conclusion of the class.

626 Art Production Methods I (3) CSU

(Art Family A09)

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

Art production Methods I is a course in preparing art for reproduction in print media. It includes study of commercial printing processes, the paper industry, photo/art editing, color separation and layout preparation with emphasis on the needs of the graphic designer. The computer serves as a primary tool.

700 Introduction to Sculpture

(3) UC:CSU

(Art Family A07)

Prerequisite: None.

Recommended: ART 502.

Lecture, 1 hour; laboratory, 5 hours.

Students will create three-dimensional structures while refining their artistic expression, with sensitivity to materials and concepts. The course focuses on a variety of traditional and nontraditional sculptural techniques and philosophies designed to introduce a range of sculptural expressions and media.

701 Sculpture I (3) UC:CSU

(Art Family A07)

Prerequisite: ART 502 and ART 700 with grades of C or better.

Lecture, 1 hour; laboratory, 5 hours.

Students will explore more extensive sculptural techniques, including modeling, carving, moldmaking, fabrications, environmental and conceptual art. Students will engage in abstract problem solving in order to advance creative growth. The course focuses on a variety of traditional and nontraditional sculptural techniques and philosophies, at an intermediate level. Usage of hand and stationary power tools and equipment will be required.

702 Sculpture II (3) UC:CSU

(Art Family A07)

Prerequisite: ART 701 with a grade of C or better.

Lecture, 1 hour; laboratory, 5 hours.

The course is a continued study of contemporary sculpture with emphasis on site work, installation and individual artistic growth. This course will focus on the changing definition of sculpture, from the finished single object placed on a pedestal to a wider range of formats. Students will engage in abstract problem solving in order to advance creative growth. The course focuses on a variety of traditional and nontraditional sculptural techniques and philosophies, at an advanced level. Usage of hand and stationary power tools and equipment will be required.

708 Introduction to Ceramics (3) UC:CSU

(Art Family A01)

Prerequisite: None.

Recommended: ART 501 or ART 502 with a grade of C or better.

Lecture, 1 hour; laboratory, 5 hours.

This is an introductory course in ceramic arts, concepts, and processes including basic design principles and creative development. Students focus on fabrication techniques in hand-building, glaze techniques, firing processes and ceramic terminology. Students will employ surface enrichment and application. Emphasis will be drawn to the technical understanding of the behavior of clay, glazes and the geological and scientific components of both. The course covers aesthetics and creative development of clay objects examining Eastern and Western ceramic history, contemporary ceramics, theory, genres and personal modes of expression across cultures.

COURSE DESCRIPTIONS

709 Ceramics I (3) UC:CSU

(Art Family A01)

Prerequisite: ART 708 with a grade of C or better.

Recommended: ART 502

Lecture, 1 hour; laboratory, 5 hours.

Ceramic I students will focus on the technical, functional and forming of wheel throwing. Art 709 curriculum has students investigate a more complex understanding of surface design, glazing techniques, ceramic terminology, and clay and glaze chemistry. The course covers aesthetics and creative development of clay objects examining cultural, historical, contemporary, and personal modes of expression.

710 Ceramics II (3) UC:CSU

(Art Family A01)

Prerequisite: ART 709 with a grade of C or better.

Recommended: ART 502

Lecture, 1 hour; laboratory, 5 hours.

This is a course providing continuing practice in ceramic forming processes and surface treatments with emphasis on three-dimensional design.

711 Ceramics III (3) UC:CSU

(Art Family A01)

Prerequisite: ART 710 with a grade of C or better.

Lecture, 1 hour; laboratory, 5 hours.

This is a course offering advanced forming and sculpting techniques, learning historical and contemporary ceramics, advanced glazing practices and developing a better understanding of the firing process.

185 Directed Study - Art (1) CSU

285 Directed Study - Art (2) CSU

385 Directed Study - Art (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

In this course students pursue Directed Study in Art on a contract basis under the direction of the supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

911-921-931-941 Cooperative Education - Art (1-4) CSU

Art is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

ASTRONOMY (ASTRON)

001 Elementary Astronomy (3) UC:CSU



Prerequisite: None.

Lecture, 3 hours.

This course is a non-mathematical survey of astronomy, including selected historical aspects of Astronomy. Course topics include the sun, planets, their satellites and other members of the solar system; celestial motions and coordinates as shown by the planetarium projector; elementary optics and their application to the telescope and its accessories; star systems and the constitution of stars; the classification of stars; novae, nebulae, galaxies; black holes; quasars; and the evolution of our universe. Activities conducted outside of class may include telescopic observations at star parties (outdoor observation sessions), planetarium shows or lectures.

005 Fundamentals of Astronomy Laboratory (1) UC:CSU

Prerequisite: ASTRON 001 with a grade of C or better; or concurrent enrollment.

Laboratory, 3 hours.

Using the planetarium and telescopes (as available on campuses) and/or planetarium software, star atlases and planispheres, this class will study the methods used by astronomers to determine the nature of the universe.

BIOLOGY

003 Introduction to Biology (4) UC:CSU



(Not open for credit to students who have had BIOLOGY 006 or BIOLOGY 007.)

Prerequisite: None.

Lecture, 3 hours; laboratory, 3 hours.

This course for non-majors examines the fundamental principles of biology with laboratories emphasizing hands-on investigations. Topics include an introduction to evolutionary theory, basic biological chemistry, cell function and reproduction, cellular respiration and photosynthesis, classical and contemporary genetics, gene expression and an introduction to animal structure and function. Meets UC/CSU GE requirement of natural science with a lab.

MAXIMUM UC CREDIT FOR COMBINATION OF BIOLOGY 003 AND 025 IS ONE COURSE. NO UC CREDIT FOR BIOLOGY 003 OR 025 IF TAKEN AFTER BIOLOGY 006 OR 007.

005 Introduction to Human Biology (4) UC:CSU

Prerequisite: None

Lecture, 3 hours; laboratory, 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 include chemical principles, the cell, heredity, human anatomy and physiology, microbiology, pathology, ecology, and bioethics.

006 General Biology I (5) UC:CSU

(BIOLOGY 007 may be taken before Biology 6.)

Prerequisite: CHEM 101 and MATH 125 with grades of C or better.

Lecture, 3 hours; laboratory, 6 hours.

This is a general biology course designed for life science and many pre-health majors. It examines basic cellular biology, metabolism, genetics, molecular biology, and the relationship between form and function of living organisms. Note: Some 4-year institutions prefer that Biology 6 and 7 be taken at the same college.

C-ID: BIOL 135S (BIOLOGY 006 & 007)

007 General Biology II (5) UC:CSU

(BIOLOGY 007 may be taken before BIOLOGY 006.)

Prerequisite: MATH 125 with a grade of C or better.

Lecture, 3 hours; laboratory, 6 hours.

This is a general biology course designed for life science and many pre-health majors. It examines the unifying principles of biology through the study of phylogeny, taxonomy, organismal structure/function, evolution, and ecology. Note: Some 4-year institutions prefer that Biology 6 and 7 be taken at the same college.

NOTE: SOME 4-YEAR INSTITUTIONS PREFER THAT BIOLOGY 006 AND 007 BE TAKEN AT THE SAME COLLEGE.

C-ID: BIOL 135S (BIOLOGY 006 & 007)

010 Natural History I (4) UC:CSU

Prerequisite: None

Lecture, 3 hours; laboratory, 3 hours.

This course for non-majors is a general education survey of classification, behavior, ecology, and distribution of common local plants, invertebrates, birds, and mammals. Students examine biological principles including evolution, adaptation and scientific methods using the local environment of Southern California.

022 Marine Biology (4) UC:CSU

Prerequisite: None.

Lecture, 3 hours; laboratory, 3 hours.

This class emphasizes the investigation of marine plants and animals. Intertidal, subtidal and offshore marine habitats are studied. The effect of human impact on marine environment will be reviewed. Field trips to Southern California marine habitats will be offered.

(CREDIT MAY NOT BE AWARDED FOR BOTH BIOLOGY 022 AND OCEANO 002).

003 Medical Terminology (3) CSU*Prerequisite: None.***Lecture, 3 hours.**

The course develops a comprehensive medical vocabulary applicable to all specialties of medicine, through the learning of Greek and Latin prefixes, suffixes, and word roots. Training in the spelling, pronunciation, and definition of medical terms and abbreviations are provided.

040 The Science of Biotechnology (3)**UC:CSU***Prerequisite: BIOLOGY 006 and CHEM 101 with grades of C or better.***Lecture, 2 hours; laboratory, 2 hours.**

This is a comprehensive introduction to the science of biotechnology. The course presents theory and offers hands-on laboratory experience. Representative techniques presented in this course include: DNA purification, bacterial transformation, DNA gel electrophoresis, polymerase chain reaction, protein purification, SDS-PAGE and Western blot. This is an advanced class intended for Biology majors.

\$20.00 LAB FEE TO BE PAID WITH REGISTRATION.

046 Genetic Analysis (3) UC:CSU*Prerequisite: BIOLOGY 006 with a grade of C or better.***Lecture, 3 hours.**

This course is designed to cover Mendelian genetics, chromosome analysis, and genomics. This class will examine the experimental approach to genetic analysis by introducing key concepts as well as solving experimental problems.

185 Directed Study - Biology (1) CSU**285 Directed Study - Biology (2) CSU***Prerequisite: None.***Conference, 1 hour per unit.**

This class allows for students to pursue a directed study in Biology on a contract basis under the direction of a supervising instructor. Depending upon the project various formats are utilized to introduce students to the methods used by scientists to study topics in the biological sciences. This class will emphasize the development of problem solving and critical thinking skills.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY/ DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

**BIOTECHNOLOGY
(BIOTECH)****001 Fundamentals of Biotechnology (3) CSU***Prerequisite: None.***Lecture, 3 hours.**

This class offers an introduction to the fundamentals of biomanufacturing and biotechnology. An overview of biology used in biotechnology is covered, and the history of biomanufacturing is explored along with key concepts and practices utilized currently in biomanufacturing. An overview of the processes used by companies in the development of drugs and therapies, along with instrumentation utilized in the production of medical products will be provided. This class is suggested for students exploring career options in biology.

**BROADCASTING
(BRDCSTG)****001 Fundamentals of Television and Radio Broadcasting (3) UC:CSU***Prerequisite: None.**Recommended: E.S.L... 008 or placement into ENGLISH 101.***Lecture, 3 hours.**

This course consists of basic phases of radio, television and other mass media broadcasting, focusing on history, theory, and legal aspects. Different forms of broadcasting will be highlighted from network to cable to first run syndication, concluding with an overview of developing technologies such as VOD and HiDef. Classes will include debate on the innovators and some of the issues that have arisen recently with the demise of financial interest in syndication rules, vertical integration, and the rise of broadband and its resultant changes in what constitutes a 'broadcast.'

003 Voice and Diction for Radio and Television (3) UC:CSU*Prerequisite: None.**Required of all radio and television majors.**Open to others.***Lecture, 3 hours.**

This class features training in the presentation of broadcast material. Fundamentals of good speech are combined with techniques for handling problems unique to broadcasting, such as microphone techniques, reading for the camera, interviewing techniques, preparing continuity and transitions for commercial copy, promotional and public service announcements, news copy, weather and sports announcing. An opportunity may be provided to create programming for the campus radio station KVCM.

005 Radio and Television Acting (3)**UC:CSU***Prerequisite: None.***Lecture, 2 hours; laboratory, 2 hours.**

The basic fundamentals of acting are explored. Demonstration, exercises, and improvisations are used to practice techniques covered. Students will act out scenes to practice course techniques. Emphasis is placed on character analysis and development of the actor for television.

006 Digital & Social Media Broadcast Communication (3) UC:CSU*Prerequisite: None***Lecture, 3 hours.**

This course consists of digital and social media applications that relate to broadcasting and involves the study of how people communicate with others through current electronic means, primarily audio and video. The development of the Internet, new media, and social media will be examined and analyzed as broadcasting and communications applications continue to grow in the digital media age.

010 Radio Programming and Production (3) CSU*Prerequisite: None.***Lecture, 2 hours; laboratory, 3 hours.**

The course introduces students to all aspects of radio station programming and production. Included are instruction and experience in the role of disc jockey, announcer, newscaster, sportscaster, commercial producer, and public service director by means of working on campus radio station, 95.1 FM KVCM.

011 Digital Audio Editing and Production (3) UC:CSU*Prerequisite: None.***Lecture 2 hour; laboratory, 3 hours.**

This course introduces the theoretical and practical fundamentals of audio production, technology, and terminology. This includes exercises using available equipment, an introduction to the lexicon of audio production, and an understanding of the selection and use of audio tools/software that support, radio, television, video, film, and multimedia production

017 Introduction to Voice-over (3) CSU*Prerequisite: None.***Lecture, 3 hours.**

This class consists of the students development of ability to narrate, dub and loop films, CD and MP3 materials for use in: industrial information units, the entertainment media, educational packages, and commercial advertising. Includes the development and use of some world dialects and an in-depth study of microphone techniques.

COURSE DESCRIPTIONS

021 Advertising, Marketing, and Promotions for Broadcasting (3) CSU

Prerequisite: None.

Lecture, 3 hours.

The course examines advertising, marketing, and promotions as an economic support for commercial broadcasting, including radio, television, cable, satellite, and internet broadcasting. The class will focus on audience surveys, rate structures, client, ad rep firms, and advertising agency relationships are discussed and explored. Students may have an opportunity to sell commercials on the campus radio station KVCM.

022-1 Introductory Radio/Television Activities (1) CSU

Prerequisite: None.

Laboratory, 3 hours

This course focuses on production, programming, research and management in broadcast media. There will be practical assignments assigned with Los Angeles Valley College broadcasting projects.

STUDENTS ARE EXPECTED TO HAVE A DISCUSSION WITH THE INSTRUCTOR ABOUT CONCURRENT ENROLLMENT IN A COURSE RELATED TO THEIR PROJECT FOR THE SEMESTER.

022-2 Beginning Radio/Television Activities (1) CSU

Prerequisite: BRDCSTG 022-1 with a grade of C or better.

Laboratory, 3 hours.

The course focuses on continuing the skills related to practice production, programming, research and management in broadcast media. There will be practical assignments assigned with Los Angeles Valley College broadcasting projects.

022-3 Intermediate Radio/Television Activities (1) CSU

Prerequisite: BRDCSTG 022-2 with a grade of C or better.

Laboratory, 3 hours.

This course focuses on intermediate skills relating to practice production, programming, research and management in broadcast media. There will be practical assignments assigned with Los Angeles Valley College broadcasting projects.

022-4 Advanced Radio/Television Activities (1) CSU

Prerequisite: BRDCSTG 022-3 with a grade of C or better.

Laboratory, 3 hours.

This course focuses on advanced skills relating to practice production, programming, research and management in broadcast media. There will be practical assignments assigned with Los Angeles Valley College broadcasting projects.

023 News, Sports, and Live Remote Broadcasting for Radio & Television (3) CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 4 hours.

The course examines news, sports, and live broadcasting for radio in support of commercial broadcast, cable, Internet, and related telecommunications media. The class will focus on live remote broadcasts from various weekly events on campus. Students will have an opportunity to broadcast radio shows in combination with news, sports, and entertainment events to air on the campus radio station KVCM. A hands-on participation class. Additional lab time may be required.

024 Podcasting Production for Radio & The Internet (3) CSU

Prerequisite: None

Lecture, 2 hours; laboratory, 3 hours

This course consists of an introduction to podcasts for radio emphasizing news, entertainment and information. Podcasts will be developed in class. Students will learn to use microphones, recording and editing software, and how to post their podcasts. A website will be provided for students to post podcasts, and popular online options will be used for posting.

025 Radio/TV/Film Writing (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course features analysis in the form and style of radio, television and film scripts and program formats. Students will learn the preparation of scripts for radio, television and film.

026 TV-Film Aesthetics (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This class introduces the analysis of film and television texts. Students will examine the broad questions of form and content, aesthetics and meaning, and history and culture. The class explores the diverse possibilities presented by the cinematic art and television form through an examination of a wide variety of productions. It includes topics such as modes of production, narrative and non-narrative forms, visual design, editing, sound, genre, ideology and critical analysis.

028 Television Announcing I (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides training in television announcing for newscasts, sportscasts, commercials, interview hosting, and various program performance assignments with emphasis on the development of the student's individual style and personality. In addition, students emphasis on-camera, delivery style, script research, and analysis will be taught.

031 Advanced Voice-Over (3) CSU

Prerequisite: BRDCSTG 017 with a grade of C or better.

Lecture, 3 hours.

Development of skills in advanced voice-over disciplines including but not limited to: animation, ADR, audio books, anime, narration, trailers, promos (including reading to picture), phone systems, point-of-purchase displays and video games.

032 Television History and Culture (3) UC:CSU

Prerequisites: None

Lecture, 3 hours.

The class takes a cultural approach to television's evolution as a technology and system of representation, considering television as a system of storytelling and myth-making, and as a cultural practice, studied from anthropological, literary, and video perspectives. The course focuses on prime-time commercial broadcasting, the medium's technological and economic history, and theoretical perspectives. There is much required viewing as well as readings in media theory and cultural interpretation.

045 Advanced Television Acting and Directing (4) UC:CSU

Prerequisite: BRDCSTG 005 with a grade of C or better.

Lecture, 4 hours.

The course is offered to train student actors and directors through intensive concentration in advanced theories and methods of producing and directing television. Student will increase the individual performance in direction sensitivity and flexibility. There is extensive use of digital television recording equipment used.

046 Fundamentals of Television Production (4) CSU

Prerequisite: None.

Lecture, 3 hours; laboratory, 3 hours.

All the basic television production essentials are covered. Training is given in the function and operation of all basic television facilities, including camera, microphones, switcher, video tape recorder-editors, and lighting equipment. The direction and production of basic types of programs are taught and practiced. Students learn various roles of a TV studio production team.

047 Single Camera Production (4) CSU

Prerequisite: None.

Lecture, 3 hours; laboratory, 3 hours.

The course provides an introduction to the theory, terminology, and operation of single camera video production, including composition and editing techniques, camera operation, portable lighting, video recorder operation, audio control and basic editing. This course focuses on the aesthetics and fundamentals of scripting, producing, directing on location, postproduction, and exhibition/distribution.

C-ID FTVE 130

COURSE DESCRIPTIONS

048 Digital Broadcast Editing (4) CSU

Prerequisite: None.

Lecture, 3 hours; laboratory, 3 hours.

This course is designed to provide students with basic editing skills for television and internet broadcasting promos, PSAs, commercials, and magazine shows. The end result may air on KVCM-TV.

049 Digital Documentary Broadcast Production (4) UC:CSU

Prerequisite: None.

Lecture, 3 hours; laboratory, 3 hours.

This course explores long-form radio and television documentary concept development, pre-production, production and post-production. Students will learn how to research and pitch a story, elements of storytelling and story structure, character development, interviewing, microphone and editing techniques, how to write and perform narration, as well as how to use natural sound, music and sound effects for radio documentaries. In addition, copyright law and other legal issues will be considered in this hands-on course.

051 Digital Non-Fiction/Reality Production for Broadcasting (4) CSU

Prerequisite: None

Lecture, 3 hours; laboratory, 3 hours.

This course will provide a comprehensive overview of all digital production aspects of news, documentary, and reality from concept to finished project. Emphasizes the use of digital equipment for location reality-based productions.

081 Field Work I - Broadcasting (1) CSU

Prerequisite: BRDCSTG 010, 025, 046, CINEMA 101, 111, or MEDIART 101 with a grade of C or better.

Field work, 2 hours.

This course provides student with hands on experience working on a specific approved topic or in an approved internship within the entertainment industry.

082 Field Work II - Broadcasting (2) CSU

Prerequisite: BRDCSTG 010, 025, 046, CINEMA 101, 111, or MEDIART 101 with a grade of C or better.

Field work, 4 hours.

This course provides student with hands on experience working on a specific approved topic or in an approved internship within the entertainment industry.

083 Field Work III - Broadcasting (3) CSU

Prerequisite: BRDCSTG 010, 025, 046, CINEMA 101, 111, or MEDIART101 with a grade of C or better.

Field work, 6 hours.

Students will gain hands on experience working on a specific approved topic or in an approved internship within the entertainment industry in order to give practical experience in what they have learned in one of the listed prerequisite courses.

185 Directed Study- Broadcasting (1) CSU

285 Directed Study- Broadcasting (2) CSU

385 Directed Study- Broadcasting (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

Allows student to pursue Directed Study in Broadcasting on a contract basis under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY/ DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

911-921-931-941 Cooperative Education - Broadcasting (1-4) CSU

Broadcasting is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

BUSINESS (BUS)

For Business, see also Accounting, Cooperative Education, Finance, Law, International Business, Management, Marketing, Real Estate, and Supervision.

001 Introduction to Business (3)

UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course covers the meaning and purpose of business domestically and internationally, the historical development of business, the general economic setting for business in the global environment, and a brief introduction to the following business areas: entrepreneurship, forms of business organization, operations, management, marketing, human relations, finance, accounting, budgeting, reports, government-business relations, the social and ethical responsibilities in business, business law, and risk management.

C-ID: BUS 110

032 Business Communications (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course applies the principles of ethical and effective communication to the creation of letters, memos, emails, and written and oral reports for a variety of business situations. The course emphasizes planning, organizing, composing, and revising business documents using word processing software for written documents and presentation-graphics software to create and deliver professional-level oral reports. The course also includes instruction in speaking skills, oral presentations, communication technology, communication across cultures, listening skills, and nonverbal communication. This course incorporates effectively writing employment documents including a résumé, cover letter and follow-up messages.

038 Business Computations (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course introduces students to the mathematical concepts and applications necessary for successful business careers. Topics will include checking accounts, trade and cash discounts, markups, payroll, simple interest and promissory notes, compound interest, inventory valuation formulas, depreciation formulas, present value applications, and financial statement analysis.

911-921-931-941 Cooperative Education-Business (1-4) CSU

Business is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

CHEMISTRY (CHEM)

051 Fundamentals of Chemistry I (5) UC:CSU

Prerequisite: Placement into MATH 125.

Recommended: MATH 122

Lecture, 4 hours; laboratory, 3 hours.

A descriptive course encompassing basic concepts of inorganic, organic and biological chemistry with applications to health and environmental issues. This course is for students requiring a physical science with lab (liberal arts, elementary education and allied health related majors) but is not intended for students planning to enroll in Chemistry 101.

COURSE DESCRIPTIONS

060 Introduction to General Chemistry (5) UC:CSU

Prerequisite: MATH 125 or 134, or placement into MATH 245.

Lecture, 5 hours; laboratory 2 hours.

This course is an introduction to elementary chemical principles and laws with applications to industrial, environmental and health issues. The laboratory will introduce safety, scientific observation, measurement, and use of chemicals. The course will emphasize chemical stoichiometry and gas law calculations. Students who have not studied introductory college level chemistry must take this course or Chemistry 68 prior to enrollment in Chemistry 101. This course is recommended for students who have never taken a college level chemistry course. No credit given for this course if student has already passed Chemistry 68.

CHEMISTRY 60 IS ONLY OFFERED IN THE WINTER OR SUMMER SESSIONS.

068 Preparation for General Chemistry (5) UC:CSU

Prerequisite: MATH 125 or 134, or placement into MATH 245.

Lecture, 3 hours; laboratory, 6 hours.

Elementary chemical principles and laws with applications to industrial, environmental and health issues are covered in this class. The laboratory will introduce safety, scientific observation, measurement, and use of chemicals. The course will emphasize chemical stoichiometry and gas law calculations. Extended discussion groups in Chem 68 will reinforce the chemical concepts needed to succeed in Chemistry 101 and 102. Students who have not studied introductory college level chemistry must take this course or Chemistry 60 prior to enrollment in Chemistry 101. This course is recommended for students who have never taken a college level chemistry course. No credit given for this course if student has already passed Chemistry 60.

MAXIMUM UC CREDIT FOR CHEM 60 AND 68 COMBINED IS ONE COURSE. NO UC CREDIT FOR 60 OR 68 IF TAKEN AFTER 101.

101 General Chemistry I (5) UC:CSU

Prerequisite: MATH 125 and CHEM 060 OR CHEM 068 with grades of C or better.

Lecture, 3 hours; laboratory, 6 hours.

This class provides a study of chemical principles and laws with emphasis on chemical calculations. This course will cover chemical stoichiometry and concentration calculations, gas laws, thermochemistry, introductory quantum mechanics, bonding, molecular geometry, unit cell calculations, and colligative properties. Laboratory work includes gravimetric analysis, titration, and observation. This course is required of majors in agriculture, bacteriology, biology, botany, chemistry, dentistry, engineering, geology, medical technology, medicine, optometry, pharmacy and physics.

CLASS ENROLLMENT IS LIMITED TO 24 PERSONS PER SECTION DUE TO SAFETY ISSUES. THIS LIMIT IS THE ONE SUGGESTED BY THE AMERICAN CHEMICAL SOCIETY (ACS) AND THE OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA).

C-ID: CHEM 120S

102 General Chemistry II (5) UC:CSU

Prerequisite: CHEM 101 with a grade of C or better.

Lecture, 3 hours; laboratory, 6 hours.

This course is a continuation of Chemistry 101. Lecture topics will cover thermodynamics, physical properties of solutions, gas phase and ionic equilibria, electrochemistry, kinetics, nuclear chemistry, and transition metals. Laboratory experiments will include experiments in kinetics, equilibria, electrochemistry and thermodynamics. Instrumentation used will include spectrophotometers, pH meters and voltmeters.

CLASS ENROLLMENT IS LIMITED TO 24 PERSONS PER SECTION DUE TO SAFETY ISSUES. THIS LIMIT IS THE ONE SUGGESTED BY THE AMERICAN CHEMICAL SOCIETY (ACS) AND THE OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA).

C-ID: CHEM 120S

211 Organic Chemistry for Science Majors I (5) UC:CSU

Prerequisite: CHEM 102 with a grade of C or better.

Lecture, 3 hours; laboratory, 6 hours.

This course is an introduction to the topological, physical and chemical properties of carbon-containing compounds. Laboratory emphasis is on the preparation, isolation, purification and analysis of organic compounds.

212 Organic Chemistry for Science Majors II (5) UC:CSU

Prerequisite: CHEM 211 with a grade of C or better.

Lecture, 3 hours; laboratory, 6 hours.

This course is a continuation of Chemistry 211 with emphasis on the structural, physical and chemical properties of organic compounds and molecules of biological importance. Laboratory emphasis is on the preparation, isolation and purification of carbon-containing compounds.

CHICANO STUDIES (CHICANO)

All classes are taught in English.

002 The Mexican-American in Contemporary Society (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course investigates the most relevant issues facing the Chicano community today. Special attention will be given to the growth and impact of political behavior and under-representation, public health concerns, educational inequities, and immigration policies affecting Mexicans, Chicanos, and other Latinos.

007 The Mexican-American in the History of the United States I (3) UC:CSU ☼

Prerequisite: None.

Lecture, 3 hours.

This course is a survey of United States history as it relates to the development of the Chicano in the United States with a special emphasis on Mexican-American contributions to the development of American civilization. This course covers Pre-Columbian and Mexican colonial periods, the northward advance and settlement of the present day U.S. Southwest/Southeast. Topics also include the role and impact of the American Revolution, U.S. Constitution, and the Bill of Rights.

008 The Mexican-American in the History of the United States II (3) UC:CSU ☼

Prerequisite: None.

Lecture, 3 hours.

This course concentrates on Mexican American history of the nineteenth and twentieth centuries. Discussion centers on the participation, contributions, and experiences by Mexican Americans. Major areas include the socio-historical, political, economic and educational struggles. Topics include the Mexican American Southwest, the U.S Mexico War, American Expansionism, U.S. Treaties, U.S. Constitution, Bill of Rights, desegregation struggle, American Nativism, Mexican Repatriation, WWII, Zoot-Suit Riots, Bracero Program, Mexican American Labor Movement and the Chicano Movement. This course also fulfills (US-1) of the CSU American Institutions Requirement.

037 Chicano Literature (3) UC:CSU*Prerequisite: None.**Recommended: Placement into ENGLISH 101.***Lecture, 3 hours.**

This course is an introductory analysis of the literary, social, and historical aspects of works written by Mexican-American authors. The course reveals the progression of a people and culture in American society, artistically expressed by Mexican-American writers who seek to understand themselves and the world around them. The course will be conducted in English but texts may be read in either English or Spanish.

042 Contemporary Mexican Literature (3) UC:CSU*(Same as SPANISH 012)**Prerequisite: None.***Lecture, 3 hours.**

This course provides an introduction to the major historical events and literary movements in Mexico, with a focus on 20th-century Mexican literature read in translation. The lectures, readings and discussions are in English.

044 Mexican Civilization (3) UC:CSU*(Same as SPANISH 016)**Prerequisite: None.***Lecture, 3 hours.**

This course considers the significant elements of pre-Columbian Mexican civilization, the impact of the Spanish domination upon the indigenous population and its influence upon mores, art, and industry. It introduces the students to studies in the history, literature, art, and music of Mexico as they evolved from colonial times to the present. The impact of the Mexican Revolution upon all the Americas is considered. It examines the present-day culture of Mexican-Americans as influenced by their Mexican heritage and life in the United States. The course is taught in English.

054 Mexican-American Arts in American Culture (3) UC:CSU*Prerequisite: None.**Recommended: Placement into ENGLISH 101.***Lecture, 3 hours.**

This course focuses on Mexican and Mexican-American arts, literature and music. Particular emphasis is given to the identification and the discussion of their contributions to the contemporary culture of the United States.

CHILD DEVELOPMENT (CH DEV)

The State of California Dept. of Social Services has standardized all Child Development course numbers throughout the state. These are designated as DS in some courses.

001 Child Growth and Development (3) UC:CSU*Dept. of Social Services DS1.**Prerequisite: Placement into ENGLISH 101.**Required for all Child Development majors.**Required for Child Development Certificate.***Lecture, 3 hours.**

Developmental theories from pre-natal to adolescents will be covered in this course. The following developmental domains will be discussed: physical, mental, social and emotional. This course will examine the major developmental milestones for children from conception through adolescence in the physical, social, emotional, and cognitive domains. Emphasis is placed on issues that affect typical and atypical development through the study of theories, research and child observations.

C-ID: CDEV 100**002 Early Childhood: Principles and Practices (3) CSU***Prerequisite: None.**Recommended: CH DEV 001 and E.S.L. 008 or placement into ENGLISH 101.**Dept. of Social Services DS3.***Lecture, 3 hours.**

This is a survey course of early childhood programs, current early childhood philosophies and developmentally appropriate practices. The students will examine the underlying theoretical principles of appropriate practices applied to programs and environments. Emphasis is placed on the role of the teacher, 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 Development Permit Matrix will be discussed.

C-ID: ECE 120**003 Creative Experiences for Children I (3) CSU***Dept. of Social Services DS3.**Prerequisite: None.**Recommended: CH DEV 001 and placement into ENGLISH 101.***Lecture, 3 hours.**

The creative approach to program planning in areas of art, dramatic play, blocks, music and movement will be explored. Emphasis will be on the development of creative teaching strategies and the values of these curriculum areas.

007 Introduction to Curriculum in Early Childhood Education (3) CSU*Prerequisite: None**Recommended: CH DEV 001 and placement into ENGLISH 101.***Lecture, 3 hours.**

This course explores appropriate curriculum and environments for young children. Students examine a teacher's role in supporting development and positive learning experiences for all young children using observation and assessment strategies and emphasizing the essential role of play. Planning, implementation and evaluation of curriculum includes but is not limited to: language arts and literacy, mathematics, physical sciences, art and creativity, movement, health and safety, social and emotional learning.

C-ID: ECE 130**010 Health, Safety and Nutrition (3) CSU***Prerequisite: None.**Recommended: CH DEV 001.***Lecture, 3 hours.**

This course reviews laws, regulations, standards, policies, procedures and early childhood curriculum related to child health, safety and nutrition. Topics include nutrition, injury prevention, common childhood diseases, first aid, and special health problems in early childhood years. Community health resources for children and families will be reviewed.

C-ID: ECE 220**011 Child, Family and Community (3) CSU***Dept. of Social Services DS2.**Prerequisite: None.**Recommended: CH DEV 001***Lecture, 3 hours.**

This course surveys major educational issues, legislation, and trends, affecting children, their families and community. It examines the sociological, cultural, and economic influences on various patterns of family life. This course will identify community resources for health, education, and public welfare.

C-ID: CDEV 110**012 Parent-Teacher-Child Interaction (3) CSU***Prerequisite: None.**Recommended: CH DEV 001***Lecture, 3 hours.**

This course provides the student with a general overview of parental involvement and parents as partners in early childhood education. Special emphasis is placed on the integration and configuration of parent-child relationships, as well as on parent-teacher communication. The developmental context of socialization and its influence on families will be explored.

COURSE DESCRIPTIONS

014 Dual Language Development in the Early Years (3) CSU

Prerequisite: None

Lecture, 3 hours.

Exploration of language acquisition and dual language development throughout early childhood. Current research will be reviewed as it relates to social and educational policies and practices, considering influences of families, cultures, schools, and communities.

022 Practicum in Child Development I (4) CSU

Prerequisite: Ch Dev 1, 2, 7 and 11 with grades of C or better; current TB test.

Practicum site may require fingerprinting, Child Abuse Index Check, and Health Exam.

Lecture, 2 hours; laboratory, 6 hours.

Students are required to have supervised experience in a preschool, child development center or other early care and education setting. The student will relate all previous theory and curriculum courses to practical application in the classroom.

C-ID: ECE 210

023 Practicum in Child Development II (4) CSU

Prerequisite: Ch Dev 22 with grade of C or better, current TB test. Practicum field site may require fingerprinting, and Child Abuse Index Check and Health Exam.

Lecture, 2 hours; laboratory, 6 hours.

This course provides an advanced practicum experience in an early childhood education setting. Students apply assessment strategies to plan, implement, and evaluate developmentally appropriate activities. Techniques that promote partnerships between teachers and families are developed. A resume and a professional portfolio are created. Students assigned to directed practicum teaching demonstrate professional and ethical behaviors. Students are assigned to a Child Development program under the supervision of a college instructor.

029 Infant Toddler Practicum (3) CSU

Prerequisite: Ch Dev 1 with a grade of C or better.

Recommended: Ch Dev 30 or Ch Dev 31.

Lecture, 2 hours; laboratory, 3 hours.

This course is designed to provide students the opportunity to gain a greater understanding of the importance and process of learning in the first three years of life, and to be able to develop, prepare, implement, and evaluate developmentally appropriate curriculum experiences for infants and toddlers. In addition to 2 hours of lecture per week, students will observe and work directly with young children in the LAVC Infant and Toddler Lab program three hours per week.

030 Infant/ Toddler Development (3) CSU

Prerequisite: Ch Dev 1 with a grade of C or better.

Lecture, 3 hours.

This course is a survey of infant and toddler growth and development, educational programs currently available, and principles of infant-toddler care-giving. Direct observation of infants and toddlers is a requirement of this course.

031 Infant/ Toddler Care and Education (3) CSU

Prerequisite: Ch Dev 1 with a grade of C or better.

Lecture, 3 hours.

This course is a survey of infant-toddler development and its relation to environmental and curricular design. Principles of infant-toddler care-giving and quality assessment. Direct observations in infant-toddler programs are requirements of this course.

034 Observing and Recording Children's Behavior (3) CSU

Prerequisite: Ch Dev 1 with a grade of C or better.

Lecture, 3 hours.

This course will address the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. Assignments include an opportunity for observation in the field. Students will participate in classroom observation assignments and may need to show a current negative TB test.

C-ID: ECE 200

035 Fostering Literacy Development in Young Children (3) CSU

Prerequisite: None.

Recommended: Ch Dev 1

Lecture, 3 hours.

Development of instructional skills, curriculum, activities and environment for promoting language and literacy in young children, beginning at birth. Emphasis on building a foundation for reading, writing, listening and speaking using a developmentally appropriate approach.

036 Literature for Early Childhood (1) CSU

Prerequisite: None.

Lecture, 1 hour.

This course is a survey of literature suited for children up to 8 years old with emphasis on techniques for selection and presentation. Storytelling, acquaintance with literature particularly suited for young children will be discussed. Recommended for early childhood and primary grade teachers and parents.

STUDENTS MAY NOT EARN CREDIT FOR BOTH CH DEV 036 AND ENGLISH 236.

037 Literature for School-Age Children (2) CSU

Prerequisite: None.

Recommended: Ch Dev 1 and E.S.L. 008

Lecture, 2 hours.

This course is survey of literature suitable for children in schools settings, beginning with Pre-Kindergarten. Emphasis given to selection, evaluation and presentation of literature using developmental characteristics and needs of children. Includes development of appropriate curriculum materials for the classroom with a literature emphasis. Recommended for early childhood and primary school teachers and parents.

038 Administration and Supervision of Early Childhood Programs I (3) CSU

Dept. of Social Services DS6.

Prerequisite: Ch Dev 1 and Ch Dev 11, and Ch Dev 3 or Ch Dev 7 with a grade of C or better.

Lecture, 3 hours.

Students are prepared to establish and administer an early childhood program. Financial aspects of administration and legal rules and regulations pertaining to establishing a center are emphasized. Students apply licensing information and knowledge of regulations to design an appropriate environment, create a fiscal plan, marketing strategy and develop an enrollment and hiring process. This course partially fulfills the licensing requirements for the director.

039 Administration II: Personnel and Leadership in Early Childhood Education (3) CSU

Prerequisite: Ch Dev 38 with a grade of C or better.

Lecture, 3 hours.

This course provides training for administrators of Early Childhood Programs on a variety of topics pertaining to administration of early childhood programs. Topics include: state and federal regulations, computer applications for administration, grant and proposal development, advocacy, leadership skills and team management techniques, developing a comprehensive parent partnership, working with Desired Results, and legal issues. This course partially fulfills the licensing requirement for the director.

042 Teaching in a Diverse Society (3) CSU

Prerequisite: None.

Recommended: CH DEV 001 and E.S.L. 008.

Lecture, 3 hours.

This course includes philosophy, principles and methods related to working with young children and families within a diverse society. Materials and experiences will be explored relating to diversity, including cultural, ethnic, ability, gender, social class and generation differences. Curriculum development, problem solving techniques and environmental designs will be studied from an inclusive perspective to infuse multi-cultural activities and an anti-bias perspective into the fabric of the curriculum.

C-ID: ECE 230

044 Early Intervention for Children with Special Needs (3) CSU

Prerequisite: CH DEV 001 with a grade of C or better.

Lecture, 3 hours.

This course is an introduction to the study of exceptional children, focusing on classification and special characteristics of the exceptional child. This course requires observations of children in various special education programs.

045 Programs for Children with Special Needs (3) CSU

Prerequisite: None.

Recommended: CH DEV 001.

Lecture, 3 hours.

This course is an Introduction to the study of exceptional children, focusing on general program planning and modification. Includes observations of programs.

046 School Age Programs I (3) CSU

Prerequisite: None.

Recommended: CH DEV 001 and E.S.L. 008

Lecture, 3 hours.

This course is designed for students interested in working in before/after or out-of-school programs for school-age children. Students are introduced to the philosophies of programs for school-children. This course includes designing appropriate curriculum and experiences, classroom management and creating environments.

047 School Age Programs II (3) CSU

Prerequisite: None.

Recommended: CH DEV 001.

Lecture, 3 hours.

This course is designed for students interested in working in before/after or out-of school programs for school-age children. This course includes focus on developmental stages of school-age children, quality programs and program requirements, leadership, guidance strategies, communication between home and school, and community resources.

048 Positive Guidance in Early Childhood Settings (3) CSU

Prerequisite: None.

Recommended: CH DEV 001 and E.S.L. 008.

Lecture, 3 hours.

This course is an 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 with traditional and special needs.

053 Parenting (3) CSU

Prerequisites: None.

Recommended: CH DEV 001

Lecture, 3 hours.

This course will examine the role of the parent throughout the early stages of child development and provide strategies for supporting a variety of parenting styles and family structures. In addition, students will learn about positive parenting behaviors and explore techniques for fostering positive teacher-parent interactions.

065 Adult Supervision/Early Childhood Mentoring (2) CSU

Prerequisite: CH DEV 001 and CH DEV 011; and CH DEV 003, CH DEV 004, or CH DEV 007 with a grade of C or better.

Lecture, 2 hours.

This course focuses on principles and practices of supervision and evaluation of staff in Early Childhood Programs. The emphasis of this course is the role of experienced teachers who mentor or supervise new teachers and student teachers. This course meets supervision requirement for the Child Development Permit.

172 Introduction to Careers in Child Development (1)

Prerequisite: None.

Lecture, 1 hour.

This course introduces students to the variety of career options available to Child Development majors. Exploration of career opportunities, required qualifications, resources available, as well as academic and professional support systems will be discussed. Class is only offered on Pass/No Pass basis.

185 Directed Study - Child Development (1) CSU**285 Directed Study - Child Development (2) CSU****385 Directed Study - Child Development (3) CSU**

Prerequisite: None.

Conference, 1 hour per unit.

Child Development 185, 285 and 385 allows students to pursue Directed Study in Child Development on a contract basis under the supervision of a supervising instructor. Student will work on a research project independently and will receive support from instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

911-921-931-941 Cooperative Education - Child Development (1-4) CSU

Child Development is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

CINEMA

(Please also see Media Arts)

101 Beginning Film Production (3) UC:CSU

Corequisite: CINEMA 107

Lecture, 2 hours; laboratory, 3 hours.

This course is a comprehensive introduction to the process of digital film/video production from script concept to finished project, centering on basic theory, terminology and creative uses of production and post-production equipment via exams, demonstrations, and hands-on experiences with digital and film media exercises

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE INSTRUCTIONAL MATERIALS TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

COURSE DESCRIPTIONS

102 Film Genres (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an analytic and critical overview of a variety of film genres, examining them from aesthetic, sociological and psychological perspectives. Particular emphasis will be given to how genre interacts between story content and audience with regard to gender roles and social structure, ethnicity, and socio-economics. Genres can include comedy, drama, action-adventure, suspense-thriller, animation, musical, horror and science-fiction.

103 Diversity in Cinema (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an analytic and critical overview of diverse cultural representation in film from historic, aesthetic, sociological, philosophical and psychological perspectives. This includes an examination of established mainstream culture paradigms and how they intersect with minority cultures in terms of gender, ethnicity, religious, and other societal aspects. Further, the discussion will include minority access to development, production, distribution and exhibition.

104 History of Documentary Film (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course presents a historical overview of the art and craft of documentary and non-fiction films from the silent era to contemporary times, both American and foreign, with an emphasis on the 'classics', propaganda, educational, docudrama, and avant-garde.

105 History of Motion Pictures (3) UC:CSU ☼

Prerequisite: None.

Lecture, 3 hours.

This course provides students with an introductory overview of the history of cinema, both American and foreign, from the earliest silents to contemporary times, with an emphasis on the first 75 years, via screenings, lectures, readings and discussions about the major artistic, social, economic, and technological trends.

106 The Art of Animation and Effects (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides students with an analytical overview of traditional and experimental animation techniques, American and foreign, past and present. Practical special effects include optical, mechanical, mattes, miniatures, and others. Computer-generated visual effects cover previsualization, motion capture, digital compositing, and others.

107 Understanding Motion Pictures (3) UC:CSU ☼

Prerequisite: None.

Lecture, 3 hours.

This course provides students with an analytical critical survey of motion pictures as an art form, entertainment industry, and communication medium via screenings, lectures, readings about 'classic' and contemporary films, American and foreign, theatrical and non-theatrical

110 Motion Picture Sound (3) CSU

Prerequisite: Cinema 101 or Mediart 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate course dealing with all aspects of film/video sound recording, mixing, and editing from theory to application, centering on learning the basic parts and functions of professional sound recording equipment, as well as sound techniques and aesthetics.

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE INSTRUCTIONAL MATERIALS TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

111 Developing Content for Movies (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This survey course presents an overview of the business of moviemaking, using industry examples to study the acquisition and development of narrative and non-narrative projects from concept to delivery. It introduces the student to the art of creating and selling content for the entertainment industry. Students will learn how to acquire, develop, create and pitch material, as well as gain an understanding of the structure of the industry.

113 History of Animation (3) UC:CSU

Prerequisites: None.

Lecture, 3 hours.

Students will examine a historical overview of the art and craft of international animation, from the silent era to present day, with an emphasis on classics, ground breaking films and shows, both foreign and domestic, including different techniques: hand drawn, stop motion, and computer-generated animation.

114 Master Filmmakers (3) UC:CSU ☼

Prerequisites: None.

Lecture, 3 hours.

This course provides students with an exploration of important filmmakers and how their work has advanced and defined the art of cinema from a historical and societal perspective. Landmark films by celebrated filmmakers, both foreign and domestic, are analyzed in terms of theme, structure, and cinematic technique. Emphasis is placed on the role of the auteur as well as filmmakers' contributions to specific film genres. Information on specific filmmakers and their impact on major artistic, social, economic, and technological trends throughout history will be delivered via screenings, lectures, readings, and discussions.

115 Cinematography (3) UC:CSU

Prerequisite: CINEMA 101 or MEDIART 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate course dealing with all aspects of cinematography from theory to application, centering on learning the basic parts and function of intermediate film/video cameras, lenses, lighting equipment, accessories as well as cinematography techniques and aesthetics.

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE INSTRUCTIONAL MATERIALS TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

120 Film Editing (3) UC:CSU

Prerequisite: CINEMA 101 or MEDIART 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate course covering all aspects of digital film/video editing theory, techniques and aesthetics. A variety of professional applications will be utilized in the editing exercises.

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE INSTRUCTIONAL MATERIALS TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

125 Film Production Workshop (3) CSU

Prerequisite: CINEMA 107; and CINEMA 115 or MEDIART 115 with grades of C or better.

Corequisite: CINEMA 110 or MEDIART 110; and CINEMA 120 or MEDIART 120.

Lecture, 2 hours; laboratory, 2 hours.

Advanced course in practical filmmaking, with each student required to produce/write/direct and tech a professional short film with sound, as well as crew for other assigned films

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE INSTRUCTIONAL MATERIALS TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME IS REQUIRED TO COMPLETE PROJECTS.

150 Cinema Internship (3) CSU

Prerequisite: CINEMA 101 or MEDIART 101 with a grade of C or better; and CINEMA 110, CINEMA 111, CINEMA 115, CINEMA 120, CINEMA 125, MEDIART 105, MEDIART 110, MEDIART 113, MEDIART 115, MEDIART 116, MEDIART 118, MEDIART 120, MEDIART 130, or MEDIART 131 with a grade of C or better.

Laboratory, 6 hours.

Students will gain hands-on experience working in an approved internship within the entertainment industry in order to utilize the skills they have learned in the listed prerequisite courses.

911-921-931-941 Cooperative Education - Cinema (1-4) CSU

Cinema is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

COLLEGE STUDIES (COLLEGE)**101 Navigating Your Path Through College to Career (1) CSU**

Prerequisite: None

Lecture, 1 hour; laboratory, 1 hour.

College success is strongly predicted by a student's sense of belonging, confidence as a learner, and work towards personally meaningful goals. This course aims to promote growth in all three of these areas. Students will explore career pathways and develop community with faculty and peers who share their academic interests. Students will identify their college readiness strengths and needs, explore relevant campus services, and practice essential academic skills to expand their personal tool-kit for academic success. Assignments and activities will develop critical thinking, communication, research, information literacy, and study skills in ways that integrate the student's career and academic interests and apply across general education disciplines.

COMMUNICATION STUDIES (COMM)

Formerly Speech Communication (Speech)

101 Public Speaking (3) UC:CSU ☉

(Formerly Speech 101)

Prerequisite: None

Lecture, 3 hours.

This is an introductory course stressing the need for effective oral communication. The emphases in the course are on: principles of human communication, structuring various types of speeches, researching information, audience analysis, critical analysis of public discourse, presentation of speeches and building self confidence in public speaking situations.

C-ID: COMM 110

102 Oral Communication II (3) UC:CSU

(Formerly Speech 102)

Prerequisite: None

Lecture, 3 hours.

This is an introductory course that emphasizes the debate process. Fundamentals of effective argumentative speaking are examined. Oral activities are used extensively as learning devices.

104 Argumentation and Debate (3) UC:CSU ☉

(Formerly Speech 104)

Prerequisite: None.

Lecture, 3 hours.

This course is a critical thinking class in the foundation and strategies of argument, logical reasoning, rational thinking and decision making. Emphasis is placed on both how and why we make the decisions we do. Topics explored include: critical analysis of discourse, claims, definitions, evidence, reasoning, fallacies, and case building.

C-ID: COMM 120

105 Critical Thinking (3) UC:CSU ☉

(Formerly Speech 105)

Prerequisite: ENGLISH 101 with a grade of C or better.

Lecture, 3 hours.

Instruction in this course is designed to allow students an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. This class has a minimum 6,000 word writing component.

106 Forensics (2) CSU RPT3

(Formerly Speech 106)

Prerequisite: None.

Laboratory, 6 hours.

This course provides advanced training in public speaking, argumentation skills and intercollegiate competition in public debate.

C-ID: COMM 160B

121 Interpersonal Communication (3) UC:CSU

(Formerly Speech 121)

Prerequisite: None.

Lecture, 3 hours.

This is a lecture/activity/discussion course which proceeds through an analysis of the views of the scope and purpose of human communications including factors involved in the process of communicating, perception, self image, ethics, professional contexts, listening, non-verbal, conflict, language, and relationships. Emphasis is placed on the process of interpersonal communication.

C-ID: COMM 130

122 Intercultural Communication (3) UC:CSU

(Formerly Speech 122)

Prerequisite: None

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course examines communication in the context of intercultural interactions, explores verbal and nonverbal communication similarities and differences in communication across cultures, and provides strategies to enhance interpersonal communication skills within the context of intercultural communication.

C-ID: COMM 150

130 Introduction to Oral Interpretation of Literature (3) UC:CSU

(Formerly Speech 130)

Prerequisite: None

Lecture, 3 hours.

Students study the theory, principles, and techniques of oral interpretation of literature. Texts include prose, poetry, drama, and other forms of performance texts drawn from a diverse range of cultural viewpoints and voices. Students focus on selection, analysis, editing, performance, and evaluation; developing an appreciation for and an understanding of oral interpretation as a communication medium.

C-ID: COMM 170

151 Small Group Communication (3) UC:CSU

(Formerly Speech 151)

Prerequisite: None

Lecture, 3 hours.

This course provides an analysis of the purposes, principles, and types of group processes. Development of individual skills in persuasion, reasoning, decision making, leadership, effective listening, and problem solving, is achieved by responsible group participation.

C-ID: COMM 140

COURSE DESCRIPTIONS

185 Directed Study - Speech Communication (1) CSU

285 Directed Study - Speech Communication (2) CSU

385 Directed Study - Speech Communication (3) CSU

(Formerly Speech 185, 285, 385 respectively)

Prerequisite: None

Conference, 1 hour per unit.

This course allows students to pursue Directed Study in Communication Studies on a contract basis under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY/DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

COMPUTER APPLICATIONS OFFICE TECHNOLOGIES (CAOT)

001 Computer Keyboarding and Document Applications I (3) CSU

Prerequisite: None.

Lecture 2 hours, and laboratory, 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.

002 Computer Keyboarding and Document Applications II (3) CSU

Prerequisite: None.

Recommended: CAOT 001 with a grade of C or better, or the equivalent.

Lecture, 2 hours; laboratory, 3 hours.

This course is an intermediate keyboarding course. Formatting various kinds of business correspondence including business letters, envelopes, reports, business forms, and tables of increasing complexity is emphasized. Continued emphasis is placed on keyboarding techniques, improving speed and accuracy on timed writings, and developing proofreading skills.

009 Computer Keyboarding Improvement (1) CSU

Prerequisite: None.

Recommended: CAOT 001 with a grade of C or better, or the equivalent.

Laboratory, 3 hours.

This course emphasizes speed and accuracy building on the keyboard using corrective drills, exercises, timed writings and diagnostic computer keyboarding software.

031 Business English (3) CSU

Prerequisite: None.

Required for all incoming CAOT majors.

Recommended for Business majors.

Lecture, 3 hours.

Students will develop competency in the fundamentals and mechanics of correct English usage, including grammar, punctuation, capitalization, number style, sentence structure, and written expression. The course emphasizes appropriate methods of expression through sentence construction, paragraph development, and functional composition.

STUDENTS MAY NOT EARN CREDIT FOR BOTH CAOT 031 AND BUS 031.

032 Business Communications (3) CSU

Prerequisite: None.

Recommended: COAT 031 or BUS 031 with a grade of C or better.

Lecture, 3 hours.

This course provides students with the opportunity to develop the ability to write effective business memorandums, letters, e-mail messages, employment documents, and short reports developing in print and in digital formats. The problem-solving approach to creating messages that inform, persuade, and convey negative news is stressed. Emphasis is on the concepts of effective writing style such as organization, coherence, and unity as well as principles of grammar and punctuation of written business documents. The course also includes instruction in oral communication, speaking skills, and oral presentations. Communication technology platforms and tools, communication across cultures, listening skills, nonverbal communication, and workplace ethics in virtual and face-to-face settings are included.

STUDENTS MAY NOT EARN CREDIT FOR BOTH CAOT 032 AND BUS 032.

033 Records Management and Electronic Filing (3)

Prerequisite: None.

Lecture, 1 hour; laboratory, 2 hours.

This course presents basic principles and procedures of record storage, control, retrieval and management by manual, electronic, and micrographic methods. Emphasis is also placed on sustainable environmental policies regarding records storage and management. Students will develop speed and accuracy in indexing, filing and finding documents in such systems as alphabetic, numeric, geographic, and subject.

035 Concepts in Information Systems (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides students with the basis for understanding concepts necessary for success in the Information Age. It provides an introduction to the basic concepts of an information system with emphasis on the components of the microcomputer, including the system unit and input, output, storage, and communication devices; application software; systems software; the Internet and the World Wide Web; and privacy and security issues.

037 Introduction to Bookkeeping (3)

Prerequisite: None.

Lecture, 3 hours.

This course is designed to acquaint students with the principles and practices of bookkeeping. Topics include the fundamentals of double entry bookkeeping, worksheets, and preparation of financial statements.

043 Office Procedures (3)

Prerequisite: CAOT 001 or 002 with a grade of C or better.

Lecture, 3 hours.

This course covers the concepts and procedures used in the automated/electronic office. Human relations skills, job interviewing techniques and strategies, attitude, personality, communication skills, reinforcement of keyboarding, business English, records management skills, and professional ethics needed for success in the automated/electronic office environment will be included. An emphasis is also placed on sustainable environment policies that may be initiated in the office/company workplace.

047 Applied Office Practice (2) CSU

Prerequisite: CAOT 001 or CAOT 002

Performance, 5 hours.

The student gains practical experience in many areas of office work by working six hours a week on campus. Special attention is given to developing the personal qualities desirable in business, the ability to follow both written and oral instructions, and confidence in handling routine office duties such as phone calls, office visitors, records management, and computer software programs.

078 Microcomputer Acctg Applications for the Electronic Office (3) CSU

Prerequisite: CAOT 037, ACCTG 001, or ACCTG 021 with a grade of C or better.

Lecture, 1 hour; laboratory, 4 hours.

This course acquaints students with the use of the microcomputer for bookkeeping and accounting applications. Students receive hands-on experience in analyzing business transactions, keeping records, preparing financial statements, and generating financial management reports using an accounting software package such as QuickBooks. The course will cover sales and receivables, payables and purchases, general and end-of-period procedures, and payroll for service and merchandising businesses.

082 Microcomputer Software Survey in the Office (3) CSU

Prerequisite: None.

Recommended: CAOT 031 or CAOT 092 with a grade of C or better.

Lecture, 2 hours; laboratory, 3 hours.

This course is a survey of major office applications used in Business. Word processing, graphics, spreadsheet, presentation, and database applications will be included. An integrated suite such as Microsoft Office Professional will be used. The course provides hands-on instruction to the Windows operating system and exploration of the Internet.

084 Microcomputer Office Applications: Word Processing (3) CSU

Prerequisite: None.

Recommended: CAOT 001 or CAOT 002 and CAOT 031 and CAOT 092 with passing grades of C or better

Lecture, 2 hour; laboratory, 3 hours.

This course provides information and hands-on training using word processing software programs such as Microsoft Word. Students will learn beginning and advanced functions and apply their skills and knowledge to a wide variety of simple and complex documents, such as letters, memoranda, columnar tables, text tables, manuscripts, mail merge, and graphics.

085 Microcomputer Office Applications: Spreadsheet (3) CSU

Prerequisite: None.

Recommended: CAOT 031 and CAOT 092 with passing grades of C or better.

Lecture, 2 hours; laboratory, 3 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 the software with emphasis on its use as a problem solving and financial analysis tool. Students will learn to create macros, customize toolbars and menus, and integrate Excel with other applications. It covers the creation, editing, formatting and printing of worksheets. It emphasizes preparing computerized worksheets, using formulas and functions to analyze data, prepare graphs, and simplify office accounting procedures.

086 Microcomputer Office Applications: Database (3) CSU

Prerequisite: None.

Recommended: CAOT 031 or CAOT 092 with passing grades of C or better.

Lecture, 2 hours; laboratory, 3 hours.

This course covers database office applications using Microsoft Access or a similar database software. It provides an in-depth coverage of database and records design, creating pivot tables and pivot charts, file creation and maintenance, file search by various criteria, formatting and printing on-screen data representations, production of reports, and discussion of Internet-based database operations.

092 Computer Windows Application (2) CSU

Prerequisite: None.

Lecture, 1 hour, laboratory, 2 hours.

This course prepares students to work efficiently within the Microsoft Windows operating system. Topics include windows desktop, help, file and folder management, accessing applications and communicating, and customizing a computer using the control panel.

097 Internet for Business (3)

Prerequisite: None.

Recommended: CAOT 031 or CAOT 092 with passing grades of C or better.

Lecture, 2 hours; laboratory, 3 hours.

This course provides an overview of the use of the Internet for the office professional. It covers Internet tools used in business such as electronic mail, browsers, search engines, virtual meetings, messaging, research, file sharing, remote access, social networking in business, and the creation of Web pages.

108 Presentation Design for the Office (2) CSU

Prerequisite: None.

Recommended: CAOT 031 or CAOT 092 with passing grades of C or better.

Lecture, 1 hour; laboratory, 2 hours.

This course covers Microsoft PowerPoint presentation application software used to design, modify, and create multimedia presentations. It includes converting presentations into Website elements, and using graphics, tables, charts, diagrams, sound, video, animation and other enhancement features in presentations.

123 Web Design Applications for the Office Professional (3)

Prerequisite: None.

Recommended: CAOT 031, CAOT 092, and CAOT 097 with passing grades of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course is designed to provide students who are familiar with creating Web pages with the ability to create more fully developed Web sites, using HTML, CSS, and a variety of authoring tools. Through lectures and demonstrations, students learn how to incorporate text, images, hyperlinks, animation, sounds, video and interactive elements into a Web site.

124 Introduction to Image Creation for the Office Professional (3)

Prerequisite: None.

Recommended: CAOT 031, CAOT 092, and CAOT 097 with passing grades of C or better.

Lecture, 2 hours; laboratory 2 hours.

This course covers importing, correcting, and manipulating images using Adobe Photoshop or a similar software. The course includes planning, creating, scanning, and modifying images that can be used for a variety of business applications.

185 Directed Study – Computer Applications Office Technology (1) CSU

385 Directed Study – Computer Applications Office Technology (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

This course allows students to pursue directed study in Computer Applications & Office Technology on a contract basis under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

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911-921-931-941 Cooperative Education – CAOT (1-4) CSU

Computer Applications & Office Technologies is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

COURSE DESCRIPTIONS

COMPUTER INFORMATION SYSTEMS (CIS)

101 Introduction to Computers and Their Uses (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

The course provides an overview of computers and information processing. It presents the fundamental concepts of a computer's hardware and software. Students are introduced to popular computer programs including Word Processing, Spreadsheets, Presentation, and Database programs. The Internet, Utility Programs, Computer Ethics and Data Representation are discussed. The societal impact of computers is critiqued.

THIS COURSE REPLACED CO SCI 801 IN SPRING 2020. STUDENTS CAN NOT EARN CREDIT FOR BOTH CIS 101 AND CO SCI 801.

104 Microcomputer Application Software (4) CSU

Prerequisite: None.

Lecture, 3 hours; laboratory 2 hours.

Students will learn about computer components how they interact with software, and how to interpret data representation in memory. The course includes a survey of major office applications, including word processing, spreadsheets, database management, and presentation software, using an integrated suite, such as Microsoft Office. Topics include: use of templates and document automation, designing spreadsheet, charting data, creation of electronic presentations, principles of database design, object linking and embedding (OLE), creating web pages. Required for majors.

THIS COURSE REPLACED CO SCI 830 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CO SCI 830 AND CIS 104.

112 Operating Systems - Beginning Linux (3) UC:CSU

Prerequisite: CO SCI 802 or CS 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course is the first in a series of three courses designed to prepare the student to take LPI level certification exams. Each of these courses corresponds to one of the levels of LPI exam levels as LPI I, II and III. The purpose of this course is to develop sufficient expertise, knowledge, skills and confidence to enable the student to pursue self development in order to be able to take Linux certification exams. Subjects covered: Linux Command-Line Tools Managing Software Configuring Hardware Managing File and Filesystems The X Windows System The Boot Process and Scripts Documentation and Security Administering the System Basic Networking Managing Servers In addition the following areas are covered as well: Multi boot installation, Linux commands (almost all are the same or very similar to UNIX commands), system management and maintenance, scripting, diagnosis and troubleshooting, setting up a simple network and use of network commands. Updating and upgrading software, installation of new software and applications. Operating systems theory, design or construction are not covered. However, key characteristics of a superior operating system are explored. An integral part of this course is extensive lab work in the class.

THIS COURSE REPLACED CO SCI 834 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CO SCI 834 AND CIS 112.

113 Intermediate Linux (3) CSU

Prerequisites: CO SCI 834 or CIS 112 with a grade C or better.

Recommended: CO SCI 863 or CIS 210

Lecture, 2 hours; laboratory 2 hours.

This course is the 2nd in a series of three courses intended to prepare the student for the three LPI certification exams. The purpose of this course is to advance student's theoretical and practical knowledge of the Linux Operating System so that the student can take Linux certification exams at LPI 2 level. The exams are external to this institution and a fee applies. The student is expected to do some preparatory work on their own prior to taking the certification tests. Subjects covered: System Startup and Advanced System Management Linux Kernel Configuration Basic File Management Advanced Disk Management Networking Configuration DNS Server Configuration Advanced Networking Configuration Configuring file Servers Configuring Web and E-mail servers Security System Troubleshooting I: Boot and Kernel Problems System Troubleshooting II: System Resources and User Environment

THIS COURSE REPLACED CO INFO 837 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CO INFO 837 AND CIS 113.

114 Operating Systems - Advanced Linux (3) CSU

Prerequisites: CO INFO 837 or CIS 113 with a grade C or better.

Lecture, 2 hours; laboratory 2 hours.

This course is the 3rd in a series of three courses intended to prepare the student for the three LPI certification exams. The purpose of this course is to advance student's theoretical and practical knowledge of the Linux Operating System so that the student can take Linux certification exams at LPI 3 level. The exams are external to this institution and a fee applies. The student is expected to do some preparatory work on their own prior to taking the certification tests. Subjects covered: Advanced: LDAP, Samba, Mixed Windows and Linux environments, Security(Host, access, network), Virtualization, High Availability Cluster Management and Cluster Storage.

THIS COURSE REPLACED CO INFO 838 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CO INFO 838 AND CIS 114.

192 Introduction to Cloud Computing (3) CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours

Students learn cloud computing which shifts information systems from on premises computing infrastructure to highly scalable Internet architectures. Students learn concepts of IT cloud computing infrastructure and systems and gain skills necessary to apply knowledge to implement, deploy, and support; configuration, optimization, services, and virtualization in the cloud environment. Students will learn concepts of cloud computing for both the enterprise and SoHo environments. Students review case studies to examine various industry cloud practices and applications. The course also surveys cloud careers and discusses industry demand for cloud skills.

193 Database Essentials in Amazon Web Services (3) CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours

This course addresses cloud database management which supports a number of different approaches for storing data. In the course, students define, operate and scale both SQL and noSQL data storage solutions. This course considers factors that should be balanced during the design of a storage solution. Principles are applied by performing exercises using Amazon RDS and SQL to create and fill tables, retrieve and manipulate data. Object-based APIs are used to serialize objects to Amazon DynamoDB for noSQL solutions. Topics include automated backups, transaction logs, restoration, and retention.

194 Computer Engines in Amazon Web Services (3) CSU*Prerequisite: None.***Lecture, 2 hours; laboratory, 2 hours**

Students explore how cloud computing systems are built using a common set of core technologies, algorithms, and design principles centered around distributed systems. Students gain an understanding of business and technical tools, and architecting on the Cloud. Students acquire practical hands-on experience solving real-world cloud computing problems with the Cloud. Students learn about tools useful for managing a business' IT infrastructure, and an understanding of how the cloud platform can help companies meet compliance, governance, and regulatory requirements.

195 Security in the Cloud (3) CSU*Prerequisite: None.***Lecture, 2 hours; laboratory, 2 hours**

Students learn to protect the confidentiality, integrity and availability of computing systems and data. Students learn how to use redundant and layered controls, continuous validation and testing, and a substantial amount of automation to ensure the underlying infrastructure is continuously monitored and protected. Students learn about the various security tools and features provided by Cloud Services. Students learn fundamental principles and topics of Information Technology Security and Risk Management at the organizational level and policies and procedures with respect to organizational Cybersecurity and Risk Management.

210 Introduction to Computer Networking (3) CSU*Prerequisite: CO SCI 801 or CIS 101 with a grade of C or better.***Lecture, 2 hours; laboratory, 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, network design and implementation, network management, data communication fundamentals, noise effects, network communications and protocols, topologies, transmission methods, as well as architecture, the presentation, 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.

THIS COURSE REPLACED CO SCI 863 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CO SCI 863 AND CIS 210.

911-921-931-941 Cooperative Education - Computer Science Information Technology (1-4) CSU

Computer Information Systems is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

COMPUTER SCIENCE (CS)**101 Introduction to Computer Science (3) UC:CSU***Prerequisite: MATH 110, 112, or placement into MATH 115 or higher.***Lecture, 2 hours; laboratory, 4 hours.**

This course is an introduction to the design, analysis, development, and implementation of computer programs using a high-level, object-oriented programming language. The focus is on analytic programming skills, problem-solving, the design and analysis of algorithms, and the software construction process.

THIS COURSE REPLACED CO SCI 802 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CO SCI 802 AND CS 101.

111 Programming in Visual Basic (3) UC:CSU*Prerequisite: CO SCI 802 or CS 101 with a grade of C or better.***Lecture, 2 hours; laboratory, 2 hours.**

This course covers fundamental principles of event-driven programming for Windows applications using Visual Basic and Windows applications with graphical user interfaces. Topics covered by the course include controls and their properties, methods and events; basic data types and variables; subroutines and functions; scope; control structures; building graphical user interfaces; and interfacing with the Windows operating system. Object linking and embedding (OLE) and multimedia also are introduced.

THIS COURSE REPLACED CO SCI 808 IN SPRING 2020. STUDENTS CAN NOT EARN CREDIT FOR BOTH CS 111 AND CO SCI 808.

115 Programming in C# (3) UC:CSU*Prerequisite: CO SCI 802 or CS 101 with a grade of C or better.***Lecture, 2 hours; laboratory 2 hours.**

This course covers principles of event-driven programming and object-oriented design in Windows applications using the C# programming language. The course emphasis is on event-driven programming using GUI classes, instantiating objects, working with properties, methods, and events, and creating event-handlers. Course topics include the Visual Studio IDE, variable scope and lifetime, various .NET Framework control classes, constructors, arrays and collections, strings, data validation and exception handling, multi-form projects, access modifiers, creating user-defined classes, and introduction to the OOP concepts of data encapsulation, inheritance, and polymorphism.

THIS COURSE REPLACED CO SCI 895 IN SPRING 2020. STUDENTS CAN NOT EARN CREDIT FOR BOTH CS 115 AND CO SCI 895.

117 Intermediate Programming Using C/C++ (3) UC:CSU*Prerequisite: CO SCI 802 or CS 101 with a grade of C or better.***Lecture, 2 hours; laboratory, 2 hours.**

This course covers the principal elements of the "C++" programming language, including functions and function prototypes, pointers, arrays, strings, structures, unions, enumerated types, intraprogram and interprogram communication, and dynamic memory allocation.

THIS COURSE REPLACED CO SCI 839 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CS 117 AND CO SCI 839.

119 Programming in Python (3) UC:CSU*Prerequisite: None***Lecture, 2 hours; laboratory, 2 hours.**

Students will learn topics of the Python language such as data types, variables, control structures, Python Objects and Object Oriented Design, standard and advanced mathematical libraries, tool-chain use and Python Frameworks, user-defined classes and abstract collections, single and multidimensional arrays, Python lists, tuples, collections, and dictionaries.

THIS COURSE REPLACED CO SCI 903 IN SPRING 2020. STUDENTS CAN NOT EARN CREDIT FOR BOTH CS 119 AND CO SCI 903.

COURSE DESCRIPTIONS

130 Introduction to Computer Architecture and Organization (3) UC:CSU

Prerequisite: CO SCI 802 or CS 101 with a grade of C or better.

Lecture, 2 hours; laboratory 2 hours.

The course covers the fundamentals of information representation and storage organization in computer systems. Topics include computer hardware components, typical computer architectures, instruction formats, addressing modes, stacks, the instruction execution cycle, assembly language instruction formats, compiler translation, optimizing compilers, disassemblers, loaders and simulators, system interrupts, virtual memory, boolean algebra and logic gates, combinational logic and sequential devices.

THIS COURSE REPLACED CO SCI 816 IN SPRING 2020. STUDENTS CAN NOT EARN CREDIT FOR BOTH CS 130 AND CO SCI 816.

136 Introduction to Data Structures (3) UC:CSU

Prerequisite: CO SCI 839 or CS 117 with a grade of C or better.

Lecture, 2 hours; laboratory 2 hours.

This course will cover an introduction to the study of data structures formed from primitive data types and the role of abstract data types, including stacks, queues, lists, trees, and graphs. Students will also learn about the definition of these abstract data types, and their implementation and application in program design and algorithms that use them, including recursion and use of complexity analysis in evaluating algorithms.

THIS COURSE REPLACED CO SCI 836 IN SPRING 2020. STUDENTS CAN NOT EARN CREDIT FOR BOTH CS 136 AND CO SCI 836.

150 Windows and Web Database Programming (3) UC:CSU

Prerequisite: CO SCI 808 or CO SCI 895 or CS 111 or CS 115 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

An introduction to programming applications that use a graphical user interface (GUI) in a Web based environment such as ASP.Net to access and modify data in Relational Database Management Systems (RDBMS) using object-oriented programming (OOP) principles and Structured Query Language (SQL). Topics include: Server side technologies, event driven programming, relational database design, website security and data validation. The class will be taught using one or more of the OOP programming languages currently used in the business world, such as Visual Basic.NET or C#.

THIS COURSE REPLACED CO SCI 870 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CO SCI 870 AND CS 150.

213 Advanced Programming in Java (3) UC:CSU

Prerequisite: CO SCI 802 or CS 101 with a grade of C or better.

Lecture, 2 hours; laboratory 2 hours.

This course covers principles of object-oriented design and programming using Java. Additional topics include writing applets, working with exceptions, file input/output, networking, building event driven GUIs, and developing multithreaded programs using concurrency, and Unified Modeling Language.

THIS COURSE REPLACED CO SCI 890 IN SPRING 2020. STUDENTS CAN NOT EARN CREDIT FOR BOTH CS 213 AND CO SCI 890.

216 Object-Oriented Programming in C++ (3) UC:CSU

Prerequisite: CO SCI 839 or CS 117 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course covers principles of object-oriented design and programming using C++. The topics covered by this course include the role of objects as abstract data types; data abstraction, inheritance, and polymorphism; constructors and destructors; overloading member functions; static members; operator overloading; friend functions and classes; overriding base class member functions; private, public, and protected access; virtual member functions, pure virtual functions and abstract base classes; composition v. inheritance; exception handling; dynamic memory allocation for objects and I/O streams.

THIS COURSE REPLACED CO SCI 840 IN SPRING 2020. STUDENTS CAN NOT EARN CREDIT FOR BOTH CS 216 AND CO SCI 840.

220 Advanced Computer Programming (3) UC:CSU

Prerequisite: CO SCI 840 or CS 216 with a grade of C or better.

Lecture, 2 hours; laboratory 2 hours.

This course covers principles of object-oriented and event-driven design and programming for Windows. This course uses an object-oriented and event-driven language such as Visual C++ to provide an understanding of designing, developing, and implementing Windows applications. The course will include coverage of standard Windows interface mechanisms, Single-Document Interface (SDI) applications, serialization, Multi-Document Interface (MDI) applications, and multimedia applications.

THIS COURSE REPLACED CO SCI 861 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CS 220 AND CO SCI 861.

236 Advanced Data Structures and Introduction to Databases (3) UC:CSU

Prerequisite: CO SCI 836 or CS 136 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This course covers advanced topics in the study of data structures; the role of abstract data types (including priority queues, heaps, graphs, sets, sorting, searching, and hashing) and their specification, implementation and application in program design; recursion; and use of complexity analysis in evaluating algorithms. THIS COURSE REPLACED CO SCI 832 IN SPRING 2020. STUDENTS MAY NOT RECEIVE CREDIT FOR BOTH CO SCI 832 AND CS 236.

COOPERATIVE EDUCATION (COOP ED)

195-295-395 Work Experience, General I (1-3) CSU

Prerequisite: None.

Cooperative Education, General is approved for Cooperative Education, Work Experience, and Internships. Cooperative Education is a work experience program involving the employer, the student-employee and the college to insure that the student receives on the job training and the unit credit for work experience or volunteer work/internship. Students must be employed or volunteering/interning in order to participate in program. During the fall and spring semesters, students shall be enrolled in at least one additional course in a U.S. regionally accredited institution.

COUNSELING (COUNSEL)

001 Introduction to College (1) CSU

Prerequisite: None.

Offered on a Pass/No Pass basis only.

Lecture, 1 hour.

This course provides students with important information about the college and its resources, introduces them to the requisite skills for college success, helps them set educational and career goals, and assists them in developing a student educational plan (SEP) to meet those goals.

004 Career Planning (1) CSU

Prerequisite: None.

Lecture, 1 hour.

This is a career planning course designed to help the undecided student make a meaningful decision regarding a career goal. The course includes career assessments, various self-appraisal techniques, and information regarding career characteristics and trends using career information technology. This course provides students with insights into their interests, skills, values and personality which gives them the ability to make realistic and informed career choices about Career and Academic Pathways(CAPS).

020 Post-Secondary Education: The Scope of Career Planning (3) UC:CSU*Prerequisite: None.***Lecture, 3 hours.**

This course introduces students to the role of higher education in society and to their role as students. Students explore personal attributes needed for college success, critical thinking and effective study strategies, relating to others in a diverse world, the career planning and decision making process, and transfer and educational planning. This course will also provide students with an overview of campus resources and policies.

DANCE SPECIALTIES (DNCESPC)

Some courses in Dance Specialties are part of the Dance Family group and have enrollment limitations. The group code appears under the course title. See page 199 for more information.

161 Cultural Dance Rehearsals and Performances I (1) UC:CSU*(Dance Family D11)**Prerequisite: None. Audition required***Activity, 3 hours.**

This course provides students with structured cultural dance rehearsal time which culminates in a performance. Students participate as dancers and/or production personnel and may perform on campus or in the community.

AUDITION REQUIRED.

171 Hip-Hop Dance Techniques I (1) UC:CSU*(Dance Family D04)**Prerequisite: None***Activity, 3 hours.**

This course is an introduction to the basic technique of Hip-Hop dance, and will focus on the fundamentals of various Hip-Hop styles, including their historical chronology and context. Musicality and rhythmic skills will be emphasized, as well as body conditioning and that develops strength, stamina, and an awareness of proper dance conditioning techniques.

172 Hip-Hop Dance Techniques II (1) UC:CSU*(Dance Family D04)**Prerequisite: DNCESPC 171 with a grade of C or better.***Activity, 3 hours.**

This beginning level Hip-Hop course will focus on the foundation of various Hip-Hop/Street dance techniques. Musicality and beginning level rhythmic skills will be emphasized, in addition to historical chronology and context.

173 Hip-Hop Dance Techniques III (1) UC:CSU*(Dance Family D04)**Prerequisite: DNCESPC 172 with a grade of C or better.***Activity, 3 hours.**

This intermediate level Hip-Hop course will focus on Hip-Hop/Street dance techniques. Technical aspects will be emphasized, with a focus on memorization and building dance phrases from movement vocabulary learned in class. Instruction will include historical chronology and context.

174 Hip-Hop Dance Techniques IV (1) UC:CSU*(Dance Family D04)**Prerequisite: DNCESPC 173 with a grade of C or better.***Activity, 3 hours.**

This advanced level Hip-Hop course will focus on improvisation and free style Hip-Hop/Street dance techniques. Technical aspects will be emphasized, with a focus on individual expression and style. Instruction will include historical chronology and context.

331 Tap Dance Techniques I (1) UC:CSU*(Dance Family D08)**Prerequisite: None***Activity, 3 hours.**

This course is an introduction to basic tap dance skills. Students will learn and practice introductory level tap dance fundamentals, steps, choreography, and terminology.

332 Tap Dance Techniques II ‡ (1) UC:CSU*(Dance Family D08)**Prerequisite: DNCESPC 331 with a grade of C or better.***Activity, 3 hours.**

This course offers instruction in beginning level tap dance skills. Students will learn and practice beginning level tap dance fundamentals, steps, choreography, and terminology.

STUDENT MAY BE CONSIDERED THROUGH AUDITION PROCESS.

333 Tap Dance Techniques III (1) UC:CSU*(Dance Family D08)**Prerequisite: DNCESPC 332 with a grade of C or better.***Activity, 3 hours.**

This course offers instruction in intermediate level tap dance skills. Students will learn and practice intermediate level tap dance fundamentals, steps, choreography, and terminology.

STUDENT MAY BE CONSIDERED THROUGH AN AUDITION PROCESS.

334 Tap Dance Techniques IV (1) UC:CSU*(Dance Family D08)**Prerequisite: DNCESPC 333 with a grade of C or better.***Activity, 3 hours.**

This course offers instruction in advanced level tap dance skills. Students will learn and practice advanced level tap dance fundamentals, steps, choreography, and terminology.

STUDENT MAY BE CONSIDERED THROUGH AN AUDITION PROCESS.

441 Latin Social and Salsa Dance I (1) UC:CSU*(Dance Family D02)**Prerequisite: None***Activity, 3 hours.**

This course offers instruction and practice in the fundamentals of Latin Social and Salsa Dance, with focus on basic foot patterns, introductory level partnering sequences, cultural origins, and social etiquette.

442 Latin Social and Salsa Dance II (1) UC:CSU*(Dance Family D02)**Prerequisite: DNCESPC 441 with a grade of C or better.***Activity, 3 hours.**

This course offers instruction and practice in the fundamentals of Latin Social and Salsa Dance, with focus on basic foot patterns, beginning level partnering sequences, cultural origins, and social etiquette.

443 Latin Social and Salsa Dance III (1) UC:CSU*(Dance Family D02)**Prerequisite: DNCESPC 442 with a grade of C or better.***Activity, 3 hours.**

This course offers instruction and practice in the fundamentals of Latin Social and Salsa Dance, with focus on intermediate level foot patterns and partnering sequences, cultural origins, and social etiquette.

444 Latin Social and Salsa Dance IV (1) UC:CSU*(Dance Family D02)**Prerequisite: DNCESPC 443 with a grade of C or better.***Activity, 3 hours.**

This course offers instruction and practice in the fundamentals of Latin Social and Salsa Dance, with focus on advanced foot patterns, advanced level partnering sequences, cultural origins, and social etiquette.

SOME COURSES IN DANCE STUDIES ARE PART OF THE DANCE FAMILY GROUP AND HAVE ENROLLMENT LIMITATIONS. THE GROUP CODE APPEARS UNDER THE COURSE TITLE. SEE PAGE 199 FOR MORE INFORMATION.

COURSE DESCRIPTIONS

DANCE STUDIES (DANCEST)

Some courses in Dance Studies are part of the Dance Family group and have enrollment limitations. The group code appears under the course title. See page 199 for more information.

301 Choreography I (1) UC:CSU

(Dance Family D10)

Prerequisite: None

Activity, 3 hours.

This course is an introduction to basic principles of dance composition and choreography. It includes theory and practice using improvisation, critical analysis, and implementation of the elements of space, time, and energy in student projects. Emphasis will be placed on the use of space: shape, levels, direction, focus, formations, and the dancers' relationship to the space around them.

302 Choreography II (1) UC:CSU

(Dance Family D10)

Prerequisite: DANCEST 301

Activity, 3 hours.

This course covers beginning principles of dance composition and choreography. It includes theory and practice using improvisation, critical analysis, and implementation of the elements of movement (space, time, energy) in student projects, with a focus on the element of time.

801 Modern Dance I (3) UC:CSU

(Dance Family D06)

Prerequisite: None.

Lecture, 2 hours; activity, 4 hours.

This course offers instruction and practice in the fundamentals of Modern Dance. Instruction includes techniques, theory, and history of Modern Dance in its social, political and cultural context. The elements of improvisation and composition will also be introduced at the beginning level.

802 Modern Dance II (3) UC:CSU

(Dance Family D06)

Prerequisite: DANCEST 801.

Lecture, 2 hours; activity, 4 hours.

This course offers instruction and practice in Modern Dance technique at an intermediate level. Instruction includes technique, theory, and history of Modern Dance focusing on the post modern era. Improvisational techniques as they relate to composition will also be introduced at an intermediate level.

805 History and Appreciation of Dance (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides a historical perspective of dance from ritual to contemporary theatrical dance forms. It focuses on the ways in which various dance forms reflect and shape culture, and how they reflect the historical, social and political climate of the day. The class will consider the impact of dance on the western world and how it has been affected by the different dance traditions world-wide.

814 Dance Production I (2) UC:CSU

(Dance Family D03)

Prerequisite: Audition required.

Lecture, 1 hour; activity, 3 hours.

This course provides instruction and laboratory experience in introductory level methods and techniques involved in producing and performing in a dance concert, including: an introduction to basic lighting, music/audio, rehearsal procedures, publicity, basic costume concepts, introductory level audition and performance skills, and an introduction to dance critique and assessment.

815 Dance Production II (2) UC:CSU

(Dance Family D03)

Prerequisite: DANCEST 814 with a grade of C or better and Audition required.

Lecture, 1 hour; activity, 3 hours.

This course provides instruction and laboratory experience in beginning level methods and techniques involved in producing and performing in a dance concert, including: rehearsal planning, publicity, beginning level lighting design for dance, music/audio, marketing, beginning level audition and performance skills, beginning costume design, dance critique and analysis.

816 Dance Production III (2) UC:CSU

(Dance Family D03)

Prerequisite: DANCEST 815 and Audition required.

Lecture, 1 hour; activity, 3 hours.

This course provides instruction and laboratory experience in intermediate level methods and techniques involved in producing and performing in a dance concert, including: rehearsal planning, publicity, lighting, music/audio, marketing, audition and performance skills, costume design, stage makeup design, dance critique and analysis.

820 Dance Staging and Methods (4) UC:CSU

(Dance Family D03)

Prerequisite: Audition required.

Lecture, 2 hours; activity, 4 hours.

This course provides instruction and laboratory experience in methods and techniques involved in producing a dance concert, including: rehearsal management and scheduling, choreographic applications, lighting, costuming, publicity, audition and performance skills, and dance critique and assessment.

822 Dance Rehearsals and Performances (1) UC:CSU

(Dance Family D11)

Prerequisite: Audition required.

Activity, 2 hours.

This course provides students with structured rehearsal time which culminates in a performance. Students participate as dancers and/or production personnel and may perform on campus or in the community.

185 Directed Study - Dance (1) CSU

285 Directed Study - Dance (2) CSU

(Dance Family D07)

Prerequisite: None.

Lecture, 1 hour per unit.

This course allows students to pursue directed studies in Dance on a contract basis, under the direction of a supervising instructor. Credit limit: A maximum of 3 units per subject in Directed Study may be taken for credit.

UC CREDIT FOR INDEPENDENT STUDY/DIRECTED STUDY COURSES NUMBERED 185 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

DANCE TECHNIQUES (DANCETQ)

Some courses in Dance Techniques are part of the Dance Family group and have enrollment limitations. The group code appears under the course title. See page 199 for more information.

111 Ballet Techniques I (1) UC:CSU

(Dance Family D01)

Prerequisite: None

Activity, 3 hours

This course offers an introduction to traditional ballet techniques and principles, emphasizing instruction in the fundamentals of positions, placement, terminology, and introductory level exercises.

112 Ballet Techniques II (1) UC:CSU

(Dance Family D01)

Prerequisite: DANCETQ 111 with a grade of C or better.

Activity, 3 hours

This course offers instruction in traditional ballet techniques and principles, emphasizing instruction in the fundamentals of positions, placement, and beginning level barre and center floor exercises.

STUDENT MAY BE CONSIDERED THROUGH AN AUDITION PROCESS.

113 Ballet Techniques III (1) UC:CSU*(Dance Family D01)**Prerequisite: DANCETQ 112 with a grade of C or better.***Activity, 3 hours.**

This course offers instruction in traditional ballet techniques and principles, emphasizing instruction and practice at an intermediate level.

STUDENT MAY BE CONSIDERED THROUGH AN AUDITION PROCESS.

114 Ballet Techniques IV (1) UC:CSU*(Dance Family D01)**Prerequisite: DANCETQ 113 with a grade of C or better.***Activity, 3 hours.**

This course offers instruction in traditional ballet techniques and principles, emphasizing instruction and practice at an intermediate/advanced level.

121 Jazz Dance Techniques I (1)**UC:CSU***(Dance Family D05)**Prerequisite: None.***Activity, 3 hours.**

This course provides an introduction to the history, technique, principles, terminology and practice of jazz dance. The course will emphasize the correct placement and execution of jazz movements in a variety of styles, including: classic jazz, contemporary jazz, swing, lyrical, latin, and jazz funk.

122 Jazz Dance Techniques II (1)**UC:CSU***(Dance Family D05)**Prerequisite: DANCETQ 121 with a grade of C or better***Activity, 3 hours**

This course provide instruction in the history, technique, principles, terminology and practice of jazz dance at the beginning level. The course will emphasize the correct placement and execution of jazz movements in a variety of styles, including: classic jazz, contemporary jazz, swing, lyrical, latin, and jazz funk.

123 Jazz Dance Techniques III (1)**UC:CSU***(Dance Family D05)**Prerequisite: DANCETQ 122 with a grade of C or better.***Activity, 3 hours**

This course provides instruction in the history, technique, principles, terminology, practice, and performance of jazz dance at the intermediate level. The course will emphasize the correct placement and execution of intermediate jazz movements in a variety of styles, including: classic jazz, contemporary jazz, swing, lyrical, latin, and jazz funk.

124 Jazz Dance Techniques IV (1)**UC:CSU***(Dance Family D05)**Prerequisite: DANCETQ 123 with a grade of C or better.***Activity, 3 hours.**

This course provides instruction in the history, technique, principles, terminology, practice, and performance of jazz dance at the advanced level. The course will emphasize the correct placement and execution of advanced jazz movements in a variety of styles, including: classic jazz, contemporary jazz, swing, lyrical, latin, and jazz funk, with a focus on performance techniques and styles.

141 Modern Dance Techniques I (1)**UC:CSU***(Dance Family D06)**Prerequisite: None***Activity, 3 hours.**

This course teaches technique, principles, terminology and the practice of modern contemporary dance at the introductory level. Students will undergo an in depth exploration of how the body is used in modern dance technique with a focus on alignment, body part initiation, body organization and sequencing. The course will also include the history of modern dance and an introduction to the elements of space, time, and energy through improvisational and choreographic exercises. Students will develop coordination, flexibility, and cardiovascular strength using introductory movement combinations.

142 Modern Dance Techniques II (1)**UC:CSU***(Dance Family D06)**Prerequisite: DANCETQ 141 with a grade of C or better.***Activity, 3 hours.**

This course teaches technique, principles, terminology and the practice of modern (contemporary) dance at the beginning level. Emphasis is on the correct placement and execution of beginning level modern dance movements, and will include an in-depth exploration of the choreographic element of space through improvisational and choreographic exercises. Students will develop coordination, flexibility, and cardiovascular strength using beginning movement combinations.

143 Modern Dance Techniques III (1)**UC:CSU***(Dance Family D06)**Prerequisite: DANCETQ 142 with a grade of C or better.***Activity, 3 hours.**

This course teaches technique, principles, terminology and the practice of modern (contemporary) dance at the intermediate level. Emphasis is on the correct placement and execution of intermediate level modern dance movements, along with a more integrated use of the arms. The course will include an in-depth exploration of the choreographic element of Time through improvisational and choreographic exercises. Students will increase coordination, flexibility, and cardiovascular strength using intermediate movement combinations.

144 Modern Dance Techniques IV (1)**UC:CSU***(Dance Family D06)**Prerequisite: DANCETQ 143 with a grade of C or better.***Activity, 3 hours.**

This course teaches technique, principles, terminology and the practice of modern (contemporary) dance at the advanced level. Emphasis is on the correct placement and execution of advanced level modern dance movements, along with a more integrated use of the arms, head and torso. The course will include an in-depth exploration of the choreographic element of Energy through improvisational and choreographic exercises and exercises designed to enhance performance ability. Students will increase coordination, flexibility, and cardiovascular strength using advanced movement combinations.

151 Dance For Film and Stage I (1)**UC:CSU***(Dance Family D07)**Prerequisite: None***Activity, 3 hours.**

This course will introduce students to dance steps, techniques, styles, choreography, and choreographers commonly found in film and musical theater productions, at the introductory level. Memorization, musicality and rhythmic skills will be emphasized.

152 Dance For Film and Stage II (1)**UC:CSU***(Dance Family D07)**Prerequisite: DANCETQ 151 with a grade of C or better.***Activity, 3 hours.**

This course will introduce students to dance steps, techniques, styles, choreography, and choreographers commonly found in film and musical theater productions, at the beginning level. Memorization, musicality and rhythmic skills will be emphasized.

COURSE DESCRIPTIONS

153 Dance for Film and Stage III (1)

UC:CSU

(Dance Family D07)

Prerequisite: DANCETQ 152 with a grade of C or better.

Activity, 3 hours.

This course will cover intermediate level dance techniques and rhythms commonly found in film and musical theater productions, and performance techniques inspired by various choreographers and genres of commercial dance. Course will also explore how and gender roles have influenced the art form.

154 Dance for Film and Stage IV (1)

UC:CSU

(Dance Family D07)

Prerequisite: DANCETQ 153 with a grade of C or better.

Activity, 3 hours.

This course will cover advanced level dance steps and techniques commonly found in film and musical theater productions, and will provide instruction and practice in turns, performance technique, articulated head and torso, advanced rhythms, and various styles of dance that will assist students in preparing for dance auditions.

181 Pilates I (1) UC:CSU

(Dance Family D09)

Prerequisite: None

Activity, 3 hours.

This beginning level Pilates course focuses on fundamental exercises which build a foundation of core strength, flexibility, strength, endurance, as well as increased functional capacity of the body. Dancers will improve their acquisition of skill, performance and health outcomes.

182 Pilates II (1) UC:CSU

(Dance Family D09)

Prerequisite: DANCETQ 181 with a grade if C or better

Activity, 3 hours.

This course focuses on the basic exercises which continue to build a foundation of core strength and a greater level of flexibility, strength, endurance, and an increased functional capacity of the body. This system of exercise allows different exercises to be modified in range of difficulty from beginning to advanced, depending on many variables, and intensity is increased over time as the body conditions and adapts to the exercises. This class prepares participants for more intermediate levels of Pilates exercises.

221 Yoga Skills I (1) UC:CSU

(Dance Family D09)

Prerequisite: None

Activity, 3 hours.

This course provides an introduction to instruction and practice in yoga technique, to supplement and enhance dance technique or other general fitness activities. Yoga focuses on the development of the body/mind through the use of specific yoga postures, breathing techniques, meditation, and relaxation, that facilitate body awareness, self-discipline, alignment, flexibility, balance, and stress reduction.

222 Yoga Skills II (1) UC:CSU

(Dance Family D09)

Prerequisite: DANCETQ 221 with a grade of C or better.

Activity, 3 hours.

This course provides beginning level instruction and practice in yoga technique, to supplement and enhance dance technique or other general fitness activities. Yoga focuses on the development of the body/mind through the use of specific yoga postures, breathing techniques, meditation, and relaxation, that facilitate body awareness, self-discipline, alignment, flexibility, balance, and stress reduction.

223 Yoga Skills III (1) UC:CSU

(Dance Family D09)

Prerequisite: DANCETQ 222 with a grade of C or better.

Activity, 3 hours.

This course provides intermediate level instruction and practice in yoga technique, to supplement and enhance dance technique or other general fitness activities. Yoga focuses on the development of the body/mind through the use of specific yoga postures, breathing techniques, meditation, and relaxation, that facilitate body awareness, self-discipline, alignment, flexibility, balance, and stress reduction.

224 Yoga Skills IV (1) UC:CSU

(Dance Family D09)

Prerequisite: DANCETQ 223 with a grade of C or better.

Activity, 3 hours.

This course provides advanced level instruction and practice in yoga technique, to supplement and enhance dance technique or other general fitness activities. Yoga focuses on the development of the body/mind through the use of specific yoga postures, breathing techniques, meditation, and relaxation, that facilitate body awareness, self-discipline, alignment, flexibility, balance, and stress reduction.

225 Yoga (1) UC:CSU

(Dance Family D09)

Prerequisite: None.

Activity, 2 hours.

This course provides instruction and practice in introductory level yoga skills that facilitate body conditioning, endurance, flexibility, balance, and alignment, to supplement and enhance dance technique or other fitness activities.

231 Conditioning for Dance I (1)

UC:CSU

(Dance Family D09)

Prerequisite: None

Activity, 3 hours.

This course explores various dance conditioning practices, and provides tools for improving fitness as it applies to dance training and technique at an introductory level.

232 Conditioning for Dance II (1)

UC:CSU

(Dance Family D09)

Prerequisite: DANCETQ 231 with a grade of C or better.

Activity, 3 hours.

This course explores various dance conditioning practices, and provides tools for improving fitness as it applies to dance training and technique at a beginning level.

233 Conditioning for Dance III (1)

UC:CSU

(Dance Family D09)

Prerequisite: DANCETQ 232 with a grade of C or better.

Activity, 3 hours.

This course explores various dance conditioning practices, and provides tools for improving fitness as it applies to dance training and technique at an intermediate level.

234 Conditioning for Dance IV (1)

UC:CSU

(Dance Family D09)

Prerequisite: DANCETQ 233 with a grade of C or better.

Activity, 3 hours.

This course explores various dance conditioning practices, and provides tools for improving fitness, strength, balance, and flexibility as applied to dance training and technique at an advanced level.

DEVELOPMENTAL COMMUNICATIONS (DEV COM)

022A-E Communications Laboratory (5) NDA

Prerequisite: None.

This course is offered on a Pass/No Pass basis only. Open entry/open exit.

Lecture, 1 hour per unit.

Developmental Communications 22a-e consists of modular, multimedia programs. In these courses students work at their own time and pace and focus on phonics, spelling, vocabulary, reading comprehension, reading rate improvement, and study skills. Students may enroll in one, two, or three units per semester.

- A. Phonics and Spelling
- B. General Vocabulary
- C. College Vocabulary
- D. Study Skills
- E. Reading Improvement

023 Techniques of Learning (3) NDA

Prerequisite: None.

Recommended for students who score at the intermediate or advanced levels of the Reading Assessment Test.

Lecture, 3 hours.

This course teaches efficient study methods and effective learning techniques. This course stresses outlining, note taking techniques, exam strategies and time management.

035 Reading I - Fundamentals (3) NDA

Prerequisite: None.

Recommended for students who score in the appropriate range on the Reading Assessment Test.

Offered on a Pass/No Pass basis.

Lecture, 3 hours.

A basic reading class designed to improve word decoding and attack skills; increase sight, speaking and writing vocabularies; establish and/or improve reading fluidity; develop dictionary skills; and identify main and supporting ideas in reading and writing.

036A Reading II - Comprehension and Related Skills (6) NDA

Prerequisite: None.

Recommended for students who score in the appropriate range on the Reading Assessment Test.

Lecture, 6 hours.

This is an early-intermediate reading class designed to improve vocabulary, fluency and comprehension in reading; increase sight, speaking and writing vocabularies; and identify main and supporting ideas in reading with the goal of helping students acquire sufficient mastery to succeed in college courses.

36B Reading II: Comprehension and Related Skills (3) NDA

Prerequisite: None.

Lecture, 3 hours

This is an advanced-intermediate reading class designed to improve vocabulary, fluency and comprehension in reading; increase sight, speaking and writing vocabularies; and identify main and supporting ideas in reading with the goal of helping students acquire sufficient mastery to succeed in college courses.

ECONOMICS (ECON)

001 Principles of Economics I (3)

UC:CSU ☼

Prerequisite: MATH 115 with a grade of C or better or placement into MATH 125 or higher.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This is an introductory microeconomics course designed to provide students with an understanding of the basic economic principles which govern the production, distribution, exchange, and consumption of goods and services. Some of the topics covered are: economic decision-making given scarce resources, supply and demand, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure. Contemporary economic problems are analyzed throughout the course. This course meets the general education Social Science requirement.

C-ID: ECON 201

002 Principles of Economics II (3)

UC:CSU ☼

Prerequisite: MATH 115 with a grade of C or better or placement into MATH 125 or Higher.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This is a macroeconomics course which is a continuation of the introductory principles of economics. Topics considered include: national income and employment; economic fluctuations; business cycles; money, credit and banking; public financing and taxation; monetary, fiscal, and economic stabilization policies; international trade, tariffs, payments and policies; comparative economic systems; economic growth and development. Contemporary economic developments are considered throughout the course. Meets the general education Social Science requirement.

C-ID: ECON 202

008 Survey of Economics (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course is a one semester broad survey of economic ideas and theories in the context of economic history (with references to major economic thinkers) suitable for Pre-Business and Non-Business majors. Starting with history and evolution of economic ideas, both microeconomic and macroeconomic topics are covered including general principles of demand and supply, production and cost, market structures, profit motive, inflation, unemployment, fiscal and monetary policy and international trade. The course is designed for students who desire to acquire a general perspective of the economy without the intensive and theoretical and quantitative analysis and policy applications of Economics 1 and 2.

A STUDENT MAY RECEIVE CREDIT FOR ECON 008, 001 AND 002 ONLY IF ECON 008 IS COMPLETED BEFORE ECON 001 AND 002.

010 Economic History of the United States (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is a survey of the economic development of the United States emphasizing a topical approach rather than strict chronology. Consideration is given to European backgrounds and the rise of capitalism, the evolving and technological nature of the economy as applied to agriculture, industry, commerce, the labor movement, business cycles, principles of national and California State constitutional and local government structures, functioning and economic legislation, and other essential economic relationships. It is recommended for economics, social science, humanities, general education, and business majors. The course meets both the Social Science and American Institutions requirements for certification but is not acceptable as a substitute for Economics 1 or 2.

030 Comparative Economics Systems (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

The course provides an examination of how different economic systems function. A major focus is on the differences between market and planned command economies, both in theory and practice. The issues surrounding transformation are considered. Case studies in the course include: the former USSR, China, Mexico, England, Sweden, Poland, Japan, and the Middle East.

COURSE DESCRIPTIONS

040 History of Economic Thought (3) UC:CSU

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course studies the history and evolution of economic ideas. Prominent economists such as Adam Smith, David Ricardo and Karl Marx are studied. The course covers competing paradigms in economics, including neoclassicism, monetarism, American Institutional school, Keynesian school, and others and establishes links between the evolution of economic ideas and the economic history of Europe and the United States.

050 Principles of Financial Economics (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Students in this course will examine financial problems in economics. Some major topics in the class are: the history and evolution of money, the commercial banking system, the Federal Reserve System, theories of money and monetary policies, the capital markets, mortgage markets, stock and bond markets and the international and foreign exchange markets.

060 Economics and the Environment (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course provides an introduction to the economics of environmental issues and policies. It examines topics such as land use, energy, climate change, pollution, and the efficient use of natural resources. Special attention is paid to property rights, externalities, public goods, sustainability, and population growth as determining factors of environmental policy in reducing the costs of pollution.

EDUCATION (EDUC)

002 Introduction to Education I (1) CSU

Prerequisite: None.

Lecture, 1 hour.

This course introduces students to the various fields of educational thought and practice, general vocational orientation, and observation of the teacher at work.

203 Education in American Society (3) UC:CSU

Prerequisite: None.

Recommended: ENGLISH 101.

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. A minimum of 45 hours of observation of and participation in a multicultural accredited K - 12 school setting is required. The course content standards include the California Standards of Teaching Professionals (CSTP) and Teaching Performance Expectations (TPE). Additional topics include the roles of the teachers in general and special education, history and governance of schools, examination of one's beliefs about teaching, and accommodating diverse learners. The course content standards are integrated into the reflective coursework and structured 45 hours of field experience in school settings.

C-ID: EDUC 200

240 Online Pedagogy and Teaching Modalities (3)

Prerequisite: None

Lecture, 3 hours.

Utilizing adult learning theory and research, this course focuses on how to teach online and deliver classes that lead to student success. Best practices for both online students and instructors are covered, along with discussions of relevant online and adult learning theories and associated activities. The various delivery methods of computer-mediated instruction, such as fully online courses, hybrid courses, and Web-enhanced courses are compared and contrasted. This course is relevant for any learning management system.

250 Adult Learning and Motivation (3)

Prerequisites: None

Lecture, 3 hours.

This course is designed for participants in the LACCD District Academic Senate's Professional Development College (PDC). The course provides tools for current or future teachers or Project MATCH participants to acquire and/or better understand the process of facilitating adult learning, conditions that stimulate adult student motivation, and the methods that can enhance this process. Topics covered are adult learning theory, characteristics of effective teachers, philosophical and teaching style orientations, instructional design, classroom management, and motivational teaching methods. This course examines the andragogical model of adult learning and surveys an array of research-based and culturally-responsive teaching strategies and techniques to use in the classroom.

PROSPECTIVE ENROLLEES MUST ENROLL THROUGH THE PDC DIRECTOR AT THE LACCD PDC.

252 Curriculum Development and Instructional Design (3)

Prerequisites: None

Lecture, 3 hours.

This course is designed for participants in the LACCD District Academic Senate's Professional Development College (PDC). The course is designed to assist students made up of current or future teachers or Project MATCH participants in developing essential skills for curriculum restructuring, planning, and implementation and responds to the question, 'What will the students learn and how will we teach it?' Three essential processes - curriculum development, assessment, and instruction - are considered with respect to relevant theory, research, and practice. This course explores various teaching techniques and instructional strategies. Field experiences designed to provide a practical application for the demonstration of theory applied to practice is an integral part of the course.

PROSPECTIVE ENROLLEES MUST ENROLL THROUGH THE PDC DIRECTOR AT THE LACCD PDC.

385 Directed Study - Education (3) CSU

Prerequisite: None

Offered on a Pass/No Pass basis only.

Lecture, 3 hours.

This course allows students to pursue directed study in Education under the direction of a supervising instructor.

Credit limit: A maximum of 3 units per subject in Directed Study may be taken for credit.

UC CREDIT FOR INDEPENDENT STUDY/DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

911-921-931-941 Cooperative

Education - Education (1-4) CSU

Education is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

ELECTRONICS (ELECTRN)

002 Introduction to Electronics (3) CSU

Prerequisite: None.

Lecture, 3 hours.

EL-2 is 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, and construct numerous electronic circuits and projects. This is a great introduction to the field of electronics.

004 Fundamentals of Electronics I (4) CSU

Prerequisite: MATH 115 with a grade of C or better.

Lecture, 3 hours; laboratory, 3 hours.

The EL-4 lecture provides a detailed study of direct current (DC) theory and applications. Topics include: (1) quantities and units, (2) voltage, current, and resistance, (3) Ohm's Law, energy and power, (4) series circuits, (5) parallel circuits, (6) series-parallel circuits, and (7) magnetism and electromagnetism. The EL-4 laboratory provides experience in applying electrical laws and test equipment to direct current (DC) circuits. Students will breadboard various circuits and use lab equipment such as the variable power supply to power circuits and the digital multimeter (DMM) to measure resulting currents and voltages.

006 Fundamentals of Electronics II (4) CSU

Prerequisite: ELECTRN 004 with a grade of C or better.

Lecture, 3 hours; laboratory, 3 hours.

The EI-6 lecture includes the theory and practice of alternating current principles. Topics include: (1) series and parallel resonance, (2) transformers, (3) single and polyphase voltages, (4) filters and an introduction to pulse waveforms. The EI-6 laboratory course includes the experimental study discussed in lecture. Data are gathered from series-parallel, tuned and untuned circuits, and transformers. Extensive use is made of signal generators, digital multimeters and the oscilloscope.

020 Electronic Circuits I (4) CSU

Prerequisite: ELECTRN 004 with a grade of C or better.

Lecture, 3 hours; laboratory, 3 hours.

The class reviews basic electronics and then covers theory and application of basic active semiconductor components such as diodes, transistors, FETs, and integrated circuits. The Laboratory portion includes construction and measurements related to circuits studied.

022 Electronic Circuits II (4) CSU

Prerequisite: ELECTRN 020 with a grade of C or better.

Lecture, 3 hours; laboratory, 3 hours.

The student will continue to learn operational amplifier theory with integrated circuit theory and laboratory experiments. Students will study comparator and voltage regulator theory and build and use test equipment provided in the lab.

034 Introduction to Biomedical Electronics (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course is a study of biomedical instrumentation and equipment used in the health care field, emphasizing in general and critical care applications. The source of bio-electric potentials and their appearance in ECG, EEG, EMG equipment, stress testing, blood pressure, exhalation gases and heart sounds will be covered. Operating principles of transducers, amplifiers, patient monitors, fetal monitors, defibrillators/pacers and electrosurgical machines are discussed. The theory of shock hazards, safety regulations (TJC, FDA and CMS), equipment's safety inspection and hospital safety practice for patient and staff safety are emphasized.

036 Biophysical Measurements I (4) CSU

Prerequisite: ELECTRN 020 and ELECTRN 034 with grades of C or better.

Lecture, 3 hours; laboratory, 3 hours.

This lecture/laboratory course covers biomedical equipment services in operating rooms and medical imaging systems. This course covers the theory of operation, circuit analysis, troubleshooting techniques, equipment calibration and medical applications for a variety of instrument and devices in surgery area and the radiology services including LASERS, sterilizers, surgical instrument's maintenance, endoscopy systems, ultrasound imaging systems, X-ray systems, MRI and CT-Scanner.

038 Biophysical Measurements II (4) CSU

Prerequisite: ELECTRN 020 and ELECTRN 034 with grades of C or better.

Lecture, 3 hours; laboratory, 3 hours.

This is the second lecture/lab course on biomedical life support equipment, respiratory care equipment, anesthesia care equipment and medical laboratory equipment. This course covers the human respiratory system, cardiovascular system, the fundamental concepts of life support systems, the theory of operation of equipment, circuit designed analysis, troubleshooting techniques, equipment maintenance, calibrating, and medical application for most of the life support equipment in the Intensive Care Units or in the Operating Rooms, and Clinical Laboratory equipment.

054 Computer Logic (4) CSU

Prerequisite: None.

Lecture, 3 hours; laboratory, 3 hours.

A lecture/lab course on digital electronics, covering topics such as: number systems and codes, logic gates, combinational logic, encoders and decoders, multiplexers and demultiplexers, multivibrators, shift registers and counters, D/A and A/D convertors, semiconductor memories, and an introduction to microprocessors. Students will construct various digital circuits and use test instruments to analyze circuit operation.

064 Technical Computer Applications (4)

Prerequisite: ELECTRN 002 and ELECTRN 054 with grades of C or better.

Lecture, 3 hours; laboratory, 3 hours.

This course covers the application of computers in electronic circuit design and analysis. It provides students with skills necessary to employ computer software such as Circuit Maker, Multisim, PSpice and LabView.

109 Computer Hardware (4) CSU

Prerequisite: None

Lecture, 3 hours; laboratory 3 hours.

This course is designed for those who want to study and understand what is happening inside computers. This theory course covers installation and troubleshooting of hardware and software components. In addition, this course prepares you for the A+ Core Hardware Exam and A+ Operating System Technologies Exam for CompTIA A+ Certification. No experience in electronics is assumed.

113 Computer Networking (3) CSU

Prerequisite: None.

Lecture, 3 hours; laboratory, 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, Linux+. It covers networking hardware and software components. Student should have a background in basic computer concepts. No experience in electronics is assumed.

210 Introduction to Solar Electric Systems (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides the student with an introduction to the rapidly growing field of Solar Photovoltaic Systems, including theory, design, installation, and maintenance basics of these systems for residential and industrial installations. The basic elements of these systems will be covered. The course will begin with a review of basic electric circuits. NABCEP exam preparation is included.

COURSE DESCRIPTIONS

240 Industrial Electronics I (4)

Prerequisite: None.

Lecture, 3 hours; laboratory, 3 hours.

This class covers Programmable Logic Controllers (PLC). Students will learn principles and industrial applications of PLCs. Installation and programming of PLCs will be implemented in the lab environment. Ladder and Boolean programming method is discussed. Students will design, troubleshoot and install various industrial PLC programs, programming procedures and functions. Multiple hardware, input and output devices will be used.

911-921-931-941 Cooperative Education - Electronics (1-4) CSU

Electronics is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

ENGINEERING, GENERAL (ENG GEN)

101 Introduction to Science, Engineering and Technology (2) UC:CSU

Prerequisite: None.

Lecture, 2 hours.

The course will introduce students to the many activities and rewards offered in the engineering and technical professions through the presentation of pertinent information and practical problems.

131 Statics (3) UC:CSU

Prerequisite: PHYSICS 037 with a grade of C or better.

Lecture, 3 hours.

This course will study mechanics, vector force systems and equilibrium conditions with emphasis on engineering problems involving structures, distributed forces, internal forces, and friction. Basic concepts and methods for calculating centroids and area moments of inertia for various cross sections will be presented, along with an introduction to the principle of virtual work.

151 Materials of Engineering (3) UC:CSU

Prerequisite: CHEM 101 with a grade of C or better.

Lecture, 3 hours.

This is an introductory course on the properties of materials, with applications to engineering systems. The class covers dependency of properties on internal structure, structures and properties of metals and alloys and their response to thermal and mechanical treatments, and structures and properties of non-metallic materials. The class is required of all Engineering majors.

911-921-931-941 Cooperative Education - Engineering, General (1-4) CSU

General Engineering is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

ENGINEERING, GENERAL IS APPROVED FOR COOPERATIVE EDUCATION, WORK EXPERIENCE, AND INTERNSHIPS. SEE LISTING UNDER COOPERATIVE EDUCATION.

ENGINEERING, GENERAL TECHNOLOGY (EGT)

100 Introduction to Sustainable Construction Management (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This is an introductory course in sustainable construction management, with emphasis on blue print reading, managing budgets, construction industry standards, software usage, safety regulations, use of environmentally sound materials and methods of construction. The course also reviews extensively the role of local, state, and federal government agencies, insurances and bonds within the construction industry.

103 Code and Zoning Regulations (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an in depth review of California Building Code, Disabled Access (ADA), as well as governing energy efficiency and sustainability regulations, known as Title 24, and State sponsored LEED program and certification. These regulations are the very basic foundation of every 'Smart' design and construction project that is energy efficient and provides a sustainable, safe and friendly environment for its occupants.

104 Cost Analysis and Estimation (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This Course is an in-depth discussion of the Cost Estimation process for buildings in the construction industry with emphasis on obtaining skills to accurately measure areas, volumes and related cost including labor for various materials, interpreting construction documents and specifications, determining labor and material costs based on project location and types of contracts, applying unit cost analysis during bidding process, implementing general conditions of the contract for site mobilization and determining percentages of overhead and profit in a project.

211 Elementary Engineering Graphics (3)

Prerequisite: None.

Lecture, 1 hour; laboratory, 5 hours.

This course provides an introduction to the basic fundamentals of 2D Mechanical Drafting utilizing Autocad Computer Aided Design (CAD) software tools. The course includes a study of industry standards used for drafting mechanical engineering drawings.

212 Applied Engineering Computer Graphics I (3)

Prerequisite: EGT 211 with a grade of C or better.

Lecture, 1 hour; laboratory, 5 hours.

This course provides intermediate training in 2D mechanical detail drafting utilizing Autocad Computer Aided Drafting (CAD) software tools with emphasis on developing skills and proficiency. This course includes the practical application of industry drafting standards for drawing orthographic view projections and Geometric Dimensioning and Tolerancing techniques.

213 Introduction to Autocad (3)

Prerequisite: EGT 212 with a grade of C or better.

Lecture, 2 hours; laboratory, 4 hours.

This course provides advanced training in 3D mechanical parametric modeling utilizing Siemens Unigraphics Solutions (UGS) SolidEdge (CAD) software tools with emphasis on developing skills and proficiency. This course includes the practical application of a feature based parametric 3D master model concept for mechanical engineering design.

911-921-931-941 Cooperative Education - Engineering Technology, General (1-4) CSU

Engineering Technology, General is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

ENGLISH

067 Writing Laboratory (0.5) NDA*Prerequisite: None.**Offered on a Pass/No Pass basis only.***Laboratory, 1 hour.**

Students will improve their writing skills through one-to-one tutoring conferences, writing workshops, and computer instruction with assistance from an instructor and tutors. Students will develop their understanding of purpose, audience, invention, drafting, revision, and editing. Students will also focus on improving punctuation, mechanics, and grammar. This class may be taken by students at any level of English.

068 Reading Laboratory (0.5) NDA*Prerequisite: None.**Offered on a Pass/No Pass basis only.***Laboratory, 1 hour.**

Students will improve their reading comprehension and develop critical reading skills through individual help from instructor, one-to-one tutoring conferences, group workshops, and computer instruction by practicing previewing, paraphrasing, drawing inferences and summarizing/evaluating a variety of texts. This course can complement any other class that has assigned readings, or it can be taken independently.

069 Writing and Revising on the Computer (1)*Prerequisite: None.**Offered on a Pass/No Pass basis only.***Laboratory, 2 hours.**

Students practice editing, formatting, drafting, researching on the Internet, creating blogs, and developing resumes. Students will learn basic word processing skills as well as general guidelines for navigating the Internet.

072 English Bridge (1)*Prerequisite: None**Offered as a Pass/No Pass basis only.***Lab, 2 hours**

This course offers directed practice to English students of varying skill levels.

075 Methods for Peer Tutoring (1) NDA*Prerequisite: None.**Offered on a Pass/No Pass basis only.***Lecture, 1 hour.**

Students preparing to work in a tutoring center will examine pedagogical approaches to peer tutoring and engage in active sharing of their own learning process.

101 College Reading and Composition I (3) UC:CSU ☼

Prerequisite: E.S.L. 008 with a grade of C or better or placement into ENGLISH 101 or appropriate skill level demonstrated through the English placement process.

*Cannot be taken for P/NP.***Lecture, 3 hours.**

English 101 is required for AA and GE/transfer completion. Student placement in English 101 is determined by multiple measures of assessment. This course introduces students to academic reading and writing, critical thinking, and principles of rhetoric. Students will use their creative compositional and critical thinking skills to write college-level essays in response to academic articles.

C-ID: ENGL 100**102 College Reading and Composition II (3) UC:CSU ☼**

Prerequisite: ENGLISH 101 with a grade of C or better.

Lecture, 3 hours.

This course develops reading, writing, and critical thinking skills beyond the level achieved in English 101 and requires the writing of a minimum of 10,000 words in essays and a research paper throughout the semester. It emphasizes logical reasoning, analysis, and strategies of argumentation using literature and literary criticism. Evaluations of texts reveal the multicultural/global aspects of our society, which include traditional and contemporary forms in fiction, poetry, essays, and drama.

C-ID: ENGL 120**103 Composition and Critical Thinking (3) UC:CSU ☼**

Prerequisite: ENGLISH 101 with a grade of C or better.

Lecture, 3 hours.

This course is designed to help students develop critical thinking, writing, and research skills beyond the level achieved in English 101. Students will read and critically evaluate (for meaning, purpose, strategy, and style) expository and argumentative essays from a variety of sources and multi-cultural perspectives and then use these essays as rhetorical models for their own writing assignments.

C-ID: ENGL 105**105 Introduction to Language and Linguistics (3) UC:CSU***Prerequisite: None.***Lecture, 3 hours.**

This course is a summary of what is known about human language: an introduction to the scientific study of language, its history and structure; language in its social and cultural setting; language, the learning tool. Students may not earn credit for both English 105 and Linguistics 1.

124 Short Story Writing I (3) UC:CSU

Prerequisite: ENGLISH 101 with a grade of C or better.

Lecture, 3 hours.

Students will develop skills in writing the traditional short story. Emphasis is on discussion of students' writing with some discussion of works of major writers. The course deals with marketing and preparing manuscripts for submission to publishers. Students may submit manuscripts to the college literary magazine.

125 Short Story Writing II (3) UC:CSU

Prerequisite: ENGLISH 124 with a grade of C or better.

Lecture, 3 hours.

This course is a continuation of English 124 with the opportunity to write longer, more complex works of experimental fiction suitable for publication.

127 Creative Writing (3) UC:CSU

Prerequisite: ENGLISH 102 with a grade of C or better.

Lecture, 3 hours.

This course is a writing workshop for students interested in writing fiction and poetry. Students will present their work to the class for criticism. The course includes lectures, demonstrations, readings with critical response, and individual conferences with instructor. The course also includes study and analysis of the works of established and peer writers through lectures, demonstrations, and individual conferences with instructor.

NOTE: UC ALLOWS A MAXIMUM OF 6 TRANSFERABLE UNITS FOR THIS COURSE.

MAXIMUM UC CREDIT IS 6 UNITS.

C-ID: ENGL 200**203 World Literature I (3) UC:CSU**

Prerequisite: ENGLISH 101 with a grade of C or better.

Lecture, 3 hours.

This course surveys world literature in translation with representative selections from Asian literature, the Bible, Greek and Latin literature, and European masterpieces of the Middle Ages and Renaissance.

C-ID: ENGL 140**204 World Literature II (3) UC:CSU**

Prerequisite: ENGLISH 101 with a grade of C or better.

Lecture, 3 hours.

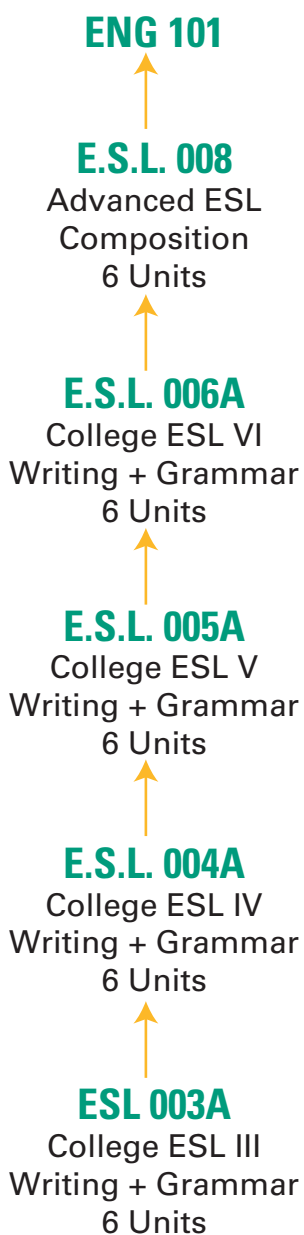
This course surveys world literature in translation from the Renaissance to the present with selections from representative masterpieces of European Continental Literature and their colonies, i.e. French, German, Scandinavian, Russian, and Spanish; Africa; the Middle East; and Asia.

C-ID: ENGL 145

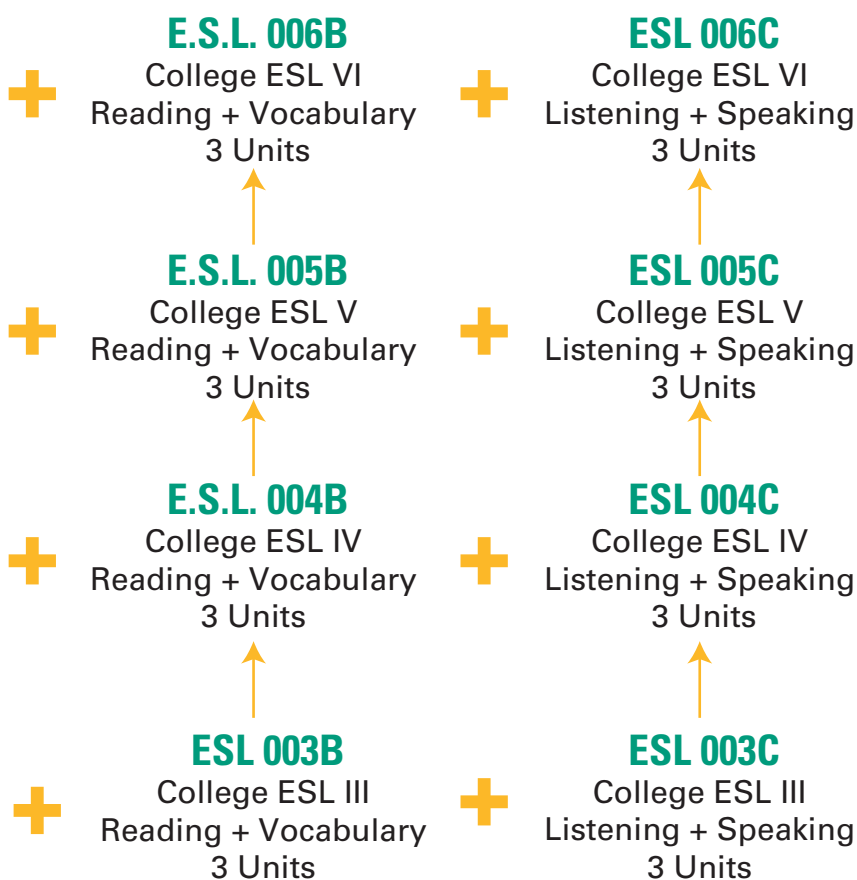
COURSE DESCRIPTIONS

CREDIT ESL COURSES

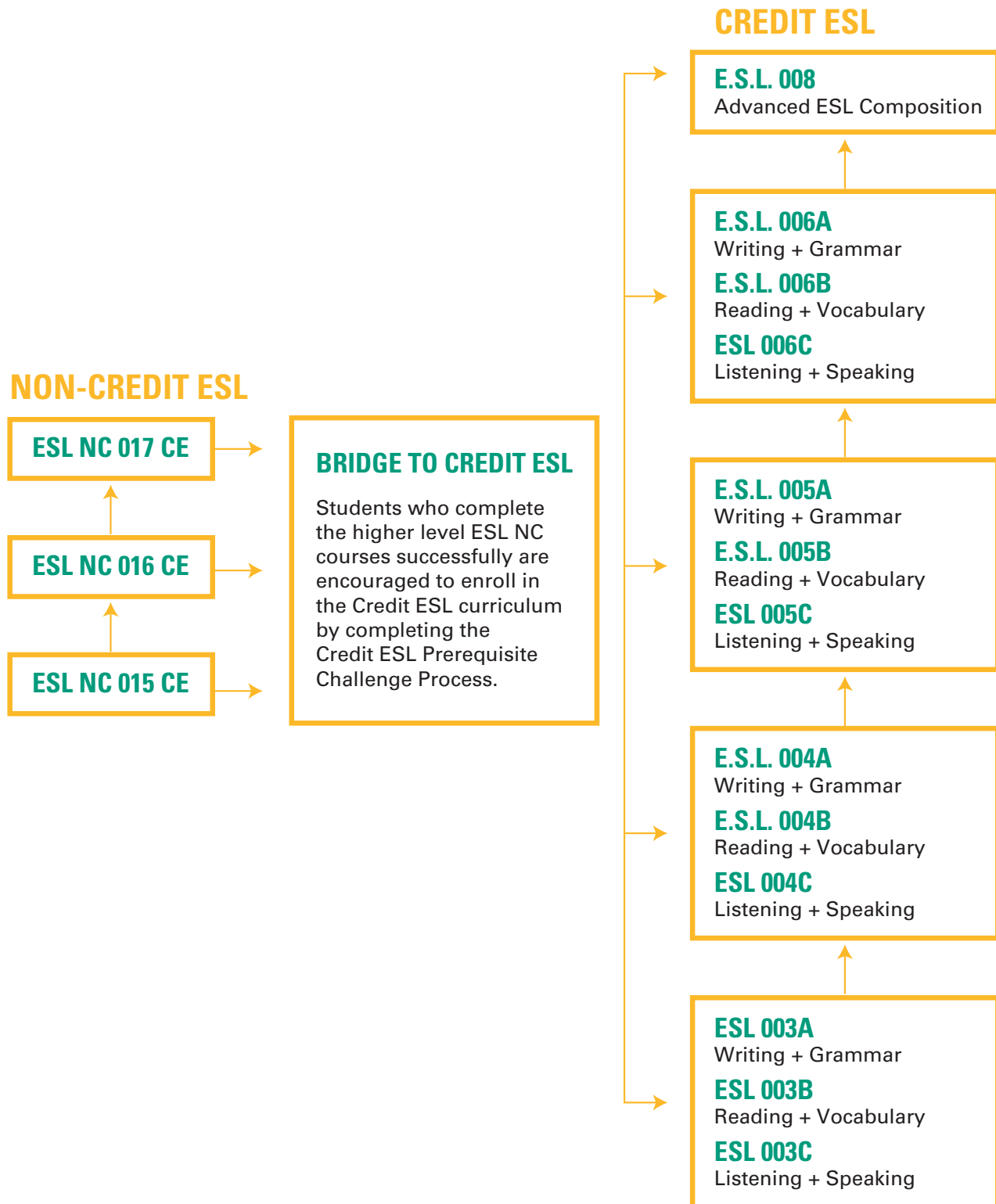
REQUIRED COURSES



SUPPLEMENTAL COURSES



TRANSITION FROM NONCREDIT ESL TO CREDIT ESL



COURSE DESCRIPTIONS

205 English Literature I (3) UC:CSU ☉

Prerequisite: ENGLISH 102 with a grade of C or better.

Lecture, 3 hours.

This course surveys British literature from the eighth through the eighteenth century, emphasizing major figures and works.

C-ID: ENGL 160

206 English Literature II (3) UC:CSU ☉

Prerequisite: ENGLISH 102 with a grade of C or better.

Lecture, 3 hours.

This course surveys major authors in British Literature from the Romantic Period to the present.

C-ID: ENGL 165

207 American Literature I (3)

UC:CSU ☉

Prerequisite: ENGLISH 102 with a grade of C or better.

Lecture, 3 hours.

This course surveys American literature from 1608 to the Civil War, emphasizing major writers and works.

C-ID: ENGL 130

208 American Literature II (3)

UC:CSU ☉

Prerequisite: ENGLISH 102 with a grade of C or better.

Lecture, 3 hours.

This course surveys American literature from the Civil War to the present, emphasizing major writers and works.

C-ID: ENGL 135

252 The English Bible as Literature (3)

UC:CSU

Prerequisite: ENGLISH 101 with a grade of C or better.

Lecture, 3 hours.

Students will learn how to analyze and view the Bible as a literary text considering the cultural and historical implications. Students will be able to analyze and synthesize Biblical stories and narratives in light of our current cultural and literary conventions.

253 Opera as Literature (3) UC:CSU

Prerequisite: ENGLISH 101 with a grade of C or better.

Lecture, 3 hours.

Participants will analyze recognized masterpieces by Puccini, Bizet, Verdi, Stravinsky, et alia through study of each opera's literary source(s) and the way in which literary elements reappear in the musical-dramatic-visual contexts in performance.

ENGLISH AS A SECOND LANGUAGE (E.S.L. OR ESL)

ESL 003A College ESL III: Writing and Grammar (6)

Prerequisites: None.

Lecture, 6 hours.

This course is designed for students at the low-intermediate level of English language acquisition. This course provides instruction in basic and low-intermediate grammar, writing of sentences and short paragraphs, reading at a low-intermediate level, and spoken communication.

ESL 003B College ESL III: Reading and Vocabulary (3)

Prerequisites: None.

Recommended: ESL 003A, ESL 003C with a grade of C or better. Concurrent enrollment in ESL 003A, 003B, and 003C is strongly recommended.

Lecture, 3 hours.

Students in this low-intermediate ESL course learn reading comprehension, critical reading, and vocabulary skills to prepare for their academic work across the curriculum. This course is designed to build academic language fluency including academic vocabulary.

ESL 003C College ESL III: Listening and Speaking (3)

Prerequisites: None.

Recommended: ESL 003A, or ESL 003B with a grade of C or better. Concurrent enrollment in ESL 003A, 003B, and 003C is strongly recommended.

Lecture, 3 hours.

Students at the low-intermediate ESL level learn skills to improve listening and speaking to prepare them for college work.

E.S.L. 004A College ESL IV: Writing and Grammar (6)

Prerequisite: ESL NC 017CE with a grade of P, or ESL 003A with a grade of C or better, or appropriate skill level demonstrated through the ESL placement process.

Recommended: E.S.L. 004B and ESL 004C.

Lecture, 6 hours.

This course is an intermediate-level E.S.L. course. Students will develop written composition, grammar, and critical reading skills in writing paragraphs and short essays as well as grammar, reading, and verbal communication at the intermediate level.

E.S.L. 004B College ESL IV: Reading and Vocabulary (3)

Prerequisite: English as a Second Language 3B, or appropriate skill level demonstrated through the ESL placement process.

Students enrolled in E.S.L. 004A, 005A, 006A, 008, or ENGLISH 101 or higher may automatically enroll in E.S.L. 004B without completing a pre-requisite challenge.

Lecture, 3 hours.

This course complements English as a Second Language 4A, providing intensive instruction in reading comprehension, critical reading, and vocabulary skills at an intermediate level. Emphasis is placed on identifying the stated and implied main ideas and supporting details of readings written at the intermediate level. Students continue to develop their vocabulary.

ESL 004C College ESL IV: Listening and Speaking (3)

Prerequisites: ESL 003C, or appropriate skill level demonstrated through the ESL placement process.

Students enrolled in E.S.L. 004A, 005A, 006A, 008, or ENGLISH 101 or higher may automatically enroll in ESL 004C without completing a pre-requisite challenge.

Lecture, 3 hours.

Students in this intermediate ESL course improve their listening comprehension and oral fluency to prepare for academic work across the curriculum. Speaking practice includes level-appropriate activities such as discussions and interviews using academic vocabulary.

E.S.L. 005A College ESL V: Writing and Grammar (6) CSU

Prerequisite: E.S.L. 004A or ESL 361 with a grade of C or better, or appropriate skill level demonstrated through the ESL placement process.

Recommended: ESL 005B and ESL 005C.

Lecture, 6 hours.

This course is designed for students at the high-intermediate level of English language acquisition. This course provides instruction in writing essays, critical thinking, grammar, reading, and verbal communication at the high intermediate level.

E.S.L. 005B College ESL V: Reading and Vocabulary (3) CSU

Prerequisite: E.S.L. 004B, or appropriate skill level demonstrated through the ESL placement process.

Students enrolled in E.S.L. 005A, 006A, 008, or ENGLISH 101 or higher may automatically enroll in E.S.L. 005B without completing a pre-requisite challenge.

Lecture, 3 hours.

This course complements E.S.L. 5A and E.S.L. 5C, providing intensive instruction in reading comprehension and vocabulary development at a high intermediate level. Emphasis is placed on identifying the stated and implied main ideas and supporting details of reading selections as well as transitions and patterns of organization. Students continue to develop their vocabulary.

ESL 005C College ESL V: Listening and Speaking (3) CSU

Prerequisite: ESL 004C, or appropriate skill level demonstrated through the ESL placement process.

Students enrolled in E.S.L. 005A, 006A, 008, or ENGLISH 101 or higher may automatically enroll in ESL 005C without completing a pre-requisite challenge.

Lecture, 3 hours.

Students in this high-intermediate ESL course improve their listening comprehension and oral fluency to prepare for academic work across the curriculum. Speaking practice includes level-appropriate activities such as discussions, and interviews using academic vocabulary.

E.S.L. 006A College ESL VI: Writing and Grammar (6) UC:CSU

Prerequisite: E.S.L. 005A or ESL 362 with a grade of C or better, or appropriate skill level demonstrated through the ESL placement process.

Recommended: E.S.L. 006B and ESL 006C.

Lecture, 6 hours.

This course is designed for students at the advanced level of English language acquisition and provides instruction in writing extended essays using a variety of rhetorical modes, critical thinking, reading at the advanced level, and verbal communication.

E.S.L. 006B College ESL VI: Reading and Vocabulary (3) CSU

Prerequisite: E.S.L. 005B, or appropriate skill level demonstrated through the ESL placement process.

Students enrolled in E.S.L. 006A, 008, ENGLISH 101 or higher may automatically enroll in E.S.L. 006B without completing a pre-requisite challenge.

Lecture, 3 hours.

This course complements E.S.L. 6A and E.S.L. 6C, providing intensive instruction in reading comprehension and vocabulary development at an advanced level. Emphasis is placed on developing critical reading skills needed to understand academic texts. Students develop skills in annotating, outlining, and summarizing texts. Students acquire knowledge of more sophisticated, academic vocabulary.

ESL 006C College ESL VI: Listening and Speaking (3) CSU

Prerequisite: ESL 005C, or appropriate skill level demonstrated through the ESL placement process.

Students enrolled in E.S.L. 006A, 008, ENGLISH 101 or higher may automatically enroll in ESL 006C without completing a pre-requisite challenge.

Lecture, 3 hours.

Students in this low-advanced ESL course improve their listening comprehension and oral fluency to prepare for academic work across the curriculum. Speaking practice includes level-appropriate activities such as presentations, discussions, and debates using academic vocabulary.

E.S.L. 008 Advanced ESL Composition (6) UC:CSU

Prerequisite: E.S.L. 006A or ESL 363 with a grade of C or better, or appropriate skill level demonstrated through the credit ESL placement process.

Lecture, 6 hours.

This high-advanced ESL composition course leads to English 101 and provides students with practice in essay writing and advanced grammar based on analytical reading and critical thinking. Students plan, draft, revise, and edit compositions of increasing sophistication and complexity by researching various topics and synthesizing sources to support a writing topic. Readings from culturally diverse traditions provide exposure to a range of genres and a broader cultural and historical understanding of the world.

ENVIRONMENTAL SCIENCE (ENV SCI)**001 Introduction to Environmental Science (3) UC:CSU ☼**

Prerequisite: None.

Lecture, 3 hours.

This course introduces scientific analysis of real-world challenges and issues related to physical processes in the environment. Topics include environmental systems and cycles, uneven consumption and degradation of global resources, sustainability, climate change, conventional and alternative energy sources, waste treatment, recycling, and the future of food. Practical solutions employing an interdisciplinary approach are emphasized. This course satisfies, in part, the natural science requirement for general education.

007 Introduction to Environmental Geology (3) UC:CSU

(Same as GEOLOGY 010)

Prerequisite: None.

Lecture, 3 hours.

This course examines how geologic processes and hazards influence society and the environment. The topics covered include geologic hazards such as earthquakes, volcanic eruptions, and tsunamis; mineral resources, groundwater, pollution, and current environmental and regulatory public policy. A field trip is offered for the course.

STUDENTS MAY NOT EARN CREDIT FOR BOTH ENV SCI 7 AND GEOLOGY 10.

022 The Human Environment: Physical Processes Lab (2) UC:CSU ☼

Prerequisite: ENV SCI 001 with a grade of C or better or concurrent enrollment.

Lecture, 1 hour, laboratory 2 hours.

This is an introductory lab course in which students will work individually and in teams to investigate the causes and consequences of key environmental issues. Field sampling, laboratory procedures and data analysis skills are emphasized as we explore our natural world. Particular attention is paid to water, energy, consumption, food, sustainability, waste and recycling.

COURSE DESCRIPTIONS

ENVIRONMENTAL STUDIES (ENVSTDS)

101 Introduction to Environmental Studies (3) UC:CSU

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course provides an interdisciplinary overview from a social science perspective of the local and global impacts of humans on the natural environment over human history. 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. This course partially satisfies the Social and Behavioral Sciences requirement for General Education.

FINANCE

002 Investments (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides an introduction to analyzing stocks and bonds, mutual funds, real estate trusts, commodities, and related investments. Functions and operations of the investment market are also studied.

008 Personal Finance and Investments (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an introduction to the concepts and tools necessary for the responsible allocation of personal resources. Emphasis is on the significant financial decisions facing each household during its life cycle, including budgeting, record keeping, consumer purchases, credit, home ownership, insurance, investing, retirement and estate planning.

911-921-931-941 Cooperative Education - Finance (1-4) CSU

Finance is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

FIRE TECHNOLOGY (FIRETEK)

027 Wildland Firefighter (4) CSU

Prerequisite: None.

Lecture, 3.5 hours; Laboratory, 1 hour.

This course prepares the student for entry level jobs in Wildland Firefighting. It combines classroom instruction with hands-on training. A certificate of recognition for completing the course is awarded.

096 Emergency Medical Technician (8) CSU

Prerequisites for the EMT program: Students must be 18 years old, no felony convictions and a current CPR certification. The CPR certification needs to be 'BLS for the Health Care Provider' from the American Heart Association or American Red Cross. Students must present the CPR card to the instructor no later than the first day of class.

Lecture, 6 hours; Laboratory, 4 hours.

This course is designed to provide a basis for gaining Emergency Medical Technician [EMT] certification. The student will be given the opportunity to develop the necessary knowledge, skills and abilities required to successfully complete the 180 hours of instruction and will then qualify them to take the National Registry EMT certification examination which certifies students as EMT's for a period of two years. Upon successful completion of the National Registry EMT certification examination, an EMT may gain employment with an ambulance service, in a hospital emergency room or work in a clinical setting as well as being a prerequisite for firefighting or paramedic careers.

201 Fire Protection Organization (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an introduction to the fire service and fire protection, careers in fire departments and related fields. The history of fire protection, fire loss causes, public and private protection services will be included as well as Fire department organization, fire fighting tactics, fire prevention, tools, equipment, apparatus, alarm systems and water systems. This course includes field trips.

202 Fire Prevention (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course introduces the concepts for making effective, complete and legal inspections by knowing fire prevention concepts. These concepts include history, organization, law, fire causes, procedures, techniques, enforcement and records. Hazards by occupancy, fire protection equipment, fire investigation, public education and special problems will be studied.

203 Fire Protection Equipment and Systems (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course is a study of portable fire extinguishing equipment and permanent systems such as sprinklers, CO2, dry chemical and halon. Detection and alarm systems, explosion prevention, computer protection and special hazards will be covered. The installation, testing, maintenance and fire department use of these systems will be emphasized.

204 Building Construction for Fire Protection (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course will cover the fundamentals of building construction as they relate to fire prevention and suppression and the classification of building by type of construction and use. In the course an emphasis will be placed on fire protection features.

205 Fire Behavior and Combustion (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course covers theory and fundamentals of how and why fires start, spread and are controlled; and in-depth study of fire chemistry and physics, fire characteristics of materials, extinguishing agents and fire control techniques.

185 Directed Study - Fire Technology (1) CSU

285 Directed Study - Fire Technology (2) CSU

385 Directed Study - Fire Technology (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

This class allows students to pursue Directed Study in Fire Technology on a contract basis under the direction of a supervising instructor. *Credit limit: A maximum of 3 units per subject in Directed Study may be taken for credit.*

UC CREDIT FOR INDEPENDENT STUDY/ DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

911-921-931-941 Cooperative Education - Fire Technology (1-4) CSU

Fire Technology is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

FRENCH

001 Elementary French I (5) UC:CSU

Prerequisite: None.

Lecture, 5 hours.

This course introduces the student to basic French grammar and vocabulary. The focus is on the development of the four language skills: listening, speaking, reading, and writing, with special emphasis and communication in cultural settings. It introduces the student to the characteristics of diverse French and Francophone cultures. This is a web-enhanced course, requiring students to access and perform online coursework.

STUDENTS MAY NOT EARN CREDIT FOR BOTH FRENCH 001 AND THE FRENCH 021/022 COMBINATION.

002 Elementary French II (5) UC:CSU

Prerequisite: FRENCH 001 or FRENCH 022 with a grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This course completes the study of elementary grammar. It includes the reading of simplified texts with continued emphasis on aural and written comprehension, oral expression, and the writing of simple French. The readings consist of selections dealing with France and diverse Francophone cultures. Students will continue the study of French civilization and modern developments in the French-speaking world. This is a web-enhanced course, requiring students to access and perform online coursework.

003 Intermediate French I (5) UC:CSU ✪

Prerequisite: FRENCH 002 with a grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This course provides a more intensive study of the French language, including a comprehensive review of grammar and the study of advanced grammatical concepts, idiomatic expressions and irregular structures. Emphasis is placed on developing fluency in oral expression and facility in writing. Students will read and discuss cultural and literary texts in French, and advance their knowledge of French and Francophone cultures and modern developments in the French-speaking world. This is a web-enhanced course, requiring students to access and perform online coursework.

004 Intermediate French II (5) UC:CSU

✪

Prerequisite: FRENCH 003 with a grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This is the second half of Intermediate French, providing a more intensive study of the French language, including a comprehensive review of grammar and the study of advanced grammatical concepts, idiomatic expressions and irregular structures. Students will further develop their writing and communication skills in French through the study of representative French and Francophone literary and cultural texts. This is a web-enhanced course, requiring students to access and perform online coursework.

005 Advanced French I (5) UC:CSU ✪

Prerequisite: FRENCH 004 with a grade of C or better or equivalent skill level.

Lecture, 5 hours.

This course reinforces the language skills and functions presented in the intermediate French courses through an intensive review of grammatical structures and usages, a variety of written and oral activities, and exercises and tasks that promote vocabulary development and retention. Students will study a variety of literary and cultural texts of different genres and origins, with emphasis on improving oral expression, reading comprehension, and textual analysis. Students will be introduced to different types of writing (i.e. correspondence, film reviews, creative descriptions, expository writing, portraits) with an emphasis on stylistics. This course may be offered as a hybrid course. Computer skills are required for accessing and performing online activities.

006 Advanced French II (5) UC:CSU ✪

Prerequisite: FRENCH 005 with a grade of C or better or equivalent skill level.

Lecture, 5 hours.

This course reinforces the language skills and functions presented in French 4 and French 5 through an intensive review of grammatical structures and usages, a variety of written and oral activities, and exercises and tasks that promote vocabulary development and retention. Students will study a variety of literary and cultural texts of different genres and origins, with emphasis on improving oral expression, reading comprehension, and textual analysis. Students will perform different types of writing (i.e. correspondence, film reviews, creative descriptions, expository writing, portraits) with an emphasis on stylistics. This course may be offered as a hybrid course. Computer skills are required for accessing and performing online activities.

010 French Civilization (3) UC:CSU

Prerequisite: None.

(Taught in English)

Lecture, 3 hours.

This course surveys the origins, growth, and development of French civilization in its many forms, with special emphasis on modern France and Francophonie. It offers an overview of the history and geography of France and diverse Francophone countries, and of their contributions to the Western world. This is a web-enhanced course, and computer skills are necessary for accessing and performing coursework online.

021 Fundamentals of French I (3)

UC:CSU

Prerequisite: None

Lecture, 3 hours.

This course covers the first half of French 1 and is designed for absolute beginners. It provides an introduction to the fundamentals of French pronunciation, grammar, vocabulary, sentence structure, and use of idiomatic expressions. It stresses the ability to understand, read, write, and speak simple French, and gives the student cultural insights into French and Francophone worlds. Basic computer knowledge is required for online activities. French 21 and 22 together are equivalent to French 1.

STUDENTS MAY NOT EARN CREDIT FOR BOTH FRENCH 001 AND FRENCH 021/022 COMBINATION.

022 Fundamentals of French II (3)

UC:CSU

Prerequisite: FRENCH 021 with a grade of C or better

Lecture, 3 hours.

This course covers the second half of French 1 and completes Elementary French I. Students continue the study of the fundamentals of French pronunciation, grammar, vocabulary, sentence structure, and idiomatic expressions. It stresses the ability to understand, read, write, and speak simple French, as well as introduces the student to cultural insights into French and Francophone worlds. Basic computer use required for online activities. French 21 and French 22 together are equivalent to French 1. This course is also recommended for those wishing to review before taking French 2.

STUDENTS MAY NOT EARN CREDIT FOR BOTH FRENCH 001 AND THE FRENCH 021/022 COMBINATION.

COURSE DESCRIPTIONS

025 French and Francophone Short Story in Translation (3) UC:CSU

Prerequisites: None

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

Students explore the art of the short story by engaging in a critical survey of short stories by writers from France and from different French-speaking regions of the world. The works studied will be grounded in the region's historical, political, and cultural production from the nineteenth century to the present time. Students learn about key literary movements and authors, demonstrate understanding of the aesthetic and cultural specificity of the works studied, and develop critical reading and writing skills.

THE COURSE IS TAUGHT IN ENGLISH.

063 Intermediate French Conversation I (2) UC:CSU

Prerequisites: FRENCH 002

Lecture, 2 hours.

This course helps students to improve their conversational ability in French by building on the oral communication skills acquired in Elementary French. It focuses on discussions of everyday experiences, current events, cinema, cultural readings with emphasis on vocabulary-building and the use of idiomatic expressions, along with pronunciation practice. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF FRENCH.

064 Intermediate French Conversation II (2) UC:CSU

Prerequisites: FRENCH 003 or FRENCH 063

Lecture, 2 hours.

This course helps students to improve their conversational ability in French by building on the oral communication skills acquired in Intermediate French. It focuses on discussions of everyday experiences, current events, cinema, cultural readings. The emphasis is on building mid-intermediate vocabulary, practice of idiomatic expressions, and further training in pronunciation and intonation. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF FRENCH.

066 Advanced French Conversation I (2) UC:CSU

Prerequisites: FRENCH 04 or FRENCH 064

Lecture, 2 hours.

In this course, students continue to improve their conversational ability in French by building on the oral communication skills acquired in Intermediate French. It focuses on discussions of everyday experiences, current events, cinema, cultural readings with emphasis on advanced vocabulary-building and the use of idiomatic expressions, along with pronunciation practice. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF FRENCH.

185 Directed Study - French (1) CSU

285 Directed Study - French (2) CSU

385 Directed Study - French (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

This course allows students to pursue Directed Study in French on a contract basis under the direction of a supervising instructor.

Credit limit: A maximum of 3 units per subject in Directed Study may be taken for credit.

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GEOGRAPHY (GEOG)

001 Physical Geography (3) UC:CSU ☼

Prerequisite: None.

Recommended: MATH 115 or placement into a higher level of Math.

Lecture, 3 hours.

This course is an introduction to the physical geography of the global environment and the interactions between atmosphere, oceans, land and life using the scientific method. Topics include earth-sun relations, weather and climate, soils, biogeography, landforms, plate tectonics, weathering, mass wasting and the transformation of the earth by human activities. The basics of maps, Geographic Information Systems, and other tools of geographic analysis are introduced. Optional field trips are offered.

UC CREDIT FOR EITHER GEOG 001 AND 015 OR FOR 017.

C-ID: GEOG 110

002 Cultural Elements of Geography (3) UC:CSU

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introduction to human geography and the imprint of humans on the Earth. Topics include migration, population change, globalization, ethnic conflict, development, trade, environmental and social change, and the challenges of living in an increasingly interdependent and interconnected world.

C-ID: GEOG 120

003 Introduction to Weather and Climate (3) UC:CSU

(Same as Meteor 3.)

Prerequisite: None.

Recommended: MATH 115 or placement into a higher level of Math; and E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

An introduction to weather, climate and environment employing scientific method and observation. The course examines Earth's atmosphere, processes and phenomena and their impacts on humans and the global environment. Course topics include composition of the atmosphere, weather elements and controls, atmospheric processes, global circulation, storms, air pollution, global climate patterns and climate change, and techniques and tools for weather forecasting.

C-ID: GEOG 130

009 People and the Earth's Ecosystem (3) UC:CSU

Prerequisites: None.

Lecture, 3 hours.

This course is an overview of the global environment and an examination of the diversity of life and environments that make up our world. The course examines the role of humans in environmental transformation at local, regional and global levels including habitat destruction, introduced species, extinctions and climate change. Geographical case studies are explored that examine real world environmental challenges and solutions.

**014 Geography of California
(3) UC:CSU**

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course surveys the physical and cultural landscapes of California with emphasis on human-environment interaction and the natural, socio-political, economic and demographic forces that have shaped the state. The course deals with the history of the state, settlement and land-use patterns, economic activities, resource use, transportation and trade, as well as California's role in the new global economy. The political, economic, environmental and demographic challenges facing the state are also discussed. Optional field trips will be offered.

OPTIONAL FIELD TRIPS WILL BE OFFERED.

C-ID: GEOG 140

**015 Physical Geography Laboratory
(2) UC:CSU**

Prerequisite: GEOG 001 with a grade of C or better or concurrent enrollment.

Recommended: MATH 115 or placement into a higher level of Math.

Not open to students who have completed GEOG 017.

Lecture, 1 hour; laboratory, 2 hours.

This laboratory course serves as an introduction to the scientific study of the physical environment including the tools of geography (maps, GIS/GPS, remote sensing and air photos). Topics include Earth-Sun relationships, elements of weather and climate, topographic map reading and imagery interpretation, biogeography, soils, and landform evolution by tectonic, erosional and depositional forces.

FIELD TRIP OPTIONS ARE PROVIDED.

UC CREDIT FOR EITHER GEOG 001 AND 015 OR FOR 017.

C-ID: GEOG 111

**017 Physical Geography and Laboratory
(5) UC:CSU**

Prerequisite: None.

Recommended: MATH 115 or placement into a higher level of Math.

Lecture, 4 hours; laboratory, 2 hours.

This combined lecture-laboratory course introduces physical geography as a scientific discipline focused on the Earth system and human impacts on the natural environment. Topics include earth-sun relations, weather, climate, biogeography, maps and projections, plate tectonics, weathering, mass wasting and the action of water, ice and wind on landforms. Students are provided with opportunities to use geographic tools and instruments to capture, record, analyze and map data.

FIELD TRIPS ARE OFFERED.

NOTE: STUDENTS WHO HAVE TAKEN GEOG 001 WILL NOT RECEIVE CREDIT FOR GEOG 017.

UC CREDIT FOR EITHER GEOG 001 AND 015 OR FOR 017.

C-ID: GEOG 115

**025 Introduction to Geographic Information Systems and Laboratory
(4) UC/CSU**

Prerequisite: None

Lecture, 2 hours; laboratory, 4 hours.

This course will be an introduction to the study of Geographic Information Systems (GIS) science and its applications to spatial data management. Students will learn about the Identification and acquisition of GIS data. The following topics will be covered: vector and raster systems, scale, resolution, map projection, coordinate systems, georeferencing and Global Positioning Systems (GPS).

**030 Managing Natural Resources (3)
UC:CSU**

Prerequisite: None.

Lecture, 3 hours.

The topic of this course is managing natural resources sustainably. It includes a search for, and critical analysis of, policies and practices that enhance rather than destroy habitats and the functioning of natural systems. Topics include urban sprawl, deforestation, environmental justice, land use issues, soils, energy resources and alternatives, as well as water quality.

045 Food and Culture (3) CSU

Prerequisite: None.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course serves as an introduction to the geographical and cultural aspects of food, regional cuisine and global food production. Food security, food safety and the globalization of agricultural production are discussed in the context of declining soils, over-fishing and the impact of growing human populations.

OPTIONAL FIELD TRIPS ARE OFFERED.

GEOLOGY**001 Physical Geology (3) UC:CSU**

Prerequisite: None.

Lecture, 3 hours.

Physical Geology is the study of the internal and external processes which shape the earth. Topics covered include plate tectonics, volcanism, earthquakes, mountain building, geologic structures, origin of rocks and minerals, and water and energy resources. A field trip is offered for this course.

C-ID: GEOL 100

002 Earth History (3) UC:CSU

Prerequisite: None.

Recommended: GEOLOGY 001, and placement into ENGLISH 101.

Lecture, 3 hours.

Students receive an introduction to the geological history of Earth and its inhabitants, with emphasis on the evolution of life and landforms of North America. Topics include how Earth processes produce and alter landforms; climate, and energy and water resources on which humans depend; significant tectonic events such as mountain building episodes; and the evolutionary history of life on Earth, including plants, fish, dinosaurs, mammals, and humans. Multimedia presentations are used throughout the course.

FIELD TRIPS WILL BE TAKEN.

C-ID: GEOL 110

**006 Physical Geology Laboratory (1)
UC:CSU**

Prerequisite: GEOLOGY 001 with a grade of C or better or concurrent enrollment.

Laboratory, 3 hours.

The Physical Geology Laboratory provides practical experience in identifying common rocks, minerals, landforms, geologic structures, and reading and interpreting geologic and topographic maps. Field trips to local areas of geologic interest are offered.

C-ID: GEOL 100L, GEOL 120L

COURSE DESCRIPTIONS

007 Earth History Laboratory (1)

UC:CSU

Prerequisite: GEOLOGY 002 with a grade of C or better or concurrent enrollment.

Recommended: MATH 115 or placement into a higher level of Math.

Lecture, 1 hour; laboratory, 2 hours.

This is a supplemental laboratory course for Geology 2, intended to teach the scientific methods of reasoning and to give the student an acquaintance with the fundamental principles of historical geology. Laboratory exercises will examine the history of the earth from its origin to the present as interpreted from the fossil record and radiometric dating techniques. Also included will be the evolutionary study of fossils and study of rock types and ancient landforms. This course will include methods used to determine events in Earth history and reconstruct past environmental conditions.

FIELD TRIPS WILL BE TAKEN.

C-ID: GEOL 110L

010 Introduction to Environmental Geology (3) UC:CSU

(Same as ENV SCI 007)

Prerequisite: None.

Lecture, 3 hours.

This course examines how geologic processes and hazards influence human activities and the environment. The topics covered include geologic hazards such as earthquakes, volcanic eruptions, and tsunamis; mineral resources, groundwater, pollution, and current environmental and regulatory public policy planning.

A FIELD TRIP MAY BE OFFERED FOR THE COURSE.

STUDENTS MAY NOT EARN CREDIT IN BOTH GEOLOGY 010 AND ENV SCI 007.

GERMAN

001 Elementary German I (5) UC:CSU

Prerequisite: None.

Lecture, 5 hours.

This course introduces the student to basic German grammar and vocabulary. The focus is on the development of the four language skills: listening, speaking, reading, and writing, with special emphasis on communication in cultural settings. It introduces the student to the characteristics of diverse German-speaking cultures. This is a web-enhanced course, requiring students to access and perform online coursework.

002 Elementary German II (5) UC:CSU

Prerequisite: GERMAN 001 with a grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This course completes the study of elementary grammar. It includes the reading of simplified texts with continued emphasis on aural and written comprehension, oral expression, and the writing of simple German. The readings consist of selections dealing with German, Swiss and Austrian contributions in the arts, sciences and literature. Students will continue the study of German civilization and modern developments in Germany. This is a web-enhanced course, requiring students to access and perform online coursework.

003 Intermediate German I (5) UC:CSU



Prerequisite: GERMAN 002 with a grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This course provides an introduction to everyday life in German-speaking countries through authentic cultural texts, biographical profiles, short stories, and poetry in German. The course integrates grammar review, vocabulary building, and the use of idiomatic expressions, with an emphasis on discussions in German of various topics of interest. This is a web-enhanced course requiring students to access course work online.

004 Intermediate German II (5)

UC:CSU

Prerequisite: GERMAN 003 with a grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This is the second half of Intermediate German, providing a more intensive study of the German language, including a comprehensive review of grammar and the study of advanced grammatical concepts, idiomatic expressions and irregular structures. Students will further develop their writing and communication skills in German through the study of representative German, Austrian, and Swiss texts on culture, literature, and history. Special emphasis is given to oral discussions based on the readings. This is a web-enhanced course, requiring students to access and perform online coursework.

005 Advanced German I (5) UC:CSU

Prerequisite: GERMAN 004 with a grade of C or better or equivalent skill level.

Lecture, 5 hours.

This course is structured around current affairs that emerge in contemporary society in Germany, Austria, Switzerland, Luxembourg, and Liechtenstein ranging from cultural texts, news articles, audio, and video blogs, with an emphasis on speaking and writing proficiency. This is a web-enhanced course requiring students to access coursework online.

006 Advanced German II (5) UC:CSU

Prerequisite: GERMAN 005 with a grade of C or better or equivalent skill level.

Lecture, 5 hours.

This course is a continuation of German 5 (Advanced German I) and is structured around current affairs that emerge in contemporary society in Germany, Austria, Switzerland, Luxembourg, and Liechtenstein ranging from cultural texts, news articles, audio, and video blogs, with an emphasis on speaking and writing proficiency. This is a web-enhanced course requiring students to access coursework online.

010 German Civilization (3) UC:CSU

Prerequisite: None

Lecture, 3 hours.

This course provides a study of the contribution of Germanic peoples to world civilization, especially in philosophy, music, plastic arts and sciences. Lecture and discussion in English will cover the geography, history, customs and the political profiles of the German-speaking peoples. This course is designed as a humanities course for all college students, especially for those interested in the arts, music and philosophy.

RECOMMENDED FOR GERMAN MAJORS.

063 Intermediate Conversation I (2) UC/CSU

Prerequisite: GERMAN 002 with a grade of C or better.

Lecture, 2 hours.

This course helps students to improve their conversational ability in German by building on the oral communication skills acquired in Elementary German. It focuses on discussions of everyday experiences, current events, cinema, cultural readings with emphasis on vocabulary-building and the use of idiomatic expressions, along with pronunciation practice. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF GERMAN.

064 Intermediate Conversation II (2) UC/CSU

Prerequisite: GERMAN 003 or GERMAN 063 with a grade of C or better.

Lecture, 2 hours.

This course helps students to improve their conversational ability in German by building on the oral communication skills acquired in Intermediate German. It focuses on discussions of everyday experiences, current events, cinema, cultural readings. The emphasis is on building mid-intermediate vocabulary, practice of idiomatic expressions, and further training in pronunciation and intonation. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF GERMAN.

066 Advanced German Conversation I (2) UC/CSU

Prerequisite: GERMAN 004 or GERMAN 064 with a grade of C or better.

Lecture, 2 hours.

In this course, students continue to improve their conversational ability in German by building on the oral communication skills acquired in Intermediate German. It focuses on discussions of everyday experiences, current events, cinema, cultural readings with emphasis on advanced vocabulary-building and the use of idiomatic expressions, along with pronunciation practice. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF GERMAN.

185 Directed Study - German (1) CSU
285 Directed Study - German (2) CSU
385 Directed Study - German (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

This course allows students to pursue Directed Study in German on a contract basis under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

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HEALTH**002 Health and Fitness (3) UC:CSU**

Prerequisites: None.

Lecture, 2 hours; laboratory, 2 hours.

Students examine physical, holistic, and psychological wellness, with an emphasis on disease prevention, nutrition, sexuality, reproduction, drugs, alcohol, tobacco, aging, stress management and weight control. Individual improvement using cardiovascular, flexibility, body composition and strengthening activities is emphasized in the physical fitness segment of the course.

003 Cardiopulmonary Resuscitation (1) CSU

Prerequisite: None

Lecture and directed practice, 1 hours, 5 weeks.

This course will teach students the most current Emergency Actions Steps to follow in life-threatening situations (i.e. unresponsiveness, not breathing, choking, witnessed collapse and severe bleeding) using the most current ECC (Emergency Cardiac Care) Guidelines for basic CPR (cardiopulmonary resuscitation) and AED (automated external defibrillator) skills for the adult, child and infant.

011 Principles of Healthful Living (3) UC:CSU

(Credit given for only one of HEALTH 009, 010 or 011.)

Prerequisite: None.

Recommended for Kinesiology and Elementary Education majors.

Lecture, 3 hours.

This course will address today's health care crisis and how our society's health needs have changed over time. An emphasis will be placed on prevention strategies and lifestyle behavior change techniques. Health topics will include family health, stress management, mental health, fitness, nutrition, and weight management, drug prevention, sexuality, epidemiology, and environmental health issues.

HEBREW**001 Elementary Hebrew I (5) UC:CSU**

(Same as JEWISH 011)

Prerequisite: None.

Lecture, 5 hours.

This course focuses on the fundamentals of the language, the essentials of grammar, practical vocabulary, useful phrases, and the ability to read, write, and speak simple Hebrew. Emphasis is on the spoken language. Use of the language laboratory is required.

002 Elementary Hebrew II (5) UC:CSU

(Same as JEWISH 012)

Prerequisite: HEBREW 001 or JEWISH 011 with a grade of C or better.

Lecture, 5 hours.

This course continues the presentation of grammatical forms, provides additional training in oral and written composition, and reading. Use of the language laboratory is required.

010 Hebrew Civilization II (3) UC:CSU

(Same as JEWISH 010)

Prerequisite: None.

(Taught in English)

Lecture, 3 hours.

This course studies specific problems and trends in the Jewish Heritage during the European and Modern Periods, Mysticism, Hasidism, Haskalah, Emancipation, Religious Movements, Zionism, the Holocaust and the state of Israel; educational, moral, and theological issues; Diaspora Jewry and non-Jewish relations; Ashkenazim and Sephardim; the thought and manners of the time in an historical context.

185 Directed Study - Hebrew (1) CSU**285 Directed Study - Hebrew (2) CSU****385 Directed Study - Hebrew (3) CSU**

Prerequisite: None.

Conference, 1 hour per unit.

This course allows students to pursue Directed Study in Hebrew on a contract basis under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

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HISTORY

NOTE: STATE LAW IMPOSES ON ALL CALIFORNIA STATE UNIVERSITIES CERTAIN GRADUATION REQUIREMENTS IN THE AREAS OF U.S. HISTORY, U.S. CONSTITUTION, AND STATE AND LOCAL GOVERNMENT. COURSES MEETING THESE REQUIREMENTS FOR THE STATE UNIVERSITIES ARE LISTED IN THE TRANSFER REQUIREMENTS SECTIONS OF THE COLLEGE CATALOG.

001 Introduction to Western Civilization I (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is a panoramic survey which traces the development of a distinctive European culture from its roots in the hunting societies of prehistoric human through the increasingly elaborate worlds of the Sumerians, the Egyptian pharaohs, and the Biblical peoples of the Middle East; the philosophers, artists and warriors of classical Greece and Rome; the world of saints and heretics, knights and peasants, philosophers and kings; and ends with the Renaissance and Reformation. This course emphasizes the significance of this historical background to contemporary American culture.

C-ID: HIST 170

COURSE DESCRIPTIONS

002 Introduction to Western Civilization II (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is a continuation of History 1. It traces the growth of Modern Europe, its 500-year domination of world history and the decline of its world supremacy in the 20th century. Includes the life and times of Elizabeth I of England and Peter the Great of Russia; of the philosophers and revolutionaries of the 18th century; of the socialists and scientists of the 19th century; and of the dictators and reformers of the 20th century. This course emphasizes the influence of Western Civilization on American culture.

C-ID: HIST 180

005 History of the Americas I (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

History of the Americas from the European intrusion on the native cultures through the development of the colonial life patterns to the achievements of independence of Latin America and the United States. Emphasis is placed on development and structure of the United States Constitution. This course fulfills the graduation requirement in U.S. History and the U.S. Constitution.

006 History of the Americas II (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

The course covers the history of the Americas from the Latin American wars of independence to the present, stressing Latin American development, inter-American relations and constitutional patterns. Emphasis is placed on California constitutional and political processes in relation to the U.S. Constitution.

007 The Worlds Great Religions (3) UC:CSU ☼

Prerequisite: None.

Lecture, 3 hours.

This course explores the historical development of the world's major religions. A study is made of the origins and growth of major religions with an emphasis on the nature of religion, and religion as a discipline of study.

MAXIMUM UC CREDIT FOR ANY COMBINATION OF HISTORY 007, 047, OR 048, IS TWO COURSES.

011 Political and Social History of the United States to 1877 (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

A survey of the development of the United States from its discovery, placing emphasis upon the Colonial Experience, the American Revolution, the Constitution and the new government, the Civil War and Reconstruction. This course fulfills the state graduation requirement in U.S. History and the Constitution.

MAXIMUM UC CREDIT FOR ANY COMBINATION OF HISTORY 11, 17, OR 32 COMBINED IS ONE COURSE.

C-ID: HIST 130

012 Political and Social History of the United States from 1865 (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

A survey of the development of the United States from the Reconstruction period to the present, placing emphasis upon the emergence of modern industrial America and upon the relationship between the nation and the world. This course fulfills the state graduation requirement in US History and California state and local government.

MAXIMUM UC CREDIT FOR HISTORY 12 AND 13 IS ONE COURSE.

C-ID: HIST 140

020 History of California and the Pacific Coast (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

History of California and the Pacific Coast from 1542 to the present with emphasis on Native, Spanish, and American cultures; political, economic and social developments; and California's constitution, history and role in the American system. This course fulfills the state graduation requirement in state and local government.

086 Introduction to World Civilization I (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course traces the development and relationships of major world civilizations, their traditions and contributions from earliest times to the era of European expansion in the sixteenth century.

C-ID: HIST 150

185 Directed Study - History (1) CSU

Prerequisite: None.

Lecture, 1 hour.

This course allows students to pursue Directed Study in History on a contract basis under the direction of a supervising instructor.

285 Directed Study - History (2) CSU

Prerequisite: None.

Lecture, 2 hours.

This course allows students to pursue Directed Study in History on a contract basis under the direction of a supervising instructor.

385 Directed Study - History (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course allows students to pursue Directed Study in History on a contract basis under the direction of a supervising instructor.

HUMANITIES (HUMAN)

001 Cultural Patterns of Western Civilization (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introduction to the general concepts of Humanities. Mythology, music, history, philosophy, painting, drama, sculpture and architecture are studied and compared in relation to their background, medium, organization and style. The course surveys in depth the classical heritage of Greece and Rome. Emphasis is placed upon the awareness of cultural heritage, values and perspectives as revealed in the arts.

002 Studies in Selected Cultures (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

A study in some depth of a particular period or tradition, such as Imperial China, the Middle Ages, Renaissance, Victorian England, the Age of Reason and others. Historical background, key personalities, contribution and significance within the various arts and sciences are emphasized.

003 The Arts of Contemporary Society (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

A cultural survey which includes a study of the literature, philosophy, music, painting, architecture and sculpture of the 18th, 19th and early 20th centuries in western Europe and North America, in terms of the ideas and basic needs which stimulated the artists and thinkers and the contributions of their work toward the development of contemporary society.

006 Great People, Great Ages (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course includes a cultural survey of the lives and contributions of selected individuals such as St. Augustine, Martin Luther, Louis XIV and others whose impact helped shape the eras in which they lived. The course will explore both the lives and eras with an appreciation of both their historical importance and their individual contributions to our cultural heritage.

HUMAN 006 IS REPEATABLE BUT MAXIMUM UC CREDIT IS 3 UNITS.

008 Great Women in the Humanities (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This class is a cultural survey of the lives and contributions of selected individuals such as Hatshepsut, Elizabeth I, Madame Curie, Virginia Woolf and others whose impact helped to shape the eras in which they lived. This course will explore both the lives and eras with an appreciation of both their historical importance and their individual contributions to our cultural heritage.

HUMAN 008 IS REPEATABLE BUT MAXIMUM UC CREDIT IS 3 UNITS.

030 The Beginnings of Civilization (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is a survey of man's cultural heritage from prehistoric times to the early civilizations of Sumeria, Babylonia, Assyria and Egypt. Emphasis is placed on the arts, literature, religion, cultural traditions and contributions made by these civilizations to man's historical and cultural heritage.

INTERNATIONAL BUSINESS (INTBUS)**001 International Trade (3) CSU**

Prerequisite: None.

Lecture, 3 hours.

This introductory course in the field of foreign commerce deals with the relationship of foreign trade to domestic trade. The course surveys the operation of an import and export business, including organization, marking, terminology, documents, financial procedures, credits and collection and communications. The basic principles and practices of world trade are studied.

ITALIAN**001 Elementary Italian I (5) UC:CSU**

Prerequisite: None.

Lecture, 5 hours.

This course introduces the student to basic Italian grammar and vocabulary. The focus is on the development of the four language skills: listening, speaking, reading, and writing, with special emphasis on communication in cultural settings. It introduces the student to basic traits of Italian geography, customs, and culture. This is a web-enhanced course requiring students to perform online coursework.

002 Elementary Italian II (5) UC:CSU

Prerequisite: ITALIAN 001 with grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This course completes the study of elementary grammar. It includes the reading of simplified texts with continued emphasis on aural and written comprehension, oral expression, and the writing of simple Italian. Students will continue the study of Italian civilization and modern developments in Italy. This is a web-enhanced course, requiring students to access and perform online coursework.

003 Intermediate Italian I (5) UC:CSU ☼

Prerequisite: ITALIAN 002 with grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This course provides a more intensive study of the Italian language, including a comprehensive review of grammar and the study of advanced grammatical concepts, idiomatic construction and expressions. Emphasis is placed on developing fluency in oral expression and facility in writing. Oral discussions and conversation are based on selected readings from contemporary Italian writing. This is a web-enhanced course, requiring students to access and perform online coursework.

004 Intermediate Italian II (5) UC:CSU ☼

Prerequisite: ITALIAN 003 with grade of C or better or equivalent skill level.

Lecture, 5 hours.

This is the second half of Intermediate Italian, providing a more intensive study of the Italian language, including a comprehensive review of grammar and the study of advanced grammatical concepts, idiomatic expressions and irregular structures. Students will further develop their writing and communication skills in Italian through the study of representative Italian literary and cultural texts.

005 Advanced Italian I (5) UC:CSU ☼

Prerequisite: ITALIAN 004 with a grade of C or better or equivalent skill level.

Lecture, 5 hours.

This course introduces the student to some of the major literary movements in Italy, with readings in prose, poetry, and drama from representative authors of Italian literature. It continues the study of grammar, with emphasis on improving oral expression, comprehension, reading and textual analysis, and composition. It stresses oral and written reports and discussions within the context of Italian literature and civilization. Computer skills are required for accessing and performing online activities.

185 Directed Study - Italian (1) CSU**285 Directed Study - Italian (2) CSU****385 Directed Study - Italian (3) CSU**

Prerequisite: None.

Conference, 1 hour per unit.

This course allows students to pursue Directed Study in Italian on a contract basis under the direction of a supervising instructor.

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COURSE DESCRIPTIONS

JEWISH STUDIES (JEWISH)

(For Jewish Studies see also Hebrew)

001 The Jew in America (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course is a historical analysis of the Jews in the United States which discusses the essentially social and psychological problems of Jewish group identity. Much of the course concerns itself with the contemporary scene; the Jewish religious minority in America and its revival, the reasons for it, and the extent to which it expresses religious and spiritual impulses as well as social needs.

The contribution of the successive waves of Jewish immigration to this country and western civilization in general is evaluated.

002 The Jewish Religious Heritage (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course comprises of an exploration of the major teachings of Judaism. A brief historical background dealing with the development of Judaism is related to an exposition of its central affirmations. The goal is to familiarize the student with what the Jewish religious tradition regards to be its essential genius and also to provide an opportunity for an appreciation of the similarities and differences between Judaism and the other major religious groups of American culture. Among the topics to be discussed are the following: (A) The shape of faith: God, man, rites of passage, Jewish festivals, community; (B) The dynamics of faith: religious commitment and social problems, contemporary values, the present state of Jewish belief.

004 Israel: The Theory and Practice of Zionism (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course consists of a general survey of the historical development of the area with an emphasis upon the social and political development of the state of Israel. The social and political institutions of the state of Israel will be analyzed along with a general study of the geographic, economic, ethnic and religious composition of the land of Israel. A general study will be made of the ideological and historical background of the Zionist movement as well as a general survey of the origins of the Palestinian national movement.

010 Hebrew Civilization II (3) UC:CSU

(Same as HEBREW 010)

Prerequisite: None.

Lecture, 3 hours.

This course studies specific problems and trends in the Jewish Heritage during the European and Modern Periods, Mysticism, Hasidism, Haskalah, Emancipation, Religious Movements, Zionism, the Holocaust and the state of Israel; educational, moral, and theological issues; Diaspora Jewry and non-Jewish relations; Ashkenazim and Sephardim; the thought and manners of the time in an historical context.

011 Elementary Hebrew I (5) UC:CSU

(Same as HEBREW 001)

Prerequisite: None.

Lecture, 5 hours.

This course focuses on the fundamentals of the language, the essentials of grammar, practical vocabulary, useful phrases, and the ability to read, write, and speak simple Hebrew. Emphasis is on the spoken language. Use of the language laboratory is required.

012 Elementary Hebrew II (5) UC:CSU

(Same as HEBREW 002)

Prerequisite: JEWISH 011 or HEBREW 001 with a grade of C or better.

Lecture, 5 hours.

This course continues the presentation of grammatical forms, provides additional training in oral and written composition, and reading. Use of the language laboratory is required.

025 The History of the Jewish People (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Traces the development of the Jews from their origins in Mesopotamia to the present day. It follows and describes the experiences of the Jewish people in all parts of the world. It analyzes their outlook and philosophy, their habits and customs, their values and ideals.

027 Holocaust: A Prototype of Genocide (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

The course describes pre-World War II Europe, emphasizes the nature of Hitler's Nazi movement in Germany, reviews the war years and program of genocide against the Jewish people of Nazi-occupied Europe, and considers reasons for the Holocaust roles of perpetrators and victims, and results.

035 Judaism, Christianity, and Islam (3) UC:CSU

(Same as PHILOS 035)

Prerequisite: None.

Lecture, 3 hours.

This course is a scholarly study of religion. It examines western religions philosophically as a means of overcoming the destructive exchanges that frequently accompany religious discussion. The course investigates the issues of religious belief, the existence and nature of God, free will, evil, and disembodied existence.

JOURNALISM (JOURNAL)

043 Public Relations Techniques (3) CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course introduces the student to the types of written products generated by public relations professionals. This course will improve the student's writing skills while paying close attention to the various public relations formats such as press releases, media advisories, crisis plans, press kits in addition to other widely used public relations tools while adhering to the ethical guidelines set by the Public Relations Society of America. The students are given the opportunity to work with an on-campus newspaper and online publication to implement a public-relation plans.

C-ID: JOUR 150

101 Collecting and Writing News (3) CSU

Prerequisite: None.

Required of all newspaper and photo-journalism majors. JOURNAL 101 or 106 required of all magazine journalism majors.

Lecture, 3 hours.

This course is an introduction to news gathering and writing. Students will receive practice in rapid organization and in concise, accurate and effective writing. This introductory course stresses instruction in the gathering of information and in its presentation. Extensive writing experience is emphasized. Critical evaluation of news reporting includes instruction and practice in the avoidance of faulty interpretation of facts, in the critical presentation of information and in the recognition of propaganda appeals and libel. Newspaper, radio and television news are surveyed. Adherence to writing style and standards of the profession are emphasized. Students will focus on deadline writing various news and other types of stories.

C-ID JOUR 110

105 Mass Communications(3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This introductory course examines the major aspects of the electronic and print media. Students will survey newspapers, magazines, film, radio and television. New media such as the world wide web will also be discussed. A historical perspective is taken showing the chronological development of each of these media. Their sociological and psychological impact on society at different periods of time from their origin to the present also is analyzed.

C-ID JOUR 100

106 Grammar and Communication (3) CSU

Prerequisite: None.

Required of all newspaper journalism majors. JOURNAL 101 or 106 required of all magazine journalism majors.

Lecture, 3 hours.

This course provides thorough instruction in grammar, punctuation, capitalization and word usage. It concentrates on critical analysis and application of the interaction and relationship of words, phrases and clauses in the correct and effective expression and transference of thoughts in written English. An emphasis on sentence structure and copy editing techniques is stressed.

108 Article Writing (3) CSU

Prerequisite: None.

Required of all magazine journalism majors.

Lecture, 3 hours.

This is a course for journalism majors, freelance writers and anyone who wants to learn to write articles for media. Emphasis is placed on writing articles features, editorials, or reviews suitable for publication. Students also receive practice in editing and the use of illustrations.

202 Advanced Newswriting (3) CSU

Prerequisite: JOURNAL 101 with grade of C or better.

Required of all newspaper journalism majors.

Lecture, 3 hours.

This course provides the student with advanced principles and practice in writing specialized types of newspaper stories and increases the mastery of fundamental reporting techniques. Interpretive writing skills, editorial writing and feature writing techniques are included.

218-1 Practical Editing I (3) CSU

Prerequisite: JOURNAL 202 with a grade of C or better.

Required of all newspaper journalism majors.

Lecture, 1 hour; Laboratory, 6 hours.

Students receive practical instruction and practice in producing the campus newspaper, The Valley Star. Students write weekly assignments for the print edition of The Valley Star and write daily news stories for the online campus newspaper: thevalleystar.com. Editions are critiqued and evaluated in regularly scheduled class meetings.

C-ID JOUR 130

218-2 Practical Editing II (3) CSU

Prerequisite: JOURNAL 218-1 with a grade of C or better.

Lecture, 1 hour; laboratory, 6 hours.

Students learn intermediate news editing and focus on eliminating errors in spelling, grammar and style, while producing the campus newspaper, The Valley Star. Students produce weekly assignments for publication and daily assignments for the online publication: thevalleystar.com. Students will practice newsroom management and strive to make the newspaper error free. Print editions are evaluated and critiqued following publication. The online publication is evaluated and critiqued daily.

C-ID JOUR 131

218-3 Practical Editing III (3) CSU

Prerequisite: JOURNAL 218-2 with a grade of C or better.

Lecture, 1 hour; laboratory, 6 hours.

In this course, students practice advanced news editing skills through the publication of the campus newspaper, The Valley Star, its website: thevalleystarnes.com, and family of social media. Students edit reporter work for grammar, punctuation, clarity and Associated Press Style. Student editors craft headlines and outlines, and also practice editing skills across other platforms, including broadcast and the web. Editors learn front page design software, and focus on copy flow and newsroom organization. Published work is critiqued in regularly scheduled class meetings.

218-4 Practical Editing IV (3) CSU

Prerequisite: JOURNAL 218-3 with a grade of C or better.

Lecture, 1 hour; laboratory, 6 hours.

Students learn professional-level newspaper writing and copy editing through the publication of the campus newspaper, The Valley Star, its website: thevalleystarnews.com, and family of social media. Students develop news management skills essential to the demands of evolving media. Editors master Associated Press Style and learn newsroom techniques to improve broadcast, online, multimedia and social media content. Editors review and critique all content in regularly scheduled class meetings.

220 Magazine Production (3) CSU

Prerequisite: JOURNAL 101 or 108 with a grade of C or better.

Required of all magazine journalism majors.

Lecture, 2 hours; laboratory, 3 hours.

Students receive practical instruction and practice for writing and producing the campus magazine 'The Crown'. Magazine design and layout technique are stressed. Writing and editing of copy, page design, preparing photographs, illustrations and other materials for publishing are practiced.

385 Directed Study - Journalism (3) CSU

Prerequisite: None.

Conference, 1 hour per unit.

This course allows students to pursue Directed Study in Journalism on a contract basis under the direction of a supervising instructor.

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911-921-931-941 Cooperative Education - Journalism (1-4) CSU

Journalism is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

KINESIOLOGY (KIN)

Some courses in Kinesiology are part of the Kinesiology Family groups and have enrollment limitations. The code appears under the course title. See pages 199-200 for more information. Qualified disabled students possessing the required talents, skills and health conditions are allowed and encouraged to participate in all physical education activities.

008 Special Studies in Kinesiology**Skills (1) UC:CSU**

(Kinesiology Family K05)

Prerequisite: None.

Activity, 2 hours.

This course allows the student to pursue directed study in kinesiology on a contract basis under the supervising instructor.

009 Kinesiology - Combined Skills (1) UC:CSU

(Kinesiology Family K05)

Prerequisite: None.

Activity, 2 hours.

This course is designed for the individual interested in using a variety of combined fitness activities to achieve their personal fitness goals. Includes lecture on nutrition, exercise physiology concepts, and participation in a workout designed to improve cardiovascular conditioning, increase muscle strength/ endurance, flexibility and improve body composition.

COURSE DESCRIPTIONS

045 Adapted Fitness (1) UC:CSU

(Kinesiology Family K02)

Prerequisite: None.

Activity, 3 hours.

This course is designed to meet the needs of students with disabilities requiring restricted or modified activities. Individualized exercise programs will be performed by students with instruction covering the basic elements of physical fitness and training principles. Students with disabilities must provide a physician's prescription for exercises.

046 Adapted Strength Training (1) UC:CSU

(Kinesiology Family K02)

Prerequisite: None.

Activity, 3 hours.

This course is designed to meet the needs of students with disabilities who require restricted or modified activities. Individualized exercise programs will be performed by students with instructional emphasis placed on strength training principles and techniques. Students with disabilities must provide a physician's prescription for exercises.

047 Adapted Swimming and Hydroexercise (1) UC:CSU

(Kinesiology Family K03)

Prerequisite: None.

Activity, 3 hours.

This course is designed to meet the needs of students with disabilities requiring restricted or modified activities. Individualized exercise programs focus on basic swimming and water safety skills. Hydroexercise programs emphasize physical fitness, buoyancy, and hydrodynamic resistance principles.

049 Adapted Cardiovascular Fitness (1) UC:CSU

(Kinesiology Family K02)

Prerequisite: None.

Activity, 3 hours.

This course is designed to meet the needs of students with disabilities who can benefit from individualized cardiovascular endurance training. Development of cardiovascular endurance through the use of bicycle ergometers, treadmills, hand cranks, will be the major class focus. Students with disabilities must provide physician prescription for exercises.

050 Adapted Exercise for Back Disorders (1) UC:CSU

(Kinesiology Family K02)

Prerequisite: None.

Activity, 3 hours.

This course is designed to meet the needs of students with disabilities with back and/or neck problems who can benefit from an individualized exercise program. Instruction and practice will be given in individualized exercise, including stretching, resistive exercise, and cardiovascular fitness. Students with disabilities need a medical prescription for exercises from physician.

237-1 Boot Camp (1) UC:CSU

Prerequisites: None

Activity, 2 hours.

This course is designed as a lower intensity style boot camp class that is conducted both on and off campus using indoor and outdoor facilities. Training exercises used during this class include basic aerobic and anaerobic conditioning, muscular strength, resistance and endurance training, and also individual and team concepts. In addition, students are challenged to understand and apply basic fitness principles, basic anatomy and physiology, the prevention of training injuries, target heart rate and the intensity of exercise as well as nutrition for fitness. The students train individually, with a partner or in a team setting.

251 Yoga Skills (1) UC:CSU

(Kinesiology Family K08)

Prerequisite: None.

Activity, 2 hours.

This is an introductory course to yoga, with a focus on the five components of fitness. Yoga promotes mental, physical, and spiritual fitness. There are brief lectures covering basic information on hypertension, exercise precautions, body composition, health style, flexibility, nutrition, nutrition supplements, water, physical fitness, nutrition myths, ethics and morality, and stress management.

286 Baseball Skills (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: None.

Activity, 2 hours.

This is a baseball skills course. Skills taught in the class will be throwing, fielding, hitting, base running, and baseball strategy.

287-1 Basketball Skills I (1) UC:CSU

(Kinesiology Family K09)

Prerequisites: None.

Activity, 2 hours.

This course is designed to teach the basic basketball skills of passing, dribbling, shooting, and rebounding at the beginning level. The course will introduce individual and team offense and defense, as well as the rules, proper etiquette, terminology, and the five components of fitness.

287-2 Basketball Skills II (1) UC:CSU

(Kinesiology Family K09)

Prerequisites: KIN 287-1 or KIN 287 with a grade of C or better.

Activity, 2 hours.

This course will include students practicing the fundamental skills of basketball (dribbling, shooting, and passing) at an intermediate level and improve their ability to perform these skills under game conditions. Students will learn how to be a contributing team member on offense by setting screens, playing various team defenses, and running a half-court offense.

300-1 Swimming Non-Swimmer I (1)CSU

(Kinesiology Family K03)

Prerequisite: None.

Activity, 3 hours.

This course introduces students to basic aquatic skills, such as floating, kicking and swimming the crawl and backstroke, as well as, the basics water safety, to assure confidence and mobility in basic aquatic activities and the development of confidence in deep water.

301-1 Swimming I (1) UC:CSU

(Kinesiology Family K03)

Prerequisite: None.

Activity, 3 hours.

This is an introductory swimming course where students will learn and practice the freestyle and back strokes. Upon completion of this course the students will be able to perform the basic introductory strokes, know the rules that govern different strokes, and understand strategies to prevent injury when swimming.

301-2 Swimming Skills II (1) UC:CSU

(Kinesiology Family K03)

Prerequisite: KIN 301-1 with a grade of C or better.

Activity, 3 hours.

This is a beginning swimming course where students will further develop their introductory strokes of freestyle and backstroke along with breaststroke and butterfly. Drills will be used to develop comfort in the water with buoyancy skills, streamlining off the wall, kicking and pulling drills, breathing patterns, flip turns and dives. Safety guidelines, efficiency and further endurance and nutrition components will be developed based on the individual's goals.

301-3 Swimming Skills III (1) CSU

(Kinesiology Family K03)

Prerequisite: KIN 301-2 with a grade of C or better.

Activity, 3 hours.

This course covers intermediate techniques of swimming, terminology, and fluid mechanics in water. Swimming strokes include front crawl, back crawl, breaststroke, and butterfly. Racing starts, flip turns, dives, and touch turns are introduced. Principles of training include interval training concepts, increase yardage and breathing techniques on both sides to build endurance. Indoor and outdoor water safety is reviewed in this course.

THIS IS CONSIDERED THE THIRD LEVEL OF THE ENHANCED SWIMMING CLASS. STUDENTS SHOULD HAVE SKILL TO SWIM IN DEEP WATER FOR AN EXTENDED PERIOD OF TIME AND THE BASIC UNDERSTANDING OF THE COMPETITIVE STROKES.

303-1 Aqua Aerobics-1 (1) UC:CSU*(Kinesiology Family K03)**Prerequisite: None.***Activity, 3 hours.**

This is an introductory water aerobics and conditioning class that promotes fitness and therapy using basic water resistance exercises in our swimming pool. Our therapy pool is warm and has shallow and deeper areas for comfort. All abilities are welcome.

303-2 Aqua Aerobics II (1)*(Kinesiology Family K03)**Prerequisite: KIN 303-1***Activity, 3 hours.**

This is a beginning water (aqua) aerobics class promoting fitness and wellness using water resistance in our heated, shallow swimming pool. Instruction and practice in water will develop cardiovascular fitness, muscular strength, endurance and flexibility in a minimal weight bearing environment. This is an ideal mode of activity if you are starting an exercise program or recovering from an injury. No swimming skills are required. This course builds upon knowledge acquired in KIN 303-1.

307-1 Swim and Run I (1) UC:CSU*(Kinesiology Family K10)**Prerequisite: None.***Activity, 3 hours.**

This introductory swim/run course will develop students cardiovascular endurance and fitness through running and swimming instruction. Students will learn proper swimming and running technique with practice drills and feedback. The emphasis will be to provide safe and effective training progressions to improve health and skill acquisition. This class promotes the appreciation of outdoor fitness and all abilities are welcome.

315-1 Judo I (1) UC:CSU*(Kinesiology Family K07)**Prerequisite: None.***Activity, 3 hours.**

This is an introductory Judo course. Self-Defense techniques taught include introductory concepts, throws, pins, strangles, falls and submission holds.

315-2 Judo II (1) UC:CSU*(Kinesiology Family K07)**Prerequisite: KIN 315-1 with a grade of C or better.***Activity, 3 hours.**

This is a fundamental beginning (Level 2) Judo course. Beginning level Judo techniques build upon the introductory level falls, throws, pins and strangles, introduced in Level 1. This beginning course covers additional throws and introduces submission holds, escapes and counter attacks.

315-3 Judo III (1) UC:CSU*(Kinesiology Family K07)**Prerequisite: KIN 315-2 with a grade of C or better.***Activity, 3 hours.**

This intermediate course covers progressive throws, pins, strangles, falls, submission holds, escapes and counter attacks that build upon the skills learned in beginning Judo (level 2).

315-4 Judo IV (1) CSU*Prerequisite: KIN 315-3 with a grade of C or better.***Activity, 3 hours.**

This advanced Judo course focuses on the combination of throws, pins, strangles, falls, submission holds, escapes and counter attacks that build upon the skills taught in intermediate Judo (level 3). The student will learn teaching methodology of the techniques taught.

326-1 Aerobic Super Circuit**Laboratory I (1) UC:CSU***(Kinesiology Family K02)**Prerequisite: None.***Activity, 3 hours.**

In this introductory class the student rotates through a series of weight training and cardiovascular exercises/machines at short, timed intervals for a challenging form of conditioning that develops muscular strength, muscular endurance, and cardiovascular endurance concurrently. Students learn the importance of nutrition for peak performance and injury prevention for improved overall wellness. Exercise physiology concepts will be discussed.

326-2 Aerobic Super Circuit**Laboratory II (1) UC:CSU***(Kinesiology Family K02)**Prerequisite: KIN 326 or 326-1.***Activity, 3 hours.**

In this level 2 class the student will progress from their introductory level to a beginning level in this group circuit training class. This will involve the student increasing their intensity and duration with additional stations added to their rotation in their fitness program. This progression will further enhance the student's adaptation in their cardiovascular and muscular development. Fitness assessments will be used to measure student's progress and to modify student's fitness goals. This aerobic super circuit class (aka: fitness center class) is one of our most popular activity classes and a beneficial class for weight management.

326-3 Aerobic Super Circuit**Laboratory III (1) CSU***Prerequisite: KIN 326-2***Activity, 3 hours.**

This intermediate level 3 group circuit training class will increase the intensity and duration of additional stations in the circuit rotation to further progress the student's health and fitness. Fitness assessments will be used to measure cardiovascular endurance, strength, flexibility and body composition for goal setting. This aerobic super circuit class (aka: fitness center class) is one of our most popular activity classes promoting wellness through group participation.

329-1 Body Conditioning I (1) UC:CSU*(Kinesiology Family K02)**Prerequisite: None.***Activity, 3 hours.**

This course introduces the student to cardiovascular endurance, muscular strength, and flexibility exercises to develop aerobic and anaerobic capacities. Students will be introduced to a variety of cardio fusion modes of exercises such as step, kickboxing, Bosu and more. Each class will focus on cross training with different equipment including free weights, tubings, jump ropes and theraballs. All fitness levels are welcomed.

329-2 Body Conditioning II (1) UC:CSU*(Kinesiology Family K02)**Prerequisite: KIN 329-1 with a grade of C or Better.***Activity, 3 hours.**

Body Conditioning II expands upon the physical fitness fundamental skills learned in the introductory class. The beginning student will use a wide range of training models including; cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Students will be introduced to step aerobics, kick boxing, high/low aerobics, circuit training, free weights, resistance tubing, medicine balls, jump ropes and running/walking. The emphasis of this class is cardiovascular conditioning and weight training for the beginning student.

329-3 Body Conditioning III (1) CSU*(Kinesiology Family K02)**Prerequisite: KIN 329-2 with a grade of C or better.***Activity, 3 hours.**

This intermediate body conditioning III class continues to progress the group aerobics experience with a fusion of cardiovascular endurance modes such as step aerobics, kickboxing and high/low impact aerobics. Students will also develop their strength and flexibility with calisthenics, free weights, resistance tubings, jump ropes, Bosu trainers and stretching. This is a fun group class offering a variety of exercises to promote cross training and nutrition improvement. All abilities are welcome.

COURSE DESCRIPTIONS

334 Fitness Walking (1) UC:CSU

(Kinesiology Family K10)

Prerequisite: None.

Activity, 3 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.

THIS COURSE WILL BE ARCHIVED AND REPLACED BY KIN 334-1 IN SPRING 2021.

334-1 Fitness Walking I UC:CSU

(Kinesiology Family K10)

Prerequisite: None.

Activity, 3 hours.

Introductory fitness walking course with a focus on proper gait, mechanics, fitness and health development. Walking is a popular and accessible form of fitness that provides students with a starting point to develop their own fitness program and goal setting. Students of all abilities are invited to participate.

THIS COURSE WILL REPLACE KIN 334 IN SPRING 2021. STUDENTS CAN NOT EARN CREDIT FOR BOTH KIN 334 AND KIN 334-1.

336-1 Zumba Fitness I CSU

(Kinesiology Family K02)

Prerequisite: None.

Activity, 3 hours.

Students will learn introductory level Zumba group exercise which combines a fusion of high energy Latin, international, and popular music with unique moves and combinations. Students will learn and experience the benefits of the integration of aerobic training with basic dance movements. Zumba provides a non-intimidating opportunity for non-dancers and dancers alike to participate in an aerobic group fitness class.

339-1 Spin & Sculpt I (1) UC:CSU

(Kinesiology Family K02)

Prerequisite: None

Activity, 3 hours.

This course will provide students with an introduction to indoor cycling using a stationary bike with strengthening and flexibility exercises. Students ride along to upbeat music to improve cardiovascular endurance in a dynamic social setting. Ideal low-impact cardiovascular exercise for weight management, stress management and minimal joint stress. All fitness levels are welcomed.

350-1 Weight Training I (1) UC:CSU

(Kinesiology Family K02)

Prerequisite: None.

Activity, 3 hours.

This is an introductory weight training course that offers instruction and practice in the proper techniques of the development of muscular strength, endurance, and flexibility. Emphasis is placed on introducing applications of scientific principles and methods used to build, improve, and maintain proper muscular and cardiovascular fitness. Nutrition for health and overall fitness, and the use of resistance and repetitions will be introduced.

350-2 Weight Training 2 (1) UC:CSU

(Kinesiology Family K02)

Prerequisite: KIN 350 or KIN 350-1 with a grade of C or better.

Activity, 3 hours.

This is a beginning weight training course that offers instruction and practice in the proper techniques of the development of muscular strength, endurance, and flexibility. Emphasis is placed on beginning applications of scientific principles and methods used to build, improve, and maintain proper muscular and cardiovascular fitness. Body composition and nutrition for health and overall fitness at a beginning level is discussed.

350-3 Weight Training III (1) UC:CSU

(Kinesiology Family K02)

Prerequisite: KIN 350-2 with a grade of C or better.

Activity, 3 hours.

This is an intermediate weight training course that offers instruction and practice in the proper techniques for developing muscular strength, endurance, and flexibility. Emphasis is placed on intermediate application of scientific principles and methods used to build, improve, and maintain proper muscular and cardiovascular fitness, body composition, and nutrition. Students will learn principles of cross training, super sets, power walking, and weight lifting for auxiliary muscles.

350-4 Weight Training IV (1) UC:CSU

(Kinesiology Family K02)

Prerequisites: KIN 350-3 with a grade of C or better.

Activity, 3 hours.

This is an advanced weight training course that offers instruction and practice in the proper techniques for developing muscular strength, endurance, and flexibility. Emphasis is placed on advanced application of scientific principles and methods used to build, improve, and maintain proper muscular and cardiovascular fitness, body composition, and nutrition. Students will learn principles of power lifting, strength training, interval training, cross training, super sets, power walking, and weight lifting for auxiliary muscles.

351-1 Yoga I (1) UC:CSU

(Kinesiology Family K08)

Prerequisites: None

Activity, 3 hours.

This introductory course teaches a 5,000 year old form of mostly isometric poses (asanas), breathing techniques, and meditation. Yoga promotes mental, physical, and spiritual fitness. In addition there are brief lectures covering basic information on hypertension, exercise precautions, body composition and how to live a healthy lifestyle.

364-1 Archery I (1) UC:CSU

(Kinesiology Family K06)

Prerequisite: None.

Activity, 3 hours.

This course is designed to provide the student with the introductory skills of target archery. The course emphasizes safety procedures and injury prevention while performing basic shooting techniques at various distances.

364-2 Archery II (1) UC:CSU

(Kinesiology Family K06)

Prerequisite: KIN 364-1 with a grade of C or better.

Activity, 3 hours.

This course is designed to provide the student with the beginning skills of target archery. The course will continue to emphasize safety procedures and injury prevention. Finer skill techniques with more refined archery equipment will be presented. Students will shoot at the 20 and 30 yard lines and be introduced to varying target faces used in organized competition. Students will be presented with methods to change the draw weight of their equipment to enhance shooting results at further distances.

365-1 Introduction to Backpacking I (1) UC:CSU

(Kinesiology Family K06)

Prerequisite: None.

Activity, 3 hours.

This course introduces the student to the fundamental techniques of backpacking. Students will be introduced to specific fitness conditioning to endure the outdoor environment as well as the skills to survey equipment, orienteering, hiking safety, first aid, and campsite preparation. Field trips are planned.

366-1 Badminton Skills I (1) UC:CSU

(Kinesiology Family K04)

Prerequisite: None.

Activity, 3 hours.

Students will learn the fundamental skills, rules and fitness necessary to play badminton such as the serve, clear, drop and smash shots, rules and basic strategies for the games of singles and doubles.

369-1 Gymnastics I (1) UC:CSU*(Kinesiology Family K01)**Prerequisite: None***Activity, 3 hours.**

This course covers introductory level gymnastics skills on all Olympic events. Students will learn basic individual skills such as a forward roll, frog stand, bar snap or 'L' support.

369-2 Gymnastics II (1) UC:CSU*(Kinesiology Family K01)**Prerequisite: KIN 369-1 or KIN 269-1 with a grade of C or better***Activity, 3 hours.**

This course introduces beginning principles/theories of basic gymnastics skills on all Olympic events. Review of introductory (level 1) gymnastics skills. Instruction, demonstration and practice of beginning gymnastics skills, such as a cartwheel, pullover, squat vault or back hip circle. This includes combining and increasing the performance level of skills learned in introductory gymnastics (KIN 369-1). Students will learn to combine basic gymnastics skills into a sequence.

369-3 Gymnastics III (1) UC:CSU*(Kinesiology Family K01)**Prerequisite: KIN 369-2 with a grade of C or better***Activity, 3 hours.**

Course covers performance of intermediate level gymnastics skills on all Olympic events. Students will learn to combine basic individual gymnastics skills into a sequence of skills.

369-4 Gymnastics IV (1) CSU*Prerequisite: KIN 369-3 with a grade of C or better.***Activity, 4 hours.**

This course covers advanced principles of gymnastics skills on all Olympic events. The course includes instruction, demonstration and practice of advanced level gymnastics skills. Students will learn to combine individual gymnastics skills into a gymnastics routine. The student will learn teaching methodology of the skills taught.

370-1 Table Tennis I (1) UC:CSU*(Kinesiology Family K04)**Prerequisite: None.***Activity, 3 hours.**

Introductory principles of the basic skills, rules and etiquette of table tennis are taught in this course. It includes techniques for singles and doubles strategy. Care and selection of equipment will be discussed. Skills and strategy will be developed through organized drills and game conditions.

370-2 Table Tennis II (1) UC:CSU*(Kinesiology Family K04)**Prerequisite: KIN 370-1***Activity, 3 hours.**

This course is designed to provide the student with the beginning skills of table tennis. The course will continue to emphasize safety procedures for setting up the equipment needed. Proper etiquette will also be discussed. It includes topspin serves, ball placement, forehand topspin techniques and strategy for singles. Skills will be developed through drills and game conditions.

370-3 Table Tennis III (1) UC:CSU*(Kinesiology Family K04)**Prerequisite: KIN 370-2***Activity, 3 hours.**

This course will provide table tennis skills of the forehand, backhand and service at the intermediate level. It will continue to emphasize safety procedures for setting up the equipment needed. The course will also provide information on the selection and care of equipment and proper etiquette. It includes forehand and backhand techniques and strategies for singles play. Additional skills will include learning a lob.

370-4 Table Tennis IV (1) UC:CSU*(Kinesiology Family K04)**Prerequisite: KIN 370-3***Activity, 3 hours.**

This course will cover table tennis skills of the forehand and backhand strokes, legal serve and lobs at the advanced level. It will review the selection and care of equipment, the rules and regulations of table tennis and proper etiquette. Emphasis will be on the use of offensive and defensive game strategies during competition.

371-1 Tennis I (1) UC:CSU*(Kinesiology Family K04)**Prerequisite: None.***Activity, 3 hours.**

This is an introductory course covering the basic tennis skills of the forehand, backhand, volley and serve. This course will also introduce the selection and care of equipment, rules, proper etiquette, terminology, strategies of the game, and components of fitness.

371-2 Tennis II (1) UC:CSU*(Kinesiology Family K04)**Prerequisite: KIN 371-1 or KIN 371 with a grade of C or better.***Activity, 3 hours.**

This class emphasizes beginning tennis skills (forehand and serve) as well as the selection and care of equipment, rules proper etiquette, terminology, and the components of physical fitness.

371-3 Tennis III (1) UC:CSU*(Kinesiology Family K04)**Prerequisite: KIN 371-2 with a grade of C or better.***Activity, 3 hours.**

This class emphasizes intermediate tennis skills (forehand, serve, volley, and lob) as well as the selection and care of equipment, rules proper etiquette, terminology, and the components of physical fitness.

371-4 Tennis IV (1) UC:CSU*(Kinesiology Family K04)**Prerequisite: KIN 371-3 with a grade of C or better.***Activity, 3 hours.**

This class emphasizes advance tennis skills (forehand, backhand, serve, volley, and lob) as well as the selection and care of equipment, rules proper etiquette, terminology, and the components of physical fitness.

373-1 Ultimate Frisbee I (1) UC:CSU*(Kinesiology Family K06)**Prerequisite: None.***Activity, 3 hours.**

This kinesiology class will introduce students to the fundamental theory and skills of ultimate frisbee. Instruction of skills and strategies at the introductory level of throwing, catching, and passing in ultimate frisbee. Other disc activities, such as frisbee golf, may be included.

373-2 Ultimate Frisbee 2 (1) CSU*(Kinesiology Family K06)**Prerequisite: None.***Activity, 3 hours.**

Students continue their education in the fundamental aspects of ultimate frisbee. Includes instruction of skills and strategies at the beginning level of throwing, catching, and passing in ultimate frisbee. Through active practice, students improve in the five components of fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

374-1 Rock Climbing for Fitness I (1) UC:CSU*(Kinesiology Family K08)**Prerequisite: None.***Activity, 3 hours.**

This course covers introductory principles and techniques for safe rock climbing. Class meetings will include instruction, demonstration and practice of introductory rock climbing skills, including equipment needs, safety guidelines, knots, climbing techniques. This class is designed to accommodate first time climbers and personal activity restrictions are covered. The five components of fitness (cardiovascular endurance, muscle endurance, muscular strength, flexibility & body composition) are addressed through introductory rock climbing activity. The class places an emphasis on skill development, safety and progression, which develops kinesthetic awareness, confidence and self-esteem.

COURSE DESCRIPTIONS

374-2 Rock Climbing for Fitness II (1) UC:CSU

(Kinesiology Family K08)

Prerequisite: Kin 374-1.

Activity, 3 hours.

This course expands upon the principles/theories of rock climbing that were taught at the introductory level (level 1). Beginning level equipment needs, safety guidelines, knots, climbing techniques and activity restrictions are covered. Continued skill development, safety and progression are emphasized to enhance kinesthetic awareness, communication and self-esteem.

374-3 Rock Climbing for Fitness III (1) CSU

Prerequisite: KIN 374-2

Activity, 3 hours.

This intermediate course covers progressive principles of rock climbing that were learned at the beginning level (level 2). Intermediate level equipment needs, safety guidelines, knots, climbing techniques and activity restrictions are covered. Continued skill development, safety and progression are emphasized to enhance kinesthetic awareness, communication and self-esteem.

387-1 Basketball I (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: None.

Activity, 3 hours.

This course is designed to teach an introduction of the basic basketball skills of passing, dribbling, shooting, and rebounding. The course will also introduce rules, proper etiquette, terminology, and the components of fitness.

387-2 Basketball II (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: KIN 387-1 or KIN 387 with a grade of C or better.

Activity, 3 hours.

This course will cover basic basketball skills of passing, dribbling, shooting, and rebounding at a beginning level. The course will cover rules, proper etiquette, terminology, and the five components of fitness at a beginning level. Additional skills will include learning a proper lay up at the beginning level.

387-3 Basketball III (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: KIN 387-2 with a grade of C or better.

Activity, 3 hours.

This course will cover basketball skills of passing, dribbling, shooting, and rebounding at an intermediate level. The course will cover rules, proper etiquette, terminology, and the five components of fitness at an intermediate level. Additional skill will include learning a proper jump stop.

387-4 Basketball IV (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: KIN 387-3 with a grade of C or better.

Activity, 3 hours.

This course will cover basketball skills of passing, dribbling, shooting, and rebounding at an advanced level. The course will cover rules, proper etiquette, terminology, and the components of fitness at an advanced level. Additional skill will include learning a legal free throw shot.

389-1 Soccer I (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: None.

Activity, 3 hours.

Students learn basic soccer skills of passing, dribbling, shooting, and goal keeping. The course will also introduce individual and team offense and defense, as well as the rules, proper etiquette, terminology, and the components of fitness. Students will learn proper soccer techniques with practice skills and feedback.

389-2 Soccer II (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: KIN 389 or 389-1.

Activity, 3 hours.

This course will cover basic soccer skills of passing, dribbling, shooting, and goal keeping at a beginning level. The course will cover rules, proper etiquette, terminology, and the components of fitness at a beginning level. The additional skills will include Push Passing, follow the leader, instep Drive 1 and Clock Shooting with both right and left foot at the beginning level.

389-3 Soccer III (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: KIN 389-2.

Activity, 3 hours.

This course will cover soccer skills of dribbling, shooting, goal keeping and passing at a intermediate level. The course will review rules, proper etiquette, terminology, and the components of fitness at a intermediate level for example on with (the field of play, ball, number of players, players equipment, referees, assistant referees, duration of the match, start and restart of play, ball in and out of play, methods of scoring, offside, free kick, penalty kicks, throw in, goal kick, corner kick, fouls and misconduct). Additional skill will include learning a proper heading techniques.

390 Softball (1) UC:CSU

(Kinesiology Family K09)

Prerequisite: None.

Activity, 3 hours.

This course gives instruction on advanced softball skills, techniques, rules and game strategies. This course is designed for prospective intercollegiate softball players.

391-1 Volleyball I (1) UC:CSU

(Kinesiology Family K04)

Prerequisite: None.

Activity, 3 hours.

This introductory volleyball class exposes students to the fundamentals of volleyball, motor skill development and progressive development in this team sport. All fitness levels are welcomed.

391-2 Volleyball II (1) CSU

(Kinesiology Family K04)

Prerequisite: KIN 391-1 with a grade of C or better.

Activity, 3 hours.

Students learn beginning volleyball skills and techniques. Skills learned are back row attack, jump serve, float serve, rotational and perimeter defense and quick hits. The students also learn strategy used for games and the rules of the sport.

KINESIOLOGY ATHLETICS (KIN ATH)

503 Intercollegiate Athletics - Baseball (3) UC:CSU RPT2

Prerequisite: None.

Enrollment is limited to those students judged most qualified based on past performance and/or tryouts.

Activity, 10 hours.

This is an Intercollegiate Athletic competitive baseball team course. The skills perfected in this course will include throwing, fielding, hitting, base running, and baseball game strategies. There are baseball games played in this course.

504 Intercollegiate Athletics - Basketball (3) UC:CSU RPT2

Prerequisite: None.

Enrollment is limited to those students judged most qualified based on past performance and/or tryouts.

Activity, 10 hours.

This course includes instruction on the fundamentals of intermediate and advance principles, theories and skills of Intercollegiate Basketball. The course includes instruction, demonstration and practice of competitive basketball skills, including passing, dribbling, shooting, rebounding, individual and team offense/defense. This course requires intercollegiate basketball competition. Tryouts are required.

508 Intercollegiate Athletics – Football (3) UC:CSU RPT2

Prerequisite: None.

Enrollment limited to available seats awarded to those students judged most qualified, based on past performance and/or tryouts. Students will be only allowed to repeat 2 times

Activity, 10 hours.

This course requires participation on the intercollegiate football team. Advanced blocking, tackling, ball handling and running are taught. Football game playing experience is required. The class will include the study of football strategies for offense, defense and special teams including video study of technique and opponent strategies. Tryouts may be required if experience is limited.

511 Intercollegiate Athletics – Soccer (3) UC:CSU RPT2

Prerequisite: None.

Enrollment is limited to those students judged most qualified based on past performance and/or tryouts.

Activity, 10 hours.

The instructor will teach fundamental, intermediate and advance principles/theories and skills of Soccer. This will include instruction, demonstration, and practice of basic soccer skills of passing, dribbling, shooting, goal keeping, individual and team offense/defense and soccer intercollegiate competition.

512 Intercollegiate Athletics – Softball (3) UC:CSU RPT2

Prerequisite: None.

Enrollment is limited to those students judged most qualified based on past performance and/or tryouts.

Activity, 10 hours.

This course will cover the fundamental, intermediate and advanced principles/theories and skills of Softball. There will be instruction, demonstration and practice of basic softball skills, including throwing, fielding, hitting, base running, and intercollegiate competition.

513 Intercollegiate Athletics – Swimming and Diving (3) UC:CSU RPT2

Prerequisite: None.

Enrollment is limited to those students judged most qualified based on past performance and/or tryouts.

Activity, 10 hours.

This course is designed for the intercollegiate athlete in competitive swimming and diving. The course includes instruction, demonstration and practice of fundamental and advanced swimming and diving techniques, including starts, turns, stroke technique, breathing, and interval training. This course requires intercollegiate competition. Tryouts are required for participation in this course.

517 Intercollegiate Athletics – Water Polo (3) UC:CSU RPT2

Prerequisite: None.

Enrollment is limited to those students judged most qualified based on past performance and/or tryouts.

Activity, 10 hours.

This course is the competitive Intercollegiate water polo team. Instruction includes demonstration and practice of swimming, eggbeater kick, offense, defense, counter attack, man up and man down situations. The course requires participation in intercollegiate water polo games as a member of the college team. Tryouts are required for participation in this course.

552 Intercollegiate Sports-Conditioning & Skills Training (1) UC:CSU RPT3

Prerequisite: None.

Activity, 3 hours.

This course is designed for student athletes and prepares the participants for the physical and mental rigors of the athletic season. The following areas are emphasized: the analysis/development of athletic skills, offensive and defensive systems, and the five components of physical fitness. This class is open to students who are current team members.

556 Intercollegiate Basketball-Fitness & Skills Training (1) UC:CSU RPT3

Prerequisite: None.

Enrollment limited to students who are members of the intercollegiate athletics women's basketball team at LAVC and limited to available seats awarded to those students judged most qualified, based on past performance and/or audition.

Activity: 3 hours.

This course is designed for the student athlete and is intended to provide focused strength and conditioning exercises with an emphasis on safety, injury prevention, new rules and game plays for basketball.

KINESIOLOGY MAJOR (KIN MAJ)**100 Introduction to Kinesiology (3) UC:CSU**

This class does not meet the credit for Physical Education activity.

Required for Physical Education and Recreation majors.

Prerequisite: None.

Lecture, 3 hours.

Kinesiology is the study of the art and science of human movement throughout our lifespan. Students will be introduced to the evidence-based research supporting the therapeutic effects of exercise in improving health and society in our communities, schools, work place and clinical settings. Kinesiology provides areas of study in health and fitness promotion, clinical exercise physiology, biomechanics, motor learning and development, athletic training, dance, adapted physical education, pedagogy, sports psychology, sports nutrition, sports management, exercise equipment design and testing and wellness coaching as well as pre-professional training for cardiac rehabilitation, gerokinesiology, physical therapy, public health and policy, medicine and research.

C-ID: KIN 100

101 First Aid & CPR (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Students will demonstrate emergency first aid, CPR and AED skills for situations where help is delayed, during natural disasters and major catastrophes. Students will demonstrate and explain recommendations by the American Heart Association, National Safety Council, ECSI (Emergency Care Safety Institute) and/or the American Red Cross for community members to respond to non-breathing, choking, cardiac emergencies, sudden illness and other life-threatening emergencies. Students will also, explain techniques for all ages along with emergency action plans, safety, and prevention of disease transmission.

126 Fundamentals of Athletic Training (3) UC:CSU

This class does not meet the credit for Physical Education activity.

Prerequisite: None.

Lecture, 2 hours; laboratory, 3 hours.

This course introduces the concepts and practical skills of athletic training, including the prevention, recognition, evaluation, and management of athletic injuries. This course is designed for athletic trainers, physical educators, coaches, physical therapists and individuals who plan on working with active individuals.

COURSE DESCRIPTIONS

127 Advanced Athletic Training (3)

UC:CSU

This class does not meet the credit for Physical Education activity.

Prerequisite: KIN MAJ 126 with a grade of C or better.

Lecture, 2 hours; laboratory, 3 hours.

This course will advance the knowledge and skills introduced in the Kin Maj 126 Fundamentals of Athletic Training course. The student will acquire experience and advanced techniques in the prevention, recognition, evaluation, and management of athletic injuries.

LAW

001 Business Law I (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This is an introductory course in law as it relates to business transactions and the legal process. Topics include sources of law and ethics, contracts, torts, criminal law, intellectual property, agency, business organizations, and judicial and administrative processes.

MAXIMUM UC CREDIT FOR ANY COMBINATION OF LAW 001 OR LAW 002 IS ONE COURSE.

C-ID: BUS 125

002 Business Law II (3) UC:CSU

(LAW 002 may be taken before LAW 001)

Prerequisite: None.

Lecture, 3 hours.

This course covers the fundamental principles of law as they apply in the business world, going beyond the basics of the American legal system that are covered in Business Law I. Topics include the law of agency, real property, employment and commercial paper. Students also learn about various business structures and organizations, including but not limited to corporations, partnerships, limited liability companies, franchises and sole proprietorships; the course also covers the different legal obligations and duties arising out of each of these structures. The course also covers additional topics necessary for a well rounded understanding of business law, such as Employment and Labor Law, Employment Discrimination, Wills and Trusts and Bankruptcy Law.

MAXIMUM UC CREDIT FOR ANY COMBINATION OF LAW 001 OR LAW 002 IS ONE COURSE.

003 Civil Rights and the Law (3)

UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This is an introduction to Constitutional Law and related legal issues concerning civil rights, due process of law, freedom of expression, freedom of religion, racial equality and democratic processes with emphasis on recent US Supreme Court decisions.

911-921-931-941 Cooperative

Education - Law (1-4) CSU

Law is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

LEARNING SKILLS (LRNSKIL)

040 Introduction to Learning Disabilities (1) NDA

Prerequisite: None.

Students should obtain add cards from the Services for Students with Disabilities Office.

Pass/No Pass only.

Lecture, 1 hour.

Individualized diagnostic assessment procedures are administered. Students with learning disabilities identify strengths and weaknesses in abilities and achievement/ learning skills. Individual recommendations are made regarding study skills, strategies, and use of possible accommodations.

041 Study Strategies for Students with Learning Disabilities (3) NDA

Prerequisite: None.

Class is designed for students with disabilities.

Lecture, 3 hours.

Students with identified learning disabilities are taught study skills and compensatory strategies for successful completion of educational goals. This course will help students with identified learning disabilities to develop strategies to cope with the demands of the classroom environment. Such strategies include time management, goal setting, note taking, listening and reading comprehension skills, and how to conduct academic research.

044 Adaptive Computer Operations (1) NDA

Prerequisite: None.

This course is offered on a Pass/No Pass basis only.

Permission of Instructor and registration through Services for Students with Disabilities Office.

Laboratory, 2 hours.

This course is designed for eligible students with verified disabilities. This class provides individual assessment of adaptive computer needs of the student, based upon disability-related educational limitations. The type of equipment and/or programs and the extent of training will depend on the student's disability, professional assessment, and academic and vocational goals.

LIBRARY SCIENCE (LIB SCI)

100 Media And Information Literacy: Research Strategies And Beyond (3)

UC:CSU

Prerequisites: None.

Lecture, 3 hours.

This course examines the exponential growth of online information and the resulting complex digital media landscape faced by students in the 21st century. Students explore the psychological, social, and physiological impacts of online media engagement, while developing essential information literacy skills that are relevant to current academic endeavors and to their future as informed citizens and lifelong learners. Through multiple online platforms and advanced online search strategies, students learn to locate, evaluate, and communicate information responsibly and ethically

101 College Research Skills

(1) UC:CSU ☼

Prerequisite: None.

Lecture, 1 hour.

This is a practical course in college level research using academic libraries and related information sources. Students develop strategies to find, organize, evaluate, and cite various print and online sources effectively and ethically. These skills help students become strong researchers and life-long learners.

LINGUISTICS (LING)

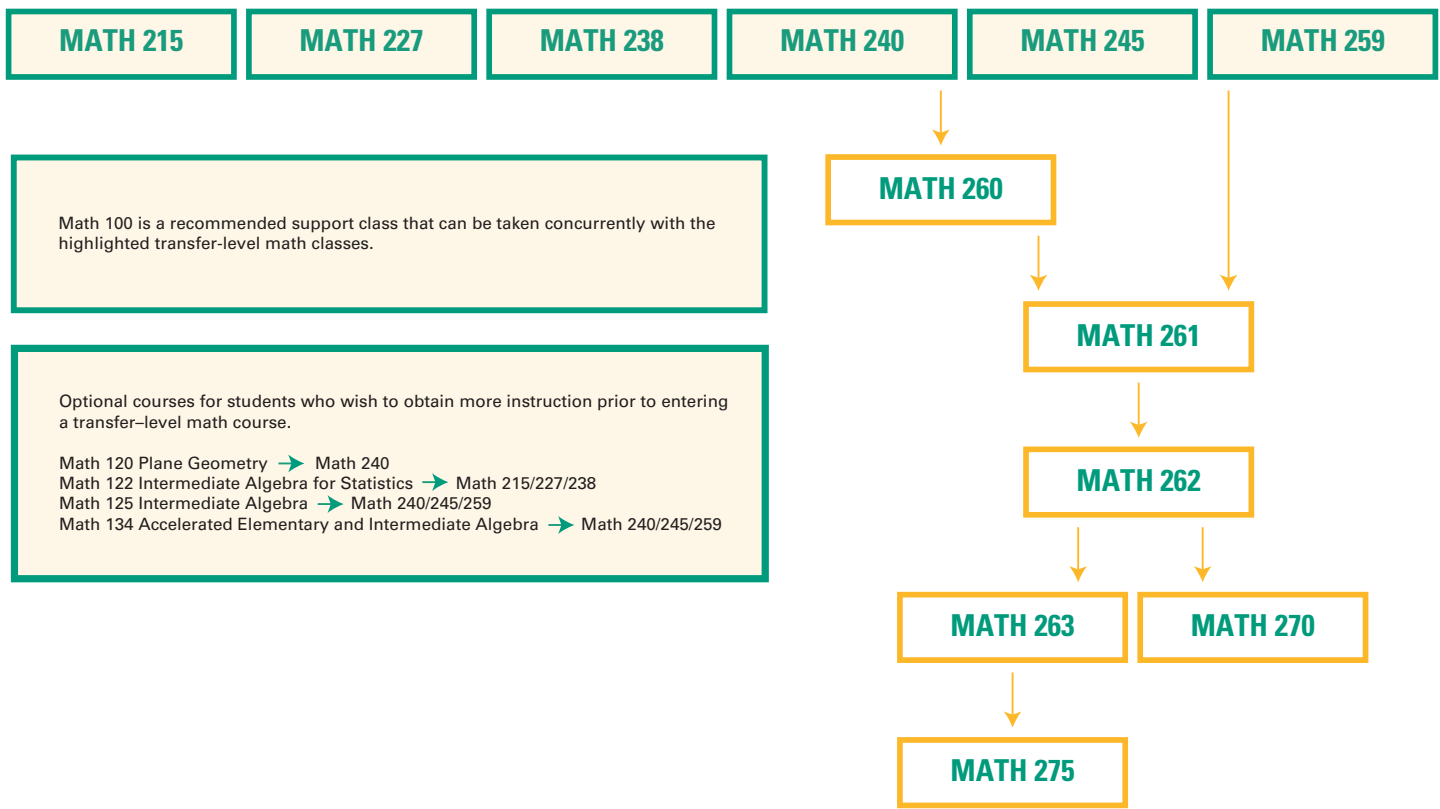
001 Introduction to Language and Linguistics (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Introduction to the linguistic diversity of the world and to the main subfields of linguistics such as phonetics and phonology (the study of sound production and patterning), morphology (word formation) and syntax (sentence formation). Other topics covered include the structural characteristics of world languages, first and second language acquisition, methods of classifying languages into families, how context shapes meaning and language use, and language use in social context. Students will not receive credit for both Linguistics 1 and English 105.

TRANSFER-LEVEL MATH COURSE SEQUENCE



COURSE DESCRIPTIONS

MACHINE SHOP-CNC (MSCNC)

114 Print Interpretation and Sketching (Blueprint I) (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This is a course in understanding the fundamental principles and practices of blueprint reading which includes a study of standard symbols and their applications with emphasis on interpreting a variety of mechanical drawings in the major technical fields.

124 Print Interpretation and Inspection (Blueprint II) (3) CSU

Prerequisite: None.

Lecture, 3 hours.

Multi-view, assembly and detail prints are studied in this course. Advanced terminology including geometric dimensioning and tolerancing and true position is stressed. Inspection measuring instruments and processes are covered.

MANAGEMENT (MGMT)

001 Principles of Management (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This is an introductory course on the principles of management. The course provides a detailed analysis of management functions: planning, including business environment, strategies, objectives, policies, methods, and procedures; organizing, including authority, responsibility, and organizational structure; directing, including leadership, motivation, communication, and team dynamics; and, controlling, including performance measurement, standards, operations, and action implementation.

NO UC CREDIT FOR MGMT 001 AFTER SUMMER 1995.

013 Small Business Entrepreneurship (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides a systematic approach to developing and operating a successful small business. The areas of study include: personal qualifications for starting and managing a small business, determining the market opportunity, legal procedures, planning and marketing the business, location factors, capital requirements, protective factors to provide for risk, and personnel management. Students gain experience through the development of a business plan.

031 Human Relations for Employees (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course covers the practical application of psychological and sociological principles to the study of human relations in business and industry. The course emphasizes case studies and teamwork. Topics covered include communication styles, self-esteem, ethics, attitude and motivation, self-disclosure, emotional balance, leadership strategies, work force diversity, and professional presence.

033 Human Capital Management (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course covers the fundamentals of personnel or human resources management. The course is for students considering working in the field of human resources and management. Topics include human resources management strategy and practice; labor laws; recruitment, selection and placement; performance evaluation; training and development; compensation and benefits; safety and health; accident prevention; and labor relations and communication.

911-921-931-941 Cooperative Education - Management (1-4) CSU

Management is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

MARKETING (MARKET)

001 Principles of Selling (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course emphasizes the principles used in persuasive communication. Consumer buying behavior, presentations, and closing the sale are covered. The course is designed to help students currently involved in sales as well as those seeking to improve their communication skills. Sales presentations, videotapes and case studies are used.

011 Fundamentals of Advertising (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course introduces the student to the role of advertising in our economy. It gives a comprehensive overview of the planning and managing of advertising. The course also covers how the major forms of media, such as television, radio, newspapers, magazines, the internet are integrated into the advertising campaign.

021 Principles of Marketing (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides an extensive study of concepts and strategies in the field of marketing is based. Emphasis is on product, place (distribution), promotion and pricing decisions. Additional topics are sales forecasting, domestic and international markets, personal selling, marketing legislation, and the environmental factors that impact marketing.

031 Retail Merchandising (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course explores the domain of retailing. Emphasis is placed on marketing concepts and principles of the retail operation, organizational structure, merchandising, store location, store layout, personnel, buying, selling, inventory control, budgeting, and the impact of the Internet on retailing.

911-921-931-941 Cooperative Education - Marketing (1-4) CSU

Marketing is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

MATHEMATICS (MATH)

Every student planning to enroll in a mathematics course for the first time at Valley College is expected to consult counselors or the mathematics department. Students are advised of their recommended placement and are then allowed to enroll in that course.

100 Mathematics Workshop (1) NDA

Prerequisite: None.

Offered on a Pass/No Pass basis only.

Activity, 2 hours.

This course offers directed practice to mathematics students of varying skill levels.

110 Introduction to Algebraic Concepts (5) NDA

Prerequisite: None.

Lecture, 5 hours.

This course reviews basic mathematics, operations on real numbers and algebraic expressions, and an introduction to elementary topics in algebra. Topics include operations on whole numbers, fractions, decimals, and integers; order of operations; ratios, proportions, percents, and applications; perimeter, area, and volume applications; metric and English conversions; and simple algebraic expressions and equations. Basic word problems that embody these concepts are included throughout the course.

STUDENTS MAY NOT EARN CREDIT FOR BOTH MATH 110 AND MATH 112.

112 Prealgebra (3) NDA

Prerequisite: None.

Lecture, 3 hours.

This course reviews basic mathematics, operations on real numbers and algebraic expressions, and an introduction to elementary topics in algebra. Topics include operations on whole numbers, fractions, decimals, and integers; order of operations; ratios, proportions, percents, and applications; perimeter, area, and volume applications; metric and English conversions; and simple algebraic expressions and equations. Basic word problems that embody these concepts are included throughout the course.

STUDENTS MAY NOT EARN CREDIT FOR BOTH MATH 110 AND MATH 112.

115 Elementary Algebra (5)

Prerequisite: MATH 112 or MATH 110 with grades of C or better, or appropriate skill level demonstrated through the math placement process.

Lecture, 5 hours.

Topics include real number operations, evaluating and simplifying algebraic expressions, linear equations and inequalities, positive integer exponents, fundamental operations on polynomial, rational, and radical (index 2) expressions, polynomial factoring, quadratic equations, graphs of linear equations, solving a system of two linear equations in two variables, solving linear, quadratic, and special polynomial equations; solving rational and radical equations, and modeling and solving a variety of word problems.

120 Plane Geometry (5)

Prerequisite: MATH 113 and MATH 114 with grades of C or better; or MATH 115 with a grade of C or better; or appropriate skill level demonstrated through the math placement process.

Lecture, 5 hours.

The course covers properties of points, lines, angles, triangles, quadrilaterals, circles and other polygons. Emphasis is placed on logical reasoning and methods of proof, especially deductive reasoning.

121 Elementary Geometry for College Students (3)

Prerequisite: MATH 113 and MATH 114 with grades of C or better; or MATH 115 with a grade of C or better; or appropriate skill level demonstrated through the math placement process.

Lecture, 3 hours.

The course covers properties of points, lines, angles, triangles, quadrilaterals, circles and other polygons. Emphasis is placed on logical reasoning and methods of proof, especially deductive reasoning.

122 Intermediate Algebra for Statistics (5)

Prerequisite: MATH 113 and MATH 114 with grades of C or better; or MATH 115 with a grade of C or better; or appropriate skill level demonstrated through the math placement process.

Lecture, 5 hours.

This course is designed as a prerequisite solely for Math 227. Students will not get math competency credit as stated in E-79 for taking this course. If students wish to proceed to another course other than Math 227, they would need to go back and take Math 125. The course reviews concepts learned in Math 115 and applies them to more complicated problems; also covers inequalities, absolute values, relations and functions, exponential and logarithmic functions, sequences, series, Binomial Theorem, permutation & combination, sets and probability.

125 Intermediate Algebra (5)

Prerequisite: MATH 113 and MATH 114 with grades of C or better; or MATH 115 with a grade of C or better; or appropriate skill level demonstrated through the math placement process.

Lecture, 5 hours.

This course reviews concepts learned in Math 115 and applies them to more complicated problems. Topics include algebra of functions, quadratic and rational equations and inequalities, absolute values, factoring polynomials, radical equations and expressions, logarithms, exponential equations, systems of equations, complex numbers, nonlinear relationship, modeling, and conic sections.

134 Accelerated Elementary and Intermediate Algebra (6)

Prerequisites: MATH 110 or MATH 112 with a grade of C or better.

Lecture, 4 hours; laboratory, 4 hours.

This is an accelerated course covering topics from Elementary and Intermediate Algebra. Topics include linear equations and inequalities, exponents, polynomials and factoring, rational expressions, rational equations and inequalities, radical expressions and equations, quadratics equations and inequalities, graphing linear and nonlinear equations and inequalities, system of linear and nonlinear equations and inequalities, functions, exponential and logarithmic functions, conics, and sequences and series. This course has a lab component and satisfies any Intermediate Algebra requisite.

215 Principles of Mathematics I (3) UC:CSU

Prerequisite: MATH 125 or MATH 134 with a grade of C or better, or appropriate skill level demonstrated through the math placement process.

Recommended: MATH 120.

Lecture, 1 hour; laboratory, 4 hours.

This is a course designed primarily for students who plan to teach in elementary school.

This course focuses on the development of quantitative reasoning skills through in-depth, integrated explorations of topics in mathematics, including real number systems and subsystems. Emphasis is on comprehension and analysis of mathematical concepts and applications of logical reasoning. This course also covers the language of sets, elementary logic, systems of numeration, nature of numbers, fundamental operations, relations and functions, integers, rational and real numbers, and various algorithms used in calculations.

C-ID: MATH 120

UC CREDIT FOR MATH 215 EFFECTIVE FALL 1994.

227 Statistics (4) UC:CSU ☼

Prerequisite: MATH 125 or MATH 122 or MATH 134 with a grade of C or better, or appropriate skill level demonstrated through the math placement process.

Lecture, 4 hours; laboratory, 1 hour.

This course uses technology to analyze data. Probability techniques, hypothesis testing, and predictive techniques are employed to facilitate decision-making by inferring population-level conclusions based on samples. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance (ANOVA), chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

MATH 225, 227 STAT 1, 101 COMBINED, MAXIMUM UC CREDIT, ONE COURSE.

C-ID: MATH 110

COURSE DESCRIPTIONS

227S Statistics with Support (4) CSU ☉

Prerequisite: MATH 125 or MATH 122 or MATH 134 with a grade of C or better, or appropriate skill level demonstrated through the math placement process.

Lecture, 4 hours; laboratory, 1 hour.

This course uses technology to analyze data. Probability techniques, hypothesis testing, and predictive techniques are employed to facilitate decision-making by inferring population-level conclusions based on samples. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance (ANOVA), chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. This course provides additional support for students on mathematics topics necessary for success in statistics like like fractions, percents, decimals, algebra, and more.

238 Calculus for Business and Social Science I (5) UC:CSU

Prerequisite: MATH 125 with a grade of C or better or appropriate skill level demonstrated through the math placement process.

Recommended: MATH 245

Lecture, 5 hours.

This course presents a study of the techniques of calculus with emphasis placed on the application of these concepts to business and management related problems. The applications of derivatives and integrals of functions including polynomials, rational, exponential and logarithmic functions are studied. Topics in this course include: techniques of differentiating; maximum-minimum problems; curve sketching; derivatives and applications of exponential and logarithmic functions; techniques of integration; linear approximations; matrices and linear systems.

C-ID: MATH 140

240 Trigonometry (3) CSU

Prerequisite: MATH 120 or MATH 121 and MATH 125 with a grade of C or better or concurrent enrollment, or appropriate skill level demonstrated through the math placement process.

Lecture, 3 hours.

This course studies trigonometric functions, their inverses and their graphs, identities and proofs related to trigonometric expressions, trigonometric equations, solving right triangles, solving triangles using the Law of Cosines and the Law of Sines, polar coordinates, introduction to vectors, and complex numbers including De Moivre's theorem and polar coordinates.

C-ID MATH 851

245 College Algebra (3) UC:CSU

Prerequisite: MATH 125 with a grade of C or better, or appropriate skill level demonstrated through the math placement process.

Lecture, 3 hours.

This college-level course in algebra is for majors in the Liberal Arts. It covers polynomial, rational, radical, exponential, absolute value, and logarithmic functions; systems of equations; inverses and transformations of functions; theory of polynomial equations; characterization of the zeros of polynomials; matrices and determinants; sequences and series; binomial theorem; modeling of calculus-type word problems; and mathematical induction.

MATH 245 COMBINED WITH MATH 260, MAXIMUM UC CREDIT IS 4 UNITS.

C-ID: MATH 150

259 Precalculus with Trigonometry (6) UC:CSU ☉

Prerequisite: MATH 120 or MATH 121; and MATH 125 or MATH 134 with a grade of C or better or concurrent enrollment in MATH 121 or MATH 120, or appropriate skill level demonstrated through the math placement process.

Lecture, 6 hours.

This course is preparation for calculus. It covers the study of polynomial, absolute value, radical, rational, exponential, and logarithmic functions, analytic geometry, theory of equations, mathematical induction, sequences and series, binomial theorem, inequalities, matrices, polar coordinates, graphing polynomial, rational, and conic sections. The study of trigonometric functions, their inverses and their graphs, identities and proofs related to trigonometric expressions, trigonometric equations, solving right triangles, solving triangles using the Law of Cosines and the Law of Sines, and introduction to vectors.

C-ID MATH 955

260 Precalculus (5) UC:CSU ☉

Prerequisite: MATH 240 with a grade of C or better, or concurrent enrollment; or appropriate skill level demonstrated through the math placement process.

Lecture, 5 hours.

This course is preparation for calculus. It covers polynomial, absolute value, radical, rational, exponential, logarithmic, and trigonometric functions and their graphs; analytic geometry and graphing conic sections, theory of equations, mathematical induction, sequences and series, binomial theorem, inequalities, matrices, and polar coordinates.

NOTE: UC ALLOWS A MAXIMUM OF 4 TRANSFERABLE UNITS FOR THIS COURSE.

MATH 245 COMBINED WITH MATH 260, MAXIMUM UC CREDIT IS 4 UNITS.

C-ID MATH 155

261 Calculus I (5) UC:CSU ☉

Prerequisite: MATH 240 and 260; or MATH 259 with a C or better.

Lecture, 5 hours.

This first course in a three-semester, unified treatment of differential and integral calculus of a single variable includes functions; limits and continuity; techniques and applications of differentiation and integration; rates of change; maxima and minima; Mean Value Theorem; approximations; antiderivatives; definite integrals; Fundamental Theorem of Calculus. Primarily for Science, Technology, Engineering & Math Majors.

MATH 238, 261, 265 COMBINED, MAXIMUM UC CREDIT, ONE COURSE.

C-ID: MATH 211

262 Calculus II (5) UC:CSU ☉

Prerequisite: MATH 261 or 265 with a C or better.

Lecture, 5 hours.

This second course in a three-semester, unified treatment of differential and integral calculus of a single variable includes integration; techniques of integration; derivatives and integrals of inverse trigonometric; logarithmic; exponential and hyperbolic functions; improper integrals; numerical methods; infinite sequences and series; polar and parametric equations; conic sections; Taylor formulas; indeterminate forms; power series; and applications of integration. Primarily for Science, Technology, Engineering & Math Majors.

MATH 262, 266 COMBINED, MAXIMUM UC CREDIT, ONE COURSE.

C-ID: MATH 221

263 Calculus III (5) UC:CSU

Prerequisite: MATH 262 or 266 with a C or better.

Recommended: MATH 270

Lecture, 5 hours.

This final course in a three-semester, unified treatment of calculus includes vector valued functions, calculus of functions of more than one variable, partial derivatives, multiple integration, Green's Theorem, Stokes' Theorem, divergence theorem, quadric surfaces, vector and parametric equations in two and three space, curvature, cylindrical and spherical coordinates, gradient, maxima and minima for functions of several variables, surface integrals, and line integrals.

MATH 263, 267 COMBINED, MAXIMUM UC CREDIT, ONE COURSE.

C-ID: MATH 230

270 Linear Algebra (3) UC:CSU

Prerequisite: MATH 262 or 266, with a grade of C or better.

Lecture, 3 hours.

This course develops the techniques and theory needed to solve and classify systems of linear equations. Solution techniques include row operations, Gaussian elimination, and matrix algebra. Investigates the properties of vectors in two and three dimensions, leading to the notion of an abstract vector space. Vector space and matrix theory are presented including topics such as inner products, norms, orthogonality, eigenvalues, eigenspaces, linear transformations, and diagonalization. Selected applications of linear algebra are included.

C-ID: MATH 250

275 Ordinary Differential Equations (3) UC:CSU

Prerequisite: MATH 263 or 267 with a grade of C or better.

Recommended: MATH 270.

Lecture, 3 hours.

The course is an introduction to ordinary differential equations including both quantitative and qualitative methods as well as applications from a variety of disciplines. It introduces the theoretical aspects of differential equations, including establishing when solution(s) exist, and techniques for obtaining solutions, including series solutions, singular points, Laplace transforms and linear systems.

C-ID: MATH 240

185 Directed Study - Mathematics (1) CSU**285 Directed Study - Mathematics (2) CSU****385 Directed Study - Mathematics (3) CSU**

Prerequisite: Math 265 with a grade of C or better.

Conference, 1 hour per unit.

Direct study allows students to pursue selected topics in mathematics beyond the normal curriculum under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY/ DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

MEDIA ARTS (MEDIART)

(Please also see Cinema)

100 The Entertainment Industry: Breaking In (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an introductory, interdisciplinary survey of the entertainment industry; showcasing various jobs from entry-level Production Assistants to high-level CEOs, how to obtain these jobs, and an overall understanding of the creative process from start to finish. The course begins with the development and pre-production process (idea to script through budgeting and preparation). It continues through production (casting, storyboarding, shooting) and post production (editing, visual effects, sound/music), then distribution (marketing and exhibition). Much focus will be on the evolution of technology and the impact it has on the major studios as well as the independent production companies that produce content destined for the theater, streaming, video game consoles, the internet, and virtual reality devices.

101 Introduction to Digital Film Production (3) CSU

Prerequisite: MEDIART 100 or CINEMA 107 with a grade of C or better or concurrent enrollment in either course.

Lecture, 2 hours; laboratory, 3 hours.

Students will create multiple projects possibly including short narratives, documentaries, commercials, and/or music videos in their comprehensive quest to learn all aspects of digital film production from script concept to finished product. The course is centered on basic theory and its application via exams, demonstrations, and hands-on experiences with digital media exercises.

NOTE: STUDENTS WILL POSSIBLY BE REQUIRED TO PROVIDE VARIOUS RECORDING EQUIPMENT AND MEDIA STORAGE SUPPLIES TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

103 Digital Imaging and Motion Graphics for Film and Television (3) UC:CSU

Prerequisite: MEDIART 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate level course dealing with motion graphics for film and television using digital imaging and animation software, with an emphasis on programs such as Photoshop and After Effects, including layers, masks, filters, animation techniques and output to video, via demonstrations, practicums, and exercises.

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE INSTRUCTIONAL MATERIALS TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

104 Photoshop for Motion Pictures and Television (3) CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

This is a beginning level course dealing with graphics for Motion Pictures and Television using digital imaging software, with an emphasis on programs such as Adobe Photoshop, including layers, masks, filters, text, blend modes, editing tools, animation techniques and output to video applications, via demonstrations, practicums, and exercises.

105 Visual Effects and Color Grading (3) UC:CSU

Prerequisites: MEDIART 104 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate level course dealing with the creation of visual effects, color grading, and color correction for film and television with the potential use of software such as Photoshop, After Effects, Maya, and Resolve. Effects such as simple beauty fixes to more involved 3D modeling could be covered as well as basic digital color correction and overall color grading techniques. Visual aesthetics and color science theory is explored. The technical aspects of visual effects and color grading, including video output to various file types, is instructed via demonstrations, practicums, and exercises.

110 Digital Film Sound (3) CSU

Prerequisite: MEDIART 101 or CINEMA 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate course dealing with all aspects of film/video sound recording, mixing, and editing from theory to application, centering on learning the basic parts and functions of professional motion picture and digital video sound equipment, as well as sound techniques and aesthetics.

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE VARIOUS MEDIA STORAGE SUPPLIES TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

113 Low Budget Producing (3) CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

This course is an overview of the creative and business aspects of producing motion pictures and episodic content with emphasis on the job functions and skills required for the producer to actualize his/her ideas and vision. The course will cover all the functions of the producer from development, preproduction, production, post production, and distribution. Projects with a variety of budgets will be covered with an emphasis on low budget filmmaking. Students will prepare an actual proposal for a film project.

COURSE DESCRIPTIONS

115 Digital Cinematography (3) CSU

Prerequisite: MEDIART 101 or CINEMA 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate course dealing with all aspects of cinematography from theory to application, centering on learning the basic parts and function of intermediate film/video cameras, lenses, lighting equipment, accessories as well as cinematography techniques and aesthetics.

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE INSTRUCTIONAL MATERIALS TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

116 Introduction to Screenwriting (3) UC/CSU

Prerequisite: None

Lecture, 3 hours.

This is a screenwriting course taking students through the process from concept to delivery. Fundamentals learned will be story, character, scene, how to craft a compelling opening, and the keys to a memorable ending. Examples from successful feature films and serialized content are utilized throughout.

118 Directing (3) CSU

Corequisite: CINEMA 107.

Lecture, 2 hours; laboratory, 2 hours.

This course presents an introduction to the art and craft of film directing, with emphasis on the role of the director as a storyteller, the visualization of the script, directing the actors, and the creative interaction with above and below the line personnel. Student exercises with actors, the creation of camera and lighting plans, visual presentations, and discussions will illustrate the director's process during pre-production, production and post-production as well as the beginning steps toward a directing career.

120 Digital Film Editing (3) CSU

Prerequisite: MEDIART 101 or CINEMA 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is an intermediate course covering all aspects of digital film/video editing theory, techniques and aesthetics. A variety of professional applications will be utilized in the editing exercises.

NOTE: STUDENTS WILL BE REQUIRED TO PROVIDE VARIOUS MEDIA STORAGE SUPPLIES TO COMPLETE CLASS ASSIGNMENTS. ADDITIONAL OUT-OF-CLASS OR LAB TIME MAY BE REQUIRED TO COMPLETE PROJECTS.

129 Mythology, Spirituality, and the Art of Story (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Media Arts 129 is a course that takes an analytical and critical overview of storytelling, examining the historical and modern role of mythology, spirituality, legends and parables, and how they have shaped and formed stories found in today's motion picture and television writings.

130 Advanced Screenwriting (3) CSU

Prerequisite: BRDCSTG 025 or MEDIART 116 with a grade of C or better.

Lecture, 3 hours.

Media Arts 130 is an advanced screenwriting workshop emphasizing the skill and understanding of structure, character and story. Students write an original screenplay in a workshop setting, developing an effective and marketable sample of work.

131 Advanced Episodic Writing (3) UC:CSU

Prerequisite: BRDCSTG 025 or MEDIART 116 with a grade of C or better.

Lecture, 3 hours.

This is an advanced episodic writing course emphasizing the skill and understanding of structure, character and story. Students write an original comedy or episodic drama in a workshop setting, developing an effective and marketable sample of work.

911-921-931-941 Cooperative Education – Media Arts (1-4) CSU

Media Arts is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

METEOROLOGY (METEOR)

003 Introduction to Weather and Climate (3) UC:CSU

(Same as GEOG 003.)

Prerequisite: None.

Recommended: MATH 115 or placement into a higher level of MATH and placement into ENGLISH 101.

Lecture, 3 hours.

An introduction to weather, climate and environment employing scientific method and observation. The course examines Earth's atmosphere, processes and phenomena and their impacts on humans and the global environment. Course topics include composition of the atmosphere, weather elements and controls, atmospheric processes, global circulation, storms, air pollution, global climate patterns and climate change, and techniques and tools for weather forecasting.

MICROBIOLOGY (MICRO)

020 General Microbiology (4) UC:CSU

Prerequisite: CHEM 051 or CHEM 060 or CHEM 068 or CHEM 101 with a grade of C or better.

Lecture, 3 hours; laboratory, 3 hours.

This class is an introduction to principles of microbiology, with emphasis on clinical microbiology for the allied health sciences, including the chemistry, biology, taxonomy, and genetics of pathogenic microorganisms. Principles of pathology and interactions of pathogenic microorganisms with the host are presented by examining infectious diseases of major organ systems. Laboratory exercises develop skills and strategies employed in the clinical microbiology laboratory.

\$15 LAB FEE TO BE PAID WITH REGISTRATION.

MICRO 1 COMBINED WITH MICRO 020, MAXIMUM UC CREDIT IS ONE COURSE.

MUSIC

A list of required and recommended classes for the Music Major is available in either the Counseling office or the Music Department.

Some courses in Music are part of the Music Family group and have enrollment limitations. The group code appears under the course title. See page 199-200 for more information.

101 Fundamentals of Music (3) UC:CSU ☼

Prerequisite: None.

Lecture, 3 hours.

This is an introductory course in reading and writing music. It covers notation, keys, scales, intervals, chords, and includes practical experience in rhythmic drills, sight singing and ear training.

111 Music Appreciation I (3) UC:CSU ☼

Prerequisite: None.

Lecture, 3 hours.

This is an introductory survey course designed to develop an understanding of the literature of Western art music from the Middle Ages through the present day. Emphasis is given to music heard in concert, motion pictures, radio and television and to techniques of perceptive listening.

C-ID: MUS 100

118 Film Music Appreciation (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This is an introductory survey course designed to familiarize the student with the music used to accompany film from the silent era to today. Emphasis is given to: the musical elements that support and enhance the dramatic experience of the film, major composers and movies.

121 Music History and Literature I (3) UC:CSU

Prerequisite: MUSIC 201 with a grade of C or better.

Lecture, 3 hours.

Designed for Music Majors, but open to the general student, Music 121 traces the evolution of musical thought and practice in the Western world from ancient Greece through the Medieval, Renaissance and Baroque periods, with particular focus on the function of music in various social, political and historical contexts and the emerging compositional styles and techniques.

122 Music History and Literature II (3) UC:CSU

Prerequisite: MUSIC 201 with a grade of C or better.

Lecture, 3 hours.

Designed for Music Majors, but open to the general student, Music 122 traces the evolution of musical thought and practice in the Western world from the Classic period through the present day, with particular focus on the function of music in various social, political and historical contexts and the emerging compositional styles and techniques.

136 Music in American Culture (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides a comparative and integrative study of the multi-cultural music styles of the United States. Emphasis is given to the music of Native Americans, European Americans, African Americans, Chicano/Latino Americans, and Asian Americans, tracing the development of these various musical traditions from their historical roots to their influence on contemporary American music.

137 Music as a Business (3)

Prerequisite: None.

Lecture, 3 hours.

Students will learn the business aspects of the music industry. The course addresses the skills and knowledge necessary for success in the business and related careers. Emphasis is on small business models, as well as the greater scope of the industry.

141 Jazz Appreciation (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Jazz Appreciation covers the study of the elements of jazz as well as traces the development and evolution of significant styles and structures. Listening skills will be developed to recognize the many differences in individual solo as well as jazz ensemble interpretations. A series of discussions on composing and arranging music in a jazz style will be incorporated.

152 Current Musical Events (1) CSU

Prerequisite: None.

Lab/performance, 2 hours.

This course enriches the students' musical experiences through the presentation of live performances in a variety of concerts and recitals. The events offered include concerts by the various departmental musical organizations, student soloists faculty recitals, and guest artists.

161 Introduction to Music Technology (3) CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

This introductory course explores the history and use of electronic equipment, synthesizers, computers and recording equipment in the making of music. Topics include computer hardware and software, modern sequencing techniques, MIDI (Musical Instrument Digital Interface), and basic digital audio, using the Macintosh platform.

165 Introduction to Recording Arts (3) CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

This class is an introduction to the theory and practice of acoustics, audio, and recording. Topics include: the nature of sound; basic acoustics; audio systems and terminology; microphone principles and usage; recording styles; recording studio equipment; multitrack recording procedures.

180 Applied Music Laboratory (1.5) CSU

Prerequisite: None. Pass/No Pass only.

Corequisite: MUSIC 181 or 182 or 183 or 184, and 250.

Laboratory, 5 hours.

This course allows students to improve their technical skills on their own instrument or voice as assigned by applied music faculty or performance workshop faculty. Basic repertoire and historical performance practices are emphasized.

181 Applied Music I (0.5) UC:CSU

Prerequisite: A successful audition on or before the first day of class is required for continued enrollment.

Laboratory, 1 hour.

This course is designed for students to develop study, practice, and performance skills on a principal instrument or voice through private lessons. Students will be able to perform selected repertoire at a level based on students entering abilities. This parallels the offering for and requirements of UC and CSU music majors.

A SUCCESSFUL AUDITION ON THE FIRST DAY OF CLASSES IS REQUIRED FOR CONTINUED ENROLLMENT.

C-ID: MUS 160

182 Applied Music II (0.5) UC:CSU

Prerequisite: MUSIC 181 and MUSIC 200 with a grade of C or better. Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.

Corequisite: MUSIC 250-1.

Laboratory, 1 hour.

This course is designed for students to develop study, practice, and performance skills on a principal instrument or voice through private lessons. Students will be able to perform selected repertoire at a level based on students entering abilities. This parallels the offering for and requirements of UC and CSU music majors.

C-ID: MUS 160

183 Applied Music III (0.5) UC:CSU

Prerequisite: MUSIC 182, MUSIC 201 and MUSIC 211 with a grade of C or better.

Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.

Corequisite: MUSIC 250-2.

Laboratory, 1 hour.

This course is designed for students to develop study, practice, and performance skills on a principal instrument or voice through private lessons. Students will be able to perform selected repertoire at a level based on students entering abilities. This parallels the offering for and requirements of UC and CSU music majors.

C-ID: MUS 160

184 Applied Music IV (0.5) UC:CSU

Prerequisite: MUSIC 183, MUSIC 202 and MUSIC 212 with a grade of C or better.

Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.

Laboratory, 1 hour.

Students will be able to perform selected repertoire at a level based on students entering abilities. This course is designed for students to develop study, practice, and performance skills on a principal instrument or voice through private lessons. This parallels the offering for and requirements of UC and CSU music majors.

C-ID: MUS 160

190 Music Laboratory for Practicing (0.5)

Prerequisite: None. Pass/No Pass only.

Laboratory, 1.5 hours.

This course offers students the opportunity to improve their technical skills on their own instrument or voice and work on assignments from their theory, instrumental, vocal and musicianship instruction courses.

191 Music Laboratory for Listening (0.5)

Prerequisite: None. Pass/No Pass only

Laboratory, 1.5 hours.

This course offers students the opportunity to develop listening skills and complete listening assignments from music classes through the use of listening library equipment and audio media.

COURSE DESCRIPTIONS

192 Music Software Laboratory (0.5)

Prerequisite: None. Pass/No Pass only.

Laboratory, 1.5 hours.

Students have the opportunity to improve their skills in using the computer software associated with music. Students work at their own pace on projects in computer notation, sequencing, musicianship, part writing and composition.

200 Introduction to Music Theory (4)

UC:CSU

Prerequisite: None.

Recommended: Concurrent enrollment in MUSIC 321.

Lecture, 3 hours; lab/performance, 2 hours.

This is the entry-level course for Music Majors. It is an accelerated course in music theory including: musical notation, basic rhythms, major and minor scales, keys, intervals, transposition, chords, four-part writing, beginning sight singing and ear training. It is recommended that students concurrently enroll in Mus 321.

C-ID: MUS 110

201 Harmony I (3) UC:CSU

Prerequisite: MUSIC 200 with a grade of C or better.

Corequisite: MUSIC 211.

Recommended: Concurrent enrollment in MUSIC 322.

Lecture, 3 hours.

A course in beginning diatonic harmony. Through guided writing and analysis, this course will include study of voice-leading; four-part chorale writing; figured bass realization; non-chord tones; an introduction to two-part counterpoint; and an introduction to secondary/applied chords and modulation. Mus 211 is a required co-requisite and it is recommended that students concurrently enroll in Music 322.

C-ID: MUS 130

202 Harmony II (3) UC:CSU

Prerequisite: MUSIC 201 with a grade of C or better.

Corequisite: MUSIC 212.

Recommended: Concurrent enrollment in MUSIC 323.

Lecture, 3 hours.

A course in diatonic and beginning chromatic harmony. Through writing and analysis, the course will include: introduction to chromatic harmony; secondary/applied chords; sequences; modulation; borrowed chords; and binary and ternary forms. This course will also introduce Neapolitan and augmented-sixth chords. Mus 212 is a required co-requisite and it is recommended that student concurrently enroll in Mus 323.

C-ID: MUS 140

203 Harmony III (3) UC:CSU

Prerequisite: MUSIC 202 with a grade of C or better.

Corequisite: MUSIC 213.

Recommended: Concurrent enrollment in MUSIC 324.

Lecture, 3 hours.

A continuing course in the study of chromatic harmony. Through writing and analysis, this course will include: post-Romantic techniques such as borrowed chords and modal mixture; chromatic mediants; Neapolitan and augmented-sixth chords; extended tertian harmony; altered chords and dominants; and a survey of twentieth-century techniques. Larger forms, such as variation and sonata, will also be examined. Mus 213 is a required co-requisite and it is recommended that student concurrently enroll in Mus 324.

C-ID: MUSIC 150

205 Commercial Harmony I (3) UC:CSU

Prerequisite: MUSIC 101 or MUSIC 200 with a grade of C or better.

Lecture, 3 hours.

This course introduces students to commercial harmony. Terminology, notation, chord structure and usage are covered, with an emphasis on part writing using open and closed 4ths, major 6th and 7th chords expanding to 9th, 11th and 13th chords, minor 7th chords; major, minor, pentatonic and blue scales, modes, blues and commercial chord progressions.

206 Commercial Harmony II (3) UC:CSU

Prerequisite: MUSIC 205 with a grade of C or better.

Lecture, 3 hours.

This course covers topics in Commercial music terminology, notation, chord and scale structure, modes, blues and pentatonic scales, extended chords, bass line construction, harmonization of melodic lines, chord progressions, basic chord voicing, ear-training and applied piano.

211 Musicianship I (1) UC:CSU

Prerequisite: MUSIC 200 with a grade of C or better.

Corequisite: MUSIC 201.

Recommended: Concurrent enrollment in MUSIC 322.

Lab/performance, 3 hours.

This course is correlated with the study of harmony in Music 201. It is an advanced beginning course in ear training, the course includes sight singing; rhythmic, melodic and harmonic dictation; basic keyboard harmony, and a review of fundamentals of music theory. Mus 201 is a required co-requisite and it is recommended that students concurrently enroll in Mus 322.

C-ID: MUS 135

212 Musicianship II (1) UC:CSU

Prerequisite: MUSIC 211 with a grade of C or better.

Corequisite: MUSIC 202.

Recommended: Concurrent enrollment in MUSIC 323.

Lab/performance, 3 hours.

This course is correlated with the study of harmony in Music 202. It is an intermediate course in ear training; sight singing; rhythmic, melodic and harmonic dictation; basic keyboard harmony. Mus 202 is a required co-requisite and it is recommended that student concurrently enroll in Mus 323.

C-ID: MUS 145

213 Musicianship III (1) UC:CSU

Prerequisite: MUSIC 212 with a grade of C or better.

Corequisite: MUSIC 203.

Recommended: Concurrent enrollment in MUSIC 324.

Lab/performance, 3 hours.

This course is correlated with the study of harmony in Music 203. It is an advanced-intermediate course in ear training; sight singing; rhythmic, melodic and harmonic dictation; basic keyboard harmony. Mus 203 is a required co-requisite and it is recommended that students concurrently enroll in Mus 324.

C-ID: MUS 155

241 Music Notation and Copying I (1) CSU

Prerequisite: None.

Lecture, 1 hour.

Students will gain practical experience in the techniques of music, chord symbol and lyric notation. Students will be trained in the preparation and presentation of lead sheets, piano music, and master rhythm scores, as well as score and part layout, as it is applied using the computer. It is assumed that the student has the ability to read music and has basic skills in computer use.

242 Music Notation and Copying II (1) CSU

Prerequisite: MUSIC 241 with a grade of C or better.

Lecture, 1 hour.

Students will continue their studies in the techniques of music, chord symbol and lyric notation. Students will continue training in lead sheet, piano, and master rhythm score construction, as well as score and part layout, as it is applied using the computer. It is assumed that the student has the ability to read music and has basic skills in computer use.

250-1 Music Performance Workshop I (1) UC:CSU

Prerequisite: MUSIC 322, 412, 602, 612, 622, or 652 with a grade of C or better.

Lab/performance, 3 hours

Students work in a masterclass environment, rehearsing music of beginning-intermediate skill level appropriate to their instrument/voice. A final public performance is given. Concert attendance is required.

250-2 Music Performance Workshop II (1) UC:CSU

Prerequisite: MUSIC 250-1 with a grade of C or better.

Lab/performance, 3 hours.

Students work in a masterclass environment, rehearsing music of advanced-intermediate skill level appropriate to their instrument/voice. A final public performance is given. Concert attendance is required.

250-3 Music Performance Workshop III (1) UC:CSU

Prerequisite: MUSIC 250-2 with a grade of C or better.

Lab/performance, 3 hours

Students work in a masterclass environment, rehearsing music of beginning-advanced skill level appropriate to their instrument/voice. A final public performance is given. Concert attendance is required.

250-4 Music Performance Workshop IV (1) UC:CSU

Prerequisite: MUSIC 250-3 with a grade of C or better.

Lab/performance, 3 hours

Students work in a masterclass environment, rehearsing music of intermediate-advanced skill level appropriate to their instrument/voice. A final public performance is given. Concert attendance is required.

265-1 Recording Arts Workshop I (3) CSU

Prerequisite: MUSIC 165 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is Level 1 of the advanced recording theory and hands-on workshop, meeting in the Level 1 recording studio control room. Topics include: stereo and multi-track recording, overdubbing one or two live musicians at one time, hands-on microphone placement, analog and digital console operation, advanced Level 1 digital and analog recording principles, use of computerized Digital Audio Workstations in conjunction with analog and digital signal-processing equipment.

265-2 Recording Arts Workshop II (3) CSU

Prerequisite: MUSIC 265 or MUSIC 265-1 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is Level 2 of the advanced recording theory and hands-on workshop, meeting in the Level 2 recording studio control room. Topics include: multi-track recording of large performance ensembles at one time (interacting with the music ensemble classes), hands-on microphone placement, analog and digital console operation, advanced Level 2 digital and analog recording principles, use of advanced, professional-level computerized Digital Audio Workstations in conjunction with analog and digital signal-processing equipment.

265-3 Recording Arts Workshop III (3) CSU

Prerequisite: MUSIC 265-2 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This class is a continuation of Music 265-2. Level 3 applies the techniques and procedures developed in 265-1 and 265-2 to an audio post-production environment, meeting in the dedicated post-production control room. Techniques practiced include placing sound effects, balancing dialog, and the placing and editing of music to project videos, use of advanced professional-level sound effect libraries at a computerized Digital Audio Workstation in conjunction with analog and digital signal-processing and editing equipment.

270 DJ Workshop (3)

Prerequisites: None

Recommended: MUSIC 101 and MUSIC 161.

Lecture, 2 hours; laboratory, 2 hours.

This introductory course explores the history of the modern DJ and the use of DJ equipment, turntables, synthesizers, computers and recording equipment in the making of music. Topics include DJ-specific computer hardware and software, composing with modern sequencing techniques, MIDI (Musical Instrument Digital Interface), and basic digital audio. Students will demonstrate skills in a variety of professional DJ performance situations.

270-2 DJ Workshop II (3)

Prerequisites: MUSIC 270 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

Students will continue mastering techniques learned in MUS 270 DJ Workshop I, composing original commercial media pieces created with Logic X, intermediate beat-matching skills using Pioneer Rekordbox and Traktor 3, mixing live effects during performances, and basic music theory. Additional topics include advancing from amateur DJing to booking professional engagements, recording techniques using live instruments and vocals, vocal remix techniques, vocal mash-ups, MIDI mapping, and audio sampling. Students will also engage in marketing and branding, streaming online, developing websites, social networking, creating and managing bookings, hiring agents, and producing Electronic Press Kits.

271 Songwriters' Workshop I (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Students compose and produce original music and lyrics in jazz, rock, latin, and hip hop. Emphasis is on short pieces in a variety of styles.

281 Commercial Music Techniques I (3) CSU

Prerequisite: MUSIC 206 with a grade of C or better.

Lecture, 2 hours; lab/performance, 2 hours.

Emphasis on writing for rhythm section, jazz combo and big band. Development of skills in writing lead sheets, rhythm charts, three horn and big band arrangements. Performance and recording of class projects.

282 Commercial Music Techniques II (3) CSU

Prerequisite: MUSIC 281 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

This is a continuation of Music 281, focusing on development of writing techniques for film, television and video, live and studio vocalists, as well as small project studio. There is an emphasis on short musical cues, as well as larger forms, incorporating vocal arranging, synthesizer sweetening, and multi-track recording overdubs, in a variety of contemporary styles. The class provides an introduction to scoring cues for film, television and video in a project studio setting.

321 Elementary Piano I (2) UC:CSU (Music Family M02)

Prerequisite: None.

Lecture, 1 hour; lab/performance, 2 hours.

This course covers beginning repertoire; music reading in five-finger positions; and scales and primary triad progressions in five major keys (C, G, D, A, and E Major).

COURSE DESCRIPTIONS

322 Elementary Piano II (2) UC:CSU

(Music Family M02)

Prerequisite: MUSIC 321 with a grade of C or better.

Lecture, 1 hour; lab/performance, 2 hours.

This course is a continuation of Music 321. Topics include music reading in extended hand positions; elementary sight-reading exercises; selected scales and primary triad progressions in minor keys (A, E, D, G, C minors); and intermediate-beginning level repertoire.

323 Elementary Piano III (2) UC:CSU

(Music Family M02)

Prerequisite: MUSIC 322 with a grade of C or better.

Lecture, 1 hour; lab/performance, 2 hours.

This course is a continuation of Music 322. Topics include introduction of black-key major scales; triad arpeggios; public performance; and intermediate repertoire.

324 Elementary Piano IV (2) UC:CSU

(Music Family M02)

Prerequisite: MUSIC 323 with a grade of C or better.

Lecture, 1 hour; lab/performance, 2 hours.

This course is a continuation of Music 323. Topics include black key minor scales; triad arpeggios in minor keys; public performance; and repertoire appropriate to the advanced beginning level.

411 Elementary Voice I (2) UC:CSU

(Music Family M07)

Prerequisite: None.

Lecture, 1 hour; lab/performance, 2 hours.

In this course, basic techniques of vocal production are introduced. The student is directed toward proper stance and breathing techniques, increased vocal freedom, and improvement of articulation and tone. The course introduces standard solo literature and offers performing experience. Proficiency in English is strongly recommended.

412 Elementary Voice II (2) UC:CSU

(Music Family M07)

Prerequisite: MUSIC 411 with a grade of C or better.

Lecture, 1 hour; lab/performance, 2 hours.

In this course, students will continue their development of basic techniques of vocal production, practice and performance experience. Along with repertoire in English, this course introduces basic Italian diction and repertoire.

413 Elementary Voice III (2) UC:CSU

(Music Family M07)

Prerequisite: MUSIC 412 with a grade of C or better.

Lecture, 1 hour; lab/performance, 2 hours.

This course offers continued voice building, looking toward the possibility of increasing range, richness and expressiveness. A song repertoire of moderate difficulty, including art songs in English, Italian, and German or French, is memorized and performed in class.

414 Elementary Voice IV (2) UC:CSU

(Music Family M07)

Prerequisite: MUSIC 413 with a grade of C or better.

Lecture, 1 hour; lab/performance, 2 hours.

This course will explore the refinement of vocal technique, repertory and performance. Along with songs in English, Italian and German, those in French or Spanish will be introduced. The development of the student's ability to analyze and interpret the song repertoire is stressed.

435 Commercial Voice I (2) UC:CSU

Prerequisites: MUSIC 411 with a Grade C or better.

Lecture, 1 hour; lab/performance, 2 hours.

The student concentrates on the basics of singing using vocal exercises and songs selected from the advanced beginning commercial song literature. Course includes coaching sessions with class accompanist, and use of recording studio. (If prerequisite is not met, enrollment is subject to audition.)

436 Commercial Voice II (2) UC:CSU

Prerequisites: MUSIC 435 with a Grade C or better.

Lecture, 1 hour; lab/performance, 2 hours.

The student concentrates the singing voice using more difficult vocal exercises and songs from the many areas of commercial vocal music. Stylistic interpretation and performance practices will be emphasized. Course includes coaching sessions with class accompanist. If prerequisite is not met, enrollment is subject to audition.)

437 Commercial Voice III (2) UC:CSU

Prerequisites: MUSIC 436 with a Grade C or better.

Lecture, 1 hour; lab/performance, 2 hours.

The more advanced singer concentrates the singing voice using more difficult vocal exercises and songs from the many areas of commercial vocal music. Stylistic interpretation and performance practices will be emphasized. Course includes coaching sessions with class accompanist. If prerequisite is not met, enrollment is subject to audition.)

453 Musical Theatre Repertoire for Singers (1) UC:CSU

(Music Family M07)

Prerequisite: MUSIC 411 with a grade of C or better. Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.

Lab/performance, 3 hours.

This course is designed to teach fundamental vocal techniques as utilized in a Broadway musical. Instruction includes basic body movement, acting technique, interpretation of Broadway song literature and the skill of auditioning. Students are required to prepare a final project excerpted from a standard work. All performances are evaluated.

501 College Choir (1) UC:CSU RPT3

Prerequisite: None. A successful audition the first day of class is required for continued enrollment.

Lab/performance, 3 hours.

This course is for the study, rehearsal, and public performance of music for the vocal ensemble. Musicianship skills will be introduced and practiced daily using concert literature and sight reading exercises in four parts, employing solfeggio, rhythmic drills, and the identification of key signatures and tonal centers. A regimen of practical physical and vocal warm-ups will be used to support good vocal health. Students will be able to sing in a choral setting using proper technique, including balance and tone. This class is open to music and non-music majors and reinforces sight singing skills taught in Musicianship courses.

C-ID MUS 180

531 Philharmonic Choir (1) UC:CSU RPT3

Prerequisite: None. Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.

Lab/performance, 3 hours.

This course is for the study, rehearsal, and public performance of literature appropriate to the ensemble, with an emphasis on the development of skills, such as blend, intonation, diction and music reading skills needed to perform within an ensemble. Students will be able to sing in a choral setting using proper vocal technique, including balance and tone.

C-ID MUS 180

563 Chamber Singers (1.5) UC:CSU RPT3

Prerequisite: None. Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.

Lab/performance, 5 hours.

This course is for the study, rehearsal, and public performance of literature appropriate to the ensemble, with an emphasis on the development of skills, such as blend, intonation, diction and music reading skills needed to perform within an ensemble. Students will be able to sing in a choral setting using proper vocal technique, including balance and tone.

C-ID MUS 180

650 Beginning Guitar (2) UC:CSU

(Music Family M01)

Prerequisite: None.

Lecture, 1 hour; lab/performance, 2 hours.

In this course, students will learn the basics of guitar with emphasis on right and left hand techniques, tuning, chords, strumming and notation. Students will also learn to read and play simple melodies and accompaniments to gain a firm grasp of the instrument. Each student must possess a guitar.

651 Classical Guitar I (2) UC:CSU*(Music Family M01)**Prerequisite: None.***Lecture, 1 hour; lab/performance, 2 hours.**

In this course students will learn Classical guitar techniques, including right and left hand development, beginning repertoire, note reading, preparation for solo and ensemble performance. Each student must possess a nylon string guitar.

652 Classical Guitar II (2) UC:CSU*(Music Family M01)**Prerequisite: MUSIC 651 with a grade of C or better. If the prerequisite is not met, enrollment is subject to audition.***Lecture, 1 hour; lab/performance, 2 hours.**

Students in the course will learn advanced beginning level classical guitar techniques, including right and left hand development. The course will include advanced beginning repertoire, note reading, preparation for solo and ensemble performance. Each student must possess a nylon string guitar. If the prerequisite is not met, enrollment is subject to audition.

653 Classical Guitar III (2) UC:CSU*(Music Family M01)**Prerequisite: MUSIC 652 with a grade of C or better.***Lecture, 1 hour; lab/performance, 2 hours.**

In this course, students will learn intermediate level classical guitar techniques, including right and left hand development. Course includes intermediate repertoire, note reading, preparation for solo and ensemble performance. Each student must possess a nylon string guitar.

654 Classical Guitar IV (2) UC:CSU*(Music Family M01)**Prerequisite: MUSIC 653 with a grade of C or better.***Lecture, 1 hour; lab/performance, 2 hours.**

In this course, students will learn advanced intermediate level classical guitar techniques, including right and left hand development. Course also includes intermediate repertoire, note reading, preparation for solo and ensemble performance. Each student must possess a nylon string guitar.

721 Orchestra (1) UC:CSU RPT3*Prerequisite: None. Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.***Lab/performance, 4 hours.**

With an emphasis on performance, students have the opportunity to expand their repertoire and reading of standard symphonic literature through rehearsal and concert performance of that literature. Students will participate in two concerts each semester.

C-ID MUS 180**751 Wind Ensemble (1) UC:CSU RPT3***Prerequisite: None. Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.***Lab/performance, 3 hours.**

Students will prepare for performances of concert band repertoire and develop individual technical and artistic abilities through experience with a wide range of concert band literature. Retention based on successful audition.

C-ID MUS 180**771 Guitar Ensemble (1) UC:CSU RPT3***Prerequisite: None. Students are encouraged to enroll at registration. A successful audition with the conductor on the first day of class is required for continued enrollment.***Lab/performance, 3 hours.**

This course consists of the study and performance of the conducted guitar ensemble literature with emphasis on intonation, rhythmic alignment, balance, style and the requirements of effective ensemble playing.

C-ID MUS 180**780 Jazz Combo Workshop (1) UC:CSU RPT3***Prerequisite: None. Students are encouraged to enroll at registration. A successful audition on the first day of class is required for continued enrollment.***Lab/performance, 3 hours.**

Students will organize musical pieces, rehearse and perform in a variety of small combo settings. Emphasis is on presentation, live performance and interaction with student arrangers.

185 Directed Study - Music (1) CSU*Prerequisite: None.***Conference, 1 hour per unit.**

This course allows students to pursue Directed Study in Music on a contract basis under the direction of a supervising instructor. Student projects must be non-performance based.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY/ DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

911-921-931-941 Cooperative Education - Music (1-4) CSU

Music is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

NUMERICAL CONTROL (NUM CON)*(Automated and Computer Controlled Machining)***021 Advanced Manual CNC Lathe Programming & Introduction to CAM (3)***Prerequisite: None.***Lecture, 1 hour; laboratory, 5 hours.**

Students will study Numerical Control part program preparation that began in Numerical Control 1 (CNC-1) and develop the techniques of planning for efficient operation sequencing. Compares NC, CNC and DNC; including examination of these systems in relation to CAD/CAM. Introduces computer-assisted NC part programming languages. Emphasizes writing and running CNC Lathe programs machining metal parts.

022 Advanced Manual CNC Mill and Microcomputer Assisted Programming (3)*Prerequisite: None.***Lecture, 1 hour; laboratory, 5 hours.**

Acquaints the advanced student with three and four axis CNC applications involving manufacturing planning, tooling design, tooling specification, CNC mill programs employing full 3-axis positioning and implementation of programs using HAAS mill equipment in the CNC lab. Students will learn and practice microcomputer assisted part programming of CNC mill using Fanuc, Haas and Yasnac controls.

023 Computer Aided Manufacturing Programming of CNC Equipment (3)*Prerequisite: None.***Lecture, 2 hours; laboratory 4 hours.**

Advance programming with MasterCAM. Computer Numerical Control (CNC) programming with Computer Aided Manufacturing (CAM) software. Students will learn to create part geometry and to generate tool paths on PC based equipment.

911-921-931-941 Cooperative Education - Numerical Control (1-4)

Numerical Control is approved for Cooperative Education, Work Experience, and Internships. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

COURSE DESCRIPTIONS

NURSING SCIENCE (NRSCE)

101 Introduction to Nursing (3.5) CSU

Prerequisites: ENGLISH 101, PHYSIOL 001, MICRO 020 (must have High School Chemistry or College Chemistry), ANATOMY 001, PSYCH 001 and PSYCH 041 with grades of C or better.

Lecture, 1 hour; laboratory, 7.5 hours.

This course introduces the student to the Philosophy of Nursing, Nursing History, Professional Standards, Evidence-Based Practice, Legal and Ethical Issues in Nursing, Maslow's Hierarchy of Human Needs, and the Health Wellness continuum. Concurrent with the theory, the nursing student is introduced to patient-centered care with focus on spiritual-cultural diversity and basic skills in simulation lab/hospital setting.

102 Fundamentals of Nursing (3.5) CSU

Prerequisites: NRSCE 101 and NRSCE 103 with grades of C or better.

Lecture, 1 hour; laboratory, 7.5 hours.

This entry-level nursing course integrates the components of theory, clinical and simulation that focus on evidence-based, patient-centered basic nursing care of the medical-surgical adult patient's in acute and long-term care settings. Emphasis will be placed on assessment of risk factors affecting patient's health and wellness. Students will begin to utilize the nursing process and begin to integrate Maslow's Hierarchy of Human Needs concept to assess, analyze the needs of patients to formulate and organize a plan of care. Pharmacological principles specific to basic medical/surgical patients are discussed. The course builds upon concepts introduced in NS 101 and NS 103; Professional standards, patient advocacy, spiritual-cultural diversity, legal/ethical issues, effective communication and collaboration with members of the healthcare team.

103 Nursing Process (1) CSU

Prerequisites: ENGLISH 101, PHYSIOL 001, MICRO 020 (must have High School Chemistry or College Chemistry), ANATOMY 001, MATH 115, PSYCH 001 and PSYCH 041 with grades of C or better. Students placed into a transfer level math course will have met the math requirement.

Lecture, 1 hour.

This course introduces the student to the components of the nursing process: assessment, nursing diagnosis, planning, implementation and evaluation. Course concepts include Maslow's Hierarchy of Human Needs and the utilization of critical thinking to enable the student to apply the nursing process to develop a plan of care.

104 Nursing Communication (1) CSU

Prerequisites: NRSCE 101 and NRSCE 103 with grades of C or better.

Lecture, 1 hour.

This course introduces the student to the elements of the communication process and how communication between the nurse, health care team and patient/family may be affected by culture, gender and developmental level. Content includes: therapeutic and non-therapeutic communication.

105 Nursing Pharmacology (2) CSU

Prerequisites: ENGLISH 101, PHYSIOL 001, MICRO 020 (must have High School Chemistry or College Chemistry), ANATOMY 001, MATH 115, PSYCH 001 and PSYCH 041 with grades of C or better. Students placed into a transfer level math course will have met the math requirement.

Lecture, 1.5 hours; laboratory, 1.5 hours.

This course introduces the student to concepts related to pharmacological therapy and its effects on the human body. Pharmacological principles of drug therapy, nursing implications and guidelines for safe medication administration are emphasized. The nursing process and patient teaching principles of medication administration are discussed.

106 Medical-Surgical Nursing I (5.5) CSU

Prerequisites: NRSCE 102, NRSCE 104, and NRSCE 105 with grades of C or better.

Lecture, 3 hours; laboratory, 7.5 hours.

This beginning level medical/surgical-nursing course integrates the components of theory, clinical and simulation that focus on evidence-based patient centered nursing care of medical-surgical adult patients with chronic illness and needs within acute care and community-based settings. Emphasis will be placed on assessment of risk factors affecting patients' health and wellness. Students will implement the nursing process and integrate Maslow's Hierarchy of Human Needs concepts to assess, analyze and prioritize the needs of the adult with chronic illness. Pharmacological principles specific to chronically-ill clients will be discussed. The course builds upon concepts introduced in Nursing Science 101, Nursing Science 102, Nursing Science 103, Nursing Science 104 and Nursing Science 105; Professional Standards, patient advocacy, spiritual-cultural diversity, legal/ethical issues and effective communication and collaboration with members of the healthcare team are also covered.

107 Medical-Surgical Nursing II (5.5) CSU

Prerequisites: NRSCE 106, NRSCE 109, and NRSCE 110 with grades of C or better.

Lecture, 3 hours; laboratory, 7.5 hours.

This intermediate level medical/surgical-nursing course integrates the components of theory, clinical and simulation that focus on evidence-based, patient-centered nursing care of multiple adult patients with acute illness and needs within a variety of health care settings. Emphasis will be placed on assessment of risk factors affecting patients' health and wellness. Students will implement the Nursing Process and integrate Maslow's Hierarchy of Human Needs concepts to assess, analyze, prioritize, and plan the needs of the adult with acute illness to formulate, organize, implement, and evaluate a plan of nursing care. Pharmacological principles specific to acutely-ill patients are discussed. This course builds upon concepts introduced in Nursing Science 106, Nursing Science 109, and Nursing Science 110; professional standards, patient advocacy, spiritual-cultural diversity, legal/ethical issues, and effective communication and collaboration with members of the health care team will be discussed.

108 Medical-Surgical Nursing III (4) CSU

Prerequisites: NRSCE 107 and NRSCE 111 with grades of C or better.

Lecture, 2 hours; laboratory, 6 hours.

This advanced level medical/surgical-nursing course integrates the components of theory, clinical and simulation that focuses on evidence-based, patient-centered nursing care of adult patients with complex illness and needs within a variety of health-care setting. Emphasis will be placed on assessment of risk factors affecting patient's health and wellness. Students will implement the nursing process and integrates Maslow's Hierarchy of Human Needs concepts to assess analyze, prioritize, plan, and evaluate and modify a plan of nursing care. Pharmacological principles specific to complex patients are discussed. The course builds upon concepts introduced in Nursing Science 107 and Nursing Science 111; Professional Standards patient advocacy, spiritual-cultural diversity, legal/ethical, and effective communication and collaboration with members of the healthcare team will be discussed.

109 Gerontology & Community Based Nursing (2.25) CSU

Prerequisites: NRSCE 105, NRSCE 102, and NRSCE 104 with grades of C or better.

Lecture, 1 hour; laboratory, 3.75 hours.

This course integrates components of theory, clinical and simulation that focus on evidence-based, patient-centered nursing care of the older adult within acute care and community based settings. Emphasis will be placed on risk factors affecting older patients health and wellness. Students will implement the nursing process and integrate Maslow's Hierarchy of Human Needs concepts to assess, analyze and prioritize the needs of the older adult with normal age related changes and common age-related disorders to formulate, organize and implement a plan of nursing care. Pharmacological principles related to older adult patients are discussed. The course builds upon concepts introduced in Nursing Science 101, Nursing Science 102, Nursing Science 103, Nursing Science 104 and Nursing Science 105; Professional standards, patient advocacy, spiritual-cultural diversity, legal/ethical issues, and effective communication and collaboration with members of the health care team will be discussed.

110 Psychiatric-Mental Health Nursing (3.25) CSU

Prerequisites: NRSCE 102, NRSCE 104, and NRSCE 105 with grades of C or better.

Lecture, 1.5 hours; laboratory, 5.25 hours.

This course integrates components of theory, clinical and simulation that focus on evidence-based, patient-centered nursing care of the patient with mental health needs and disorders within acute care and community based settings. Emphasis will be placed on the assessment of risk factors affecting patients health and wellness. Students will implement the nursing process and integrate Maslow's Hierarchy of Human Needs concepts to assess, analyze and prioritize the needs of the mental health patient to formulate, organize and implement a plan of nursing care. Pharmacological principles specific to patients with mental health disorders are discussed. The course builds upon concepts introduced in Nursing Science 101, Nursing Science 102, Nursing Science 103, Nursing Science 104 and Nursing Science 105; Professional standards, patient advocacy, spiritual-cultural diversity, legal/ ethical issues, and effective communication and collaboration with members of the health care team will be discussed.

111 Reproductive Nursing and Women's Health (4) CSU

Prerequisites: NRSCE 106, NRSCE 109 and NRSCE 110 with grades of C or better.

Lecture, 2 hours; laboratory, 6 hours.

This course integrates the components of theory, clinical and simulation that focus on evidence -based, patient centered nursing care of patients in the Reproductive Nursing and Women's Health illness in acute care and community-based settings. Emphasis will be placed on assessment of risk factors affecting patient/families health and wellness. Students will implement the nursing process and integrate Maslow's Hierarchy of Needs concepts to assess, analyze, prioritize and plan the needs of patients with reproductive and women's health illness to formulate, organize and implement a plan of nursing care. Pharmacological principles specific to women's health patients will be discussed. This course builds upon concepts introduced in Nursing Science 106, Nursing Science 109 and Nursing Science 110. Professional Standards, patient advocacy, spiritual-cultural, legal/ethical issues and effective communication and collaboration with members of the health care team will be discussed.

112 Care of Children and Family (4) CSU

Prerequisites: NRSCE 107 and NRSCE 111 with grades of C or better.

Lecture, 2 hours; laboratory, 6 hours.

This course integrates components of theory, clinical and simulation that focus on evidence-based, patient- centered nursing care of children and families in acute care and community based settings. Emphasis will be placed on assessment of risk factors affecting patient's health and wellness. Students will implement the nursing process and integrate Maslow's Hierarchy of Human Needs concept to assess, analyze, prioritize, plan and evaluate needs of the care of children and families to formulate, organize, implement, evaluate and modify a plan of nursing care. Pharmacological principles specific to pediatric patients are discussed. The course builds upon concepts introduced in Nursing Science 107 and Nursing Science 111; Professional Standards, patient advocacy, spiritual-cultural diversity, legal/ethical, and effective communication and collaboration with the members of the healthcare team will be discussed.

190 Teas Remediation Health Science Learning Center & Skills Laboratory (1)

Prerequisites: ANATOMY 001, PHYSIOL 001, MICRO 020, ENGLISH 101, PSYCH 001, PSYCH 041 with grades of C or better.

Laboratory, 3 hours.

This remediation course is designed to prepare unsuccessful pre-nursing students on the ATI TEAS examination. This self-paced course consists of a variety of face to face workshops, computer and video programs via web enhanced platforms to improve the TEAS results in the areas of Reading, Math, Science, and English and Language Usage. This course is offered on a "Pass/ No Pass/ Incomplete" basis.

STUDENTS MUST HAVE APPLIED TO THE NURSING PROGRAM AND OBTAIN A CUT SCORE OF 80 OR ABOVE FROM THE CHANCELLOR'S VALIDATION STUDY USED FOR ADMISSION AT THE LOS ANGELES VALLEY COLLEGE NURSING PROGRAM. THIS COURSE WILL HELP THE STUDENTS WHO WERE UNSUCCESSFUL IN THE CURRENT TEAS TEST TO PREPARE FOR THE TEAS EXAM.

200-1 First Semester Preparatory Health Science Learning Center & Skills Laboratory (1)

Prerequisites: ANATOMY 001, PHYSIOL 001, MICRO 020, PSYCH 001, PSYCH 041, ENGLISH 101, MATH 115 with grades of C or better.

Laboratory, 3 hours.

This course is designed for nursing students who are accepted in Los Angeles Valley College Nursing Program first semester intended to introduce basic nursing concepts. The information is presented through face to face workshops, a variety of computer and video programs via a web enhanced platform. This is a self-paced course and is offered on a 'Pass/ No Pass/Incomplete' basis.

STUDENT MUST BE ACCEPTED IN THE LAVC NURSING PROGRAM AND ENROLLED IN NS 101, NS 102, NS 103, NS 104 NS 105 TO TAKE THIS COURSE PRIOR TO THE FIRST SEMESTER OF THE NURSING PROGRAM.

200-2 Second Semester Preparatory Health Science Learning Center & Skills Laboratory (1)

Prerequisite: NRSCE 101, NRSCE 102, NRSCE 103, NRSCE 104 and NRSCE 105 with grades of C or better.

Laboratory, 3 hours.

This course is designed for nursing students enrolled in the Los Angeles Valley College Nursing Program second semester intended to assist the student describe and analyze nursing concepts. The information is presented through face to face workshops, a variety of computer and video programs via a web enhanced platform. Additionally, students are provided low and high-fidelity patient care simulated scenarios and an actual clinical rotation (optional). This is a self-paced course and is offered on a 'Pass/No Pass/Incomplete basis.

STUDENTS MUST BE ENROLLED NS 106, 110, 109 TO TAKE THIS COURSE PRIOR TO THE SECOND SEMESTER OF THE NURSING PROGRAM.

COURSE DESCRIPTIONS

200-3 Third Semester Preparatory Health Science Learning Center & Skills Laboratory (1)

Prerequisite: NRSCE 106, NRSCE 110 and NRSCE 109 with grades of C or better.

Laboratory, 3 hours.

This course is designed for nursing students enrolled in the Los Angeles Valley College Nursing Program third semester intended to assist the student describe, analyze and apply nursing concepts. The information is presented through face to face workshops, a variety of computer and video programs via a web enhanced platform. Additionally, students are provided low and high-fidelity patient care simulated scenarios and an actual clinical rotation (optional). This is a self-paced course and is offered on a 'Pass/No Pass/Incomplete basis.

STUDENTS MUST BE ENROLLED IN NS 107 & NS 111 TO TAKE THIS COURSE PRIOR TO THE THIRD SEMESTER OF THE NURSING PROGRAM.

200-4 Fourth Semester Preparatory Health Science Learning Center & Skills Laboratory (1)

Prerequisite: NRSCE 107 and NRSCE 111 with grades of C or better.

Laboratory, 3 hours.

This course is designed for nursing students enrolled in the Los Angeles Valley College Nursing Program fourth semester intended to assist the student describe, analyze, apply and evaluate nursing concepts. The information is presented through face to face workshops, a variety of computer and video programs via a web enhanced platform. Additionally, students are provided low and high-fidelity patient care simulated scenarios and an actual clinical rotation (optional). This is a self-paced course and is offered on a 'Pass/No Pass/Incomplete basis.

STUDENTS MUST BE ENROLLED IN NS 112 AND NS 108 TO TAKE THIS CLASS PRIOR TO THE FOURTH SEMESTER OF THE NURSING PROGRAM.

205 Nursing Science Program Remediation Health Science Learning Center (1)

Prerequisites: Nursing 101

Laboratory, 3 hours.

This course is designed to prepare students requiring mandatory remediation of nursing science courses in preparation for re-admission to the nursing program. The individualized remedial plan will be developed by a course specific instructor to enhance nursing practice and/or patient care in a simulated health care environment and an actual clinical setting. The work consists of clinical rotations (48 hours mandatory), workshops, a variety of computer and/or video programs via web enhanced platforms to assist the learner improve comprehension, synthesis, critical thinking skills, application of theory knowledge into clinical practice. This is a self-paced course offered on a "Pass/No Pass/Incomplete" basis.

STUDENTS THAT FAILED ANY OF THE NURSING PROGRAM COURSES ARE REQUIRED TO RE-ENROLL IN THE NURSING SCIENCE PROGRAM REMEDIATION HEALTH SCIENCE LEARNING CENTER AS PART OF THE MANDATORY REMEDIATION PLAN REQUIRED FOR RE-ADMISSION TO THE NURSING PROGRAM.

911 Cooperative Education-Nursing Science (1) CSU

Prerequisite: None

Lecture, 1 hours.

Nursing Science is approved for Cooperative Education, Work Experience, and Internships. See listing under Cooperative Education.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

921 Cooperative Education - Nursing Science (1-2) CSU

Prerequisite: None

Lecture, 2 hours.

Nursing is approved for Cooperative Education, Work Experience, and Internships. See listing under Cooperative Education.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

931 Cooperative Education-Nursing Science (3) CSU

Prerequisite: None

Lecture, 3 hours.

Nursing Science is approved for Cooperative Education, Work Experience, and Internships. See listing under Cooperative Education. Cooperative Education is a work experience program involving the employer, the student-employee and the college to insure that the student receives on the job training and the unit credit for work experience or volunteer work/internship. Students must be employed or volunteering/interning in order to participate in program.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

941 Cooperative Education-Nursing Science (4) CSU

Prerequisite: None

Lecture, 4 hours.

Nursing Science is approved for Cooperative Education, Work Experience, and Internships. See listing under Cooperative Education. Cooperative Education is a work experience program involving the employer, the student-employee and the college to insure that the student receives on the job training and the unit credit for work experience or volunteer work/internship. Students must be employed or volunteering/interning in order to participate in program.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

OCEANOGRAPHY (OCEANO)

001 Introduction to Oceanography (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides an introduction to the geological, chemical, physical, and biological characteristics of the ocean. Topics covered include seafloor topography, waves, currents, the global ocean/atmosphere system, estuaries and wetlands, ocean resources, pollution, and the marine ecosystems. A field trip is offered for this course.

010 Physical Oceanography Laboratory (1) UC:CSU

Prerequisite: OCEANO 001 with a grade of C or better or concurrent enrollment.

Laboratory, 3 hours.

This laboratory course accompanies the Oceanography 1 lecture course. The course emphasizes the flow and transformations of water and energy into and out of the ocean, the physical and chemical properties of seawater, ocean circulation, interactions between the ocean and the other components of the Earth system, and the oceans' role in global climate change. A field trip is offered for this course.

PHILOSOPHY (PHILOS)

001 Introduction to Philosophy (3) UC:CSU

Prerequisite: None

Lecture, 3 hours.

Philosophy 1 is a survey of the fundamentals of philosophy, Western or Eastern, with selected philosophers or topics in the history of philosophy, theory of knowledge, metaphysics, ethics, philosophy of religion, and philosophy of science.

C-ID: PHIL 100

006 Logic in Practice (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course is intended to introduce fundamental issues of logic, epistemology, rationality, argument, persuasion, and critical thinking, with examples of sound and unsound thinking, for analysis and debate. Topics will range from current public discourse to perennial political and philosophical issues.

009 Symbolic Logic I (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Philosophy 9 is an introduction to the basic concepts of symbolic logic. This introduction will include the Origin and Use of Formal and Symbolic Logic, Truth Functional Connectives and Validity, Truth Tables, Formal Deductive Proofs, and Natural Deduction Proofs in Predicate Logic.

C-ID: PHIL 210

012 History of Greek Philosophy (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Philosophy 12 is a survey of the history of Greek Philosophy, including the Presocratics, Sophists, Socrates, Plato, and Aristotle. This course will cover traditional areas of philosophy including metaphysics, ontology, ethics, and political philosophy.

C-ID: PHIL 130

014 History of Modern European Philosophy (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an introduction and survey of Modern European Philosophy. This course will trace the development of modern philosophical developments in fields such as epistemology, ethics, metaphysics, and political philosophy. As such this course will trace the development of epistemology from Rene Descartes through Immanuel Kant, the development of ethical thought from the beginning of the Enlightenment period through the German Idealists, and the development of political philosophy from Thomas Hobbes to Jean Jacques Rousseau. In addition, this course will investigate several of the most influential responses to these currents of modern thought. These responses may include Marxism, Pragmatism, Feminism, Existentialism, and Postmodernism.

C-ID: PHIL 140

020 Ethics (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

The course 'Ethics' considers moral dilemmas, the justification and nature of moral values(meta-ethics), different historical ethical doctrines with their associated philosophers, theories about the good life, or the meaning and value of life, and a selection of contemporary moral issues. The moral issues considered may be of a personal nature (abortion) or involve political (race, gender), economic (class, corporations), or religious issues.

C-ID: PHIL 120

028 Environmental Ethics (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

An ethical and political examination of the relationship between humans, non-human animals, and the environment. Topics include rights, obligations, moral status, and the ethics of food production and consumption.

030 Asian Philosophy (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Philosophy in the traditions of India and China, including countries of South, East, and Southeast Asia influenced by Indian and Chinese civilization. This covers philosophical schools such as Vedanta, Sankhya, Yoga, Confucianism, Taoism, and, in Buddhism, Zen, Tendai, and Tantrism.

031 Philosophy of Religion (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This is an introductory survey course covering philosophical considerations on the origin and nature of religious thought; the use of language in formulating religious statements; epistemological exploration of claims based on faith and on reason, noting their similarities and differences; and an introduction to the concept of God including arguments for and against God's existence.

035 Judaism, Christianity, and Islam (3) UC:CSU

(Same as JEWISH 035)

Prerequisite: None.

Lecture, 3 hours.

A scholarly study of religion that explains the basic structure of religious belief and practice. It examines the cultural history and social aspects which influenced and shaped the growth and development of the western religions in order to encourage a desire to understand as a means of overcoming the destructive exchanges that frequently accompany religious discussion.

045 Philosophy of Labor (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an introduction and survey of the basic philosophical theories and developments that have shaped our modern understanding of labor and its role in society. Topics will include, but will not be limited to: normative ethical theory, economic theory, marxist theory of value and alienation, critical theory, and philosophy of social movements.

PHOTOGRAPHY (PHOTO)

010 Beginning Photography (3) UC:CSU

Prerequisite: None

Lecture, 2 hours; laboratory, 3 hours.

This is a basic course in the use of the camera to produce a photographic image through study of light, shadow, exposure and composition. This course in black and white photography focuses on how to photograph, transfer images to a computer; edit the images using industry standard software and create prints. Emphasis is placed on communicating fine art, commercial photography, and photojournalistic techniques and presents the history of photography and its place as an art in our society. Note: A 35mm and/or DSLR single lens reflex camera and various lab supplies may be required.

COURSE DESCRIPTIONS

011 Advanced Photography (4) UC:CSU

Prerequisite: PHOTO 010 or PHOTO 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 3 hours.

This course provides theory and practice of advanced photography techniques. Students will receive instruction in both traditional photography and digital imaging techniques with an emphasis on idea development, preparation and execution. Studio procedures, creative thinking and computer assisted image processing will also be emphasized.

015 Fundamentals of Portraiture (3) CSU

Corequisite: PHOTO 010 or PHOTO 101.

Lecture, 2 hours; laboratory, 3 hours.

This introductory course covers all aspects of portrait photography from traditional to modern techniques. Topics covered include environmental portraiture and studio portraits. The curriculum covers lighting ratios, lighting styles, subject, pose, exposure, and print presentation.

016 Fundamental Commercial Photography (3) CSU

Corequisite: PHOTO 010 or PHOTO 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 3 hours.

This course covers professional studio techniques for small product photography intended for use in advertisements, illustrations, and commercials. Topics include professional medium and large format camera operation, hand-held light meters, studio strobe photography, studio setup, and lighting. Advanced laboratory techniques and digital photography are also discussed.

020 Beginning Photojournalism (4) UC:CSU

Prerequisite: PHOTO 101 with a grade of C or better.

Lecture, 2 hours; laboratory, 3 hours.

This course provides photography instruction for those interested in learning the skills necessary for making photographs for publication. Students will learn techniques for high impact digital capture, dynamic story telling as well as how to use their camera as a tool for social change. Emphasis is placed on digitally preparing photographs for both the Internet and print media.

NOTE: A DIGITAL SINGLE LENS REFLEX CAMERA IS REQUIRED.

021 News Photography (4) CSU

Prerequisite: PHOTO 020 with a grade of C or better.

Lecture, 3 hours, laboratory, 2 hours.

Students receive instruction in advanced photojournalism techniques and digital preparation of photographs for publication. Students work in a real-world environment where they are able to make photographs of sports events, news events, and photo essays with meaningful sociological impact. Emphasis is placed on portfolio development and the use of digital technology.

101 Beginning Digital Photography (3) UC:CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 3 hours.

This is a basic course in the use of the digital single lens reflex camera to produce a photographic image through study of light, shadow, exposure and composition. This course in digital photography recognizes that total artistic and creative control of the image comes not only through digital capture, but also through image processing and print making using Adobe Photoshop and gives instruction and practice in these skills. Presents the history of photography and its place as an art in our society.

NOTE: A DIGITAL SINGLE LENS REFLEX (DSLR) CAMERA AND VARIOUS SUPPLIES ARE REQUIRED.

102 Advanced Digital Photography (4) UC:CSU

Prerequisite: PHOTO 101 with a grade of C or better.

Lecture, 3 hours; laboratory, 3 hours.

Students will learn theory and practice of contemporary use of the camera; Includes expanded comprehension of exposure control with various light sources; Introduction to studio lighting and on camera flash exposure; Skills of photographic printing emphasized; An emphasis is also given to creative thinking and idea preparation and execution. Course will cover digital photography including image editing using Adobe Photoshop and Lightroom, printing methods and social media.

150 Portfolio Development (3) CSU

Prerequisite: PHOTO 010 or PHOTO 101 with a grade of C or better.

Lecture, 2 hours, laboratory, 3 hours.

This course addresses the process of building a photographic portfolio that meets the current professional industry standards for presenting work to potential employers and clients. Emphasis is placed on developing a personal style that displays a comprehensive understanding of photographic methods, genres, and presentation. Studio facilities and privileges are available to the student in support of this portfolio work. Assignments are designed by the student with instructor approval. Admission by interview only.

911-921-931-941 Cooperative Education - Photography (1-4) CSU

Photography is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

PHYSICAL EDUCATION (P.E. OR PHYS ED)

(See *Kinesiology, Kinesiology Athletics, and Kinesiology Major*)

PHYSICAL SCIENCE (PHYS SC)

001 Physical Science I (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Designed as general education for non-science majors or prospective elementary teachers, this course provides an introduction to the fundamental laws governing our physical universe. Students construct a meaningful understanding of the principles of physics, chemistry, astronomy and geology and how they help to understand the physical environment and modern technology.

NO UC CREDIT FOR PHY SCI 001 IF TAKEN AFTER A TRANSFERABLE COURSE IN ASTRONOMY, CHEMISTRY, GEOLOGY, OR PHYSICS.

004 Physical Science and Laboratory (4) UC:CSU

Prerequisite: None

Lecture, 3 hours; laboratory 3.

Designed as a general education course for non-science majors or prospective or practicing elementary teachers, this course provides an introduction to the fundamental laws governing our physical universe. Through lecture and laboratory activities, students construct a meaningful understanding of the principles of physics, chemistry, astronomy and geology concepts and how they help to understand the physical environment and modern technology. This course will replace Physical Science 1 and Physical Science 14.

014 Physical Science Laboratory (1) UC:CSU

Prerequisite: PHYS SC 001 with a grade of C or better, or concurrent enrollment.

Laboratory, 2 hours.

Designed for the non-science major, this course provides an introduction to the laboratory methods and skills used in physical science. Through experiment, students will visualize and apply basic concepts in physics, chemistry, astronomy, and geology.

PHYSICS**005 Allied Health Physics (3) CSU***Prerequisite: None.**Recommended: MATH 115.***Lecture, 3 hours.**

Designed for respiratory therapy majors, this course is a specialized course designed to integrate selected physical principles and concepts as an essential part of the working knowledge of health care personnel. Throughout the course, emphasis will be placed on the utilization of the scientific method in health care situations. Major topics covered include motion, force, pressure, heat, light and sound.

006 General Physics I (4) UC:CSU*Prerequisite: MATH 240 or MATH 259 with a grade of C or better.***Lecture/demonstration, 3 hours; laboratory, 3 hours.**

Physics 6 is the first semester of a two-semester, trigonometry-level sequence in general physics. This course covers topics in mechanics, heat and sound. Problem solving is an integral part of the course. Students majoring in Physics, Engineering or Chemistry should take Physics 37, 38, and 39. Life Science majors requiring a year of calculus-based physics should take Phys 66 and 67.

MAXIMUM UC CREDIT FOR PHYSICS 006, 007 AND 037, 038, 039 AND 066 AND 067 COMBINED: MAXIMUM CREDIT: ONE SERIES.

C-ID: PHYS 105**007 General Physics II (4) UC:CSU***Prerequisite: PHYSICS 006 with a grade of C or better.***Lecture/demonstration, 3 hours; laboratory, 3 hours.**

Physics 7 is the second semester of a two-semester, trigonometry-level sequence in general physics. This course covers topics in electricity, magnetism, optics, and modern physics. Problem solving is an integral part of the course. Students majoring in Physics, Engineering or Chemistry should take Physics 37, 38, and 39. Life Science majors requiring a year of calculus-based physics should take Phys 66 and 67.

MAXIMUM UC CREDIT FOR PHYSICS 006, 007 AND 037, 038, 039 AND 066 AND 067 COMBINED: MAXIMUM CREDIT: ONE SERIES.

C-ID: PHYS 110**037 Physics for Engineers and Scientists I (5) UC:CSU***Prerequisite: MATH 261 or MATH 265 with a grade of C or better.***Lecture, 4 hours; laboratory, 3 hours.**

Physics 37 is the first semester of a three semester calculus-level sequence in introductory college Physics. Topics include kinematics, vectors, laws of motion, work, energy, linear momentum, rotational motion, statics, universal gravitation, and fluid dynamics.

MAXIMUM UC CREDIT FOR PHYSICS 006, 007 AND 037, 038, 039 AND 066 AND 067 COMBINED: MAXIMUM CREDIT: ONE SERIES.

C-ID: PHYS 205**038 Physics for Engineers and Scientists II (5) UC:CSU***Prerequisite: PHYSICS 037; and MATH 262 or MATH 266 with a grade of C or better.**Recommended: MATH 263 or MATH 267***Lecture, 4 hours; laboratory, 3 hours.**

Physics 38 is the second semester of a three semester calculus-level sequence in introductory college Physics. Topics include electric charge, electric fields, electric current, DC circuits, magnetism, electromagnetic induction, electromagnetic oscillations, AC circuits, and Maxwell's Equations. Concurrent enrollment in Math 263 or Math 267 or completion of the Calculus course sequence is recommended before taking this class.

MAXIMUM UC CREDIT FOR PHYSICS 006, 007 AND 037, 038, 039 AND 066 AND 067 COMBINED: MAXIMUM CREDIT: ONE SERIES.

C-ID: PHYS 210**039 Physics for Engineers and Scientists III (5) UC:CSU***Prerequisite: PHYSICS 037 and MATH 262 or MATH 266 with grades of C or better.**Recommended: MATH 263 or MATH 267***Lecture, 4 hours; laboratory, 3 hours.**

Physics 39 is the third semester of a three semester calculus-level sequence in introductory college Physics. Topics include oscillations, waves, sound, thermodynamics, optics, special relativity, early quantum theory, quantum mechanics and models of the atom.

MAXIMUM UC CREDIT FOR PHYSICS 006, 007 AND 037, 038, 039 AND 066 AND 067 COMBINED: MAXIMUM CREDIT: ONE SERIES.

C-ID: PHYS 215**066 Physics with Calculus for Life Science Majors I (5) UC:CSU***Prerequisite: MATH 240 or 259 with a grade of C or better.**Corequisite: MATH 261 or MATH 265***Lecture, 3 hours; laboratory, 6 hours.**

Designed for life science majors, Physics 66 is the first semester of a two semester calculus-level sequence in introductory college Physics. Topics include classical mechanics, energy and energy transfer, momentum, rotational motion, oscillatory motion, mechanical waves and thermodynamics. Lab sessions include quantitative and qualitative experiments and structured problems solving strategies through tutorials and conceptual activities.

MAXIMUM UC CREDIT FOR PHYSICS 006, 007 AND 037, 038, 039 AND 066 AND 067 COMBINED: MAXIMUM CREDIT: ONE SERIES.

C-ID: PHYS 105**067 Physics with Calculus for Life Science Majors II (5) UC:CSU***Prerequisite: PHYSICS 066; and MATH 265 or MATH 261 with grades of C or better.***Lecture, 3 hours; laboratory, 6 hours.**

Designed for life science majors, Physics 67 is the second semester of a two semester calculus-level sequence in introductory college Physics. Topics include electricity and magnetism, electromagnetic waves, geometric optics, wave optics, relativity, quantum physics, atomic physics and nuclear physics. Lab sessions include quantitative and qualitative experiments and structured problems solving strategies through tutorials and conceptual activities.

MAXIMUM UC CREDIT FOR PHYSICS 006, 007 AND 037, 038, 039 AND 066 AND 067 COMBINED: MAXIMUM CREDIT: ONE SERIES.

C-ID: PHYS 110**185 Direct Study - Physics (1) CSU***Prerequisite: None***Lecture, 1 hour.**

Students will study Physics on a contract basis under the direction of a supervising instructor.

285 Direct Study - Physics (2) CSU*Prerequisite: None***Lecture, 2 hours.**

Students will study Physics on a contract basis under the direction of a supervising instructor.

385 Direct Study - Physics (3) CSU*Prerequisite: None***Lecture, 3 hours.**

Students will study Physics on a contract basis under the direction of a supervising instructor.

COURSE DESCRIPTIONS

PHYSIOLOGY (PHYSIOL)

001 Introduction to Human Physiology (4) UC:CSU

Note: Not open for credit to students who have had PHYSIOL 008 and 009.

Prerequisite: BIOLOGY 003 or 005 or 006 or MICRO 020; and ANATOMY 001; and CHEM 051 or 068 or 060 with grades of C or better.

Recommended: ENGLISH 028, E.S.L. 008, or placement into ENGLISH 101; and MATH 114, MATH 115, or placement into MATH 125.

Lecture, 3 hours; laboratory, 3 hours.

This course examines the function of cells, tissues, and organs of these human systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary, endocrine, lymphatic/immune, and reproductive. Laboratory activities explore major physiological principles.

MAXIMUM UC CREDIT FOR ANY COMBINATION OF ANATOMY 001, PHYSIOL 001, 008 OR 009 IS 8 UNITS.

C-ID: BIOL 120B

POLITICAL SCIENCE (POL SCI)

Note: State law imposes on all California State Universities certain graduation requirements in the areas of U.S. History, U.S. Constitution, and state and local government. Courses meeting these requirements for the state universities are listed in the TRANSFER REQUIREMENTS section.

If you took a Political Science course outside of California, see a counselor to make certain you meet the California state and local government graduation requirements.

001 The Government of the United States (3) UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This is an introductory course about the U.S. political system. The course incorporates the theory, structure, and functions of the national, state, and local governments. The course emphasizes political parties, interest groups, and the roles and functions of state and national institutions. This course fulfills the state graduation requirement in the U.S. Constitution and state and local governments.

C-ID: POLS 110

002 Modern World Governments (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course examines the politics, policies, and governments of the modern world in terms of their institutions, ideologies, political habits and foreign policies. Emphasis is placed on the governments of Great Britain, France and Germany.

C-ID: POLS 130

005 The History of Western Political Thought (3) UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course offers an introduction to the most important political theories and ideas from the time of the ancient Greeks to the present day. The course explores the various relationships and connections that exist between political theory and political practice.

C-ID: POLS 120

007 Contemporary World Affairs (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course studies the relationships among modern nation-states, emphasizing the nation-state system, international diplomacy, international law, and international organizations. 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.

C-ID: POLS 140

385 Directed Study - Political Science (3) CSU

Lecture, 3 hours.

This course allows students to pursue Directed Study in Political Science on a contract basis under the direction of a supervising instructor.

PSYCHOLOGY (PSYCH)

001 General Psychology I (3) UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is an introduction to the scientific study of behavior and mental processes, incorporating theories, concepts, and research findings. Topics include the biological bases of behavior, gender and sexuality, human development, cognition and intelligence, consciousness, learning, memory, motivation and emotion, personality, social psychology, psychological disorders, therapeutic treatments, and applied psychology.

C-ID: PSY 110

002 Biological Psychology (3) UC:CSU ☉

Prerequisite: PSYCH 001 with a C or better.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course introduces the scientific study of the biological foundation for behavior and its fundamental role in the neurosciences. Students will examine the physiological, hormonal, and neurochemical mechanisms of brain-behavior relationships. The psychological phenomena of sensation, perception, regulatory processes, emotion, learning, memory, and psychological disorders will be addressed. This course also explores historic scientific contributions and current research principles for studying brain-behavior relationships and mental processes, including ethical standards for research.

C-ID: PSY 150

003 Personality and Social Development (3) CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is designed with an applied focus for students interested in how psychology is used in everyday life and is related to other social sciences. The course surveys different psychological perspectives and theoretical foundations and how these are applied across a person's life taking into account the influence of factors such as culture, gender, ethnicity, historical cohort, and socio-economic status. A broad understanding of how scientists, clinicians, and practitioners study and apply psychology is emphasized.

011 Child Psychology (3) UC:CSU

Prerequisite: PSYCH 001 with a grade of C or better.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be 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.

012 Adolescent Psychology (3) UC:CSU

Prerequisite: PSYCH 001 with a grade of C or better.

Recommended: Placement into ENGLISH 101. Offered Spring semester only.

Lecture, 3 hours.

This course covers physical, social, emotional and cognitive development of adolescents including male/female roles and stereotypes, cross cultural differences in adolescence, and psychological needs of the period and how they may be met. Lectures introduce major theories and research strategies in adolescent development and integrates applied aspects such as parent-adolescent conflict and adolescent substance use.

013 Social Psychology (3) UC:CSU

Prerequisite: PSYCH 001 with a grade of C or better.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course considers individual human behavior in relation to the social environment. The power of the situation, other individuals, and the social group will be examined. Emphasized topics include: aggression, prejudice and stereotypes, interpersonal relationships, attitudes and attitude change, the psychology of conformity, group phenomena, gender roles, cultural norms, person perception, and social cognition.

014 Abnormal Psychology (3) UC:CSU

Prerequisite: PSYCH 001 with a grade of C or better.

Recommended: E.S.L. 008 or placement into ENGLISH 101.

Lecture, 3 hours.

This course considers the major diagnostic, etiologic, and treatment issues for a variety of categories of abnormal behavior and psychological disorders. The course examines disorders related to anxiety, stress, mood, schizophrenia, eating, substance abuse, memory and organic dysfunctions, and personality. Social, cultural, legal and ethical issues of psychopathology are included.

017 The Exceptional Child (3) CSU

Prerequisite: PSYCH 001 with a grade of C or better. Offered Fall semester only.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course offers students an opportunity to study children who do not follow the normal developmental process, such as autism spectrum, physical disability, intellectual disability, gifted, neurological and sensory impaired, emotional or behavioral disorders, and children with communication disorders. The course materials include definitions, classifications, causes, classroom practices and transition to adulthood.

032 Psychology of Women (3) UC:CSU

Prerequisite: None

Recommended: E.S.L. 008.

Lecture, 3 hours.

This course focuses on psychological issues related to women. Topics include social construction of gender and gender identity development. The effect of gender stereotypes and gender role expectations on school, work, family, and relationships are discussed. Gender differences in cognitive abilities, social and personality characteristics, and communication styles are also covered. Cultural influences on gender are integrated throughout the course.

041 Life-Span Psychology: From Infancy to Old Age (3) UC:CSU

Prerequisite: PSYCH 001 with a grade of C or better.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems.

052 Psychological Aspects of Human Sexuality (3) UC:CSU

Prerequisite: None

Lecture, 3 hours.

This course explores human sexuality from a psychological perspective. Topics include sexual anatomy, sexual behaviors, sexual arousal and response, gender identity, sexual orientation, love and attraction, relationships and communication, pregnancy, contraception and pregnancy options, sexually transmitted infections, sexual concerns and disorders, and sexual abuse and coercion.

060 Stress Management (3) CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course examines how stress influences our lives. Course topics include stress reduction, relaxation techniques, time management, stress management, psychophysiological factors, the roles of health, exercise and nutrition, and occupational, personal, and age-related stress issues.

074 Research Methods In The Behavioral Sciences (3) UC:CSU

Prerequisite: PSYCH 001; and STAT 101 or MATH 227 with grades of a C or better.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the subdisciplines of psychology.

C-ID: PSY 200

075 Health Psychology (3) UC:CSU

Prerequisite: PSYCH 001 with a grade of C or better.

Recommended: E.S.L. 008.

Lecture, 3 hours.

This course examines psychological influences on health and illness. Topics include health promoting behaviors; coping with stress and resiliency; patient-provider communication; pain and chronic health management; advanced and terminal illnesses; high frequency chronic disorders; and psychoneuroimmunology and immune related disorders.

090 Introduction to Counseling (3) CSU

Prerequisite: PSYCH 001 with a grade of C or better.

Recommended: E.S.L. 008.

Lecture, 3 hours.

This course examines various counseling styles and techniques, and theoretical foundations. Students will develop skills in the understanding of developmental, non-directive, psychodynamic, transactional and other approaches to individual and group counseling. The characteristics of a workable counseling and guidance program and the techniques used to collect, record, interpret, and use guidance data will be examined. The nature, purpose, objectives, and approaches to counseling in health, welfare, social service and rehabilitation agencies will be discussed.

READING

(See Developmental Communication)

COURSE DESCRIPTIONS

REAL ESTATE (REAL ES)

001 Real Estate Principles (3) CSU

Prerequisite: None.

Lecture, 3 hours.

Real estate principles provides a basic overview of the fundamentals of real estate, as well as, the background and terminology necessary for advanced study in specialized courses. This course must be completed prior to taking the real estate salesperson's licensing exam and is applicable toward the mandatory educational requirements for the sales license.

003 Real Estate Practices (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course deals with the day-to-day operations in real estate brokerage, including listing, prospecting, advertising, financing, sales techniques, escrow and ethics. It applies toward mandatory requirement for the brokers license.

005 Legal Aspects of Real Estate I (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This is a study of real estate law including rights incident to property ownership and management, agency, contracts and their application to real estate transfer, conveyancing, probate proceedings, trust deeds, and foreclosures; recent legislation governing real estate transactions. The course applies to the mandatory educational requirements for California real estate broker examination.

007 Real Estate Finance I (3) CSU

Prerequisite: REAL ES 001 or REAL ES 003 with a grade of C or better, or concurrent enrollment.

Lecture, 3 hours.

This course covers the analysis of real estate financing, including lending policies and problems in financing residential, apartment, commercial and special purchase properties. Methods and sources of financing are emphasized. This course satisfies the California Bureau of Real Estate mandatory education requirement for the real estate brokers examination.

009 Real Estate Appraisal I (3) CSU

Prerequisite: REAL ES 001 with a grade of C or better.

Lecture, 3 hours.

This is an introductory course covering the purposes of appraisals, the appraisal process and the different approaches, as well as methods and techniques used to determine the value of various types of real estate. Emphasis is on residential and single unit property. This course satisfies the California Bureau of Real Estate mandatory education requirement for the real estate brokers examination.

014 Property Management (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This is a course in the management of income producing properties, including residential, retail, offices, and industrial. The various kinds of income properties are analyzed, along with their management requirements including leasing, collections, tenant selection, record keeping, financial statements, fair housing laws, evictions, maintenance, liability issues, and the economics of selecting a particular type of property for investment. An emphasis is also placed on sustainable environmental policies that may be put into place by management.

021 Real Estate Economics (3) CSU

Prerequisite: REAL ES 001 or REAL ES 007 with a grade of C or better, or concurrent enrollment.

Lecture, 3 hours.

This course covers the fundamentals of economic trends and factors which affect the real estate market. Topics include urban structural relationships, real estate market analysis, supply and demand, economic forecasting, land use theory and problems of sub-division. Also studied is the government's role in the economy and its influence upon the real estate market including the federal reserve system, taxation and land use controls including zoning, planning and fair housing legislation. This course satisfies the California Bureau of Real Estate mandatory education requirement for the real estate brokers examination.

911-921-931-941 Cooperative Education - Real Estate (1-4) CSU

Real Estate is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

RECREATION (RECR)

081 Field Work I (4) CSU

Prerequisite: None.

Lecture, 1 hour; field work, 6 hours.

This course provides the opportunity to earn course credit for practical experience and techniques learned as a recreation aide, camp counselor or intern, working in a recreational agency or program. The course places an emphasis on the development of outdoor leadership skills.

082 Field Work II (4) CSU

Prerequisite: None.

Lecture, 1 hour; field work, 6 hours.

This course provides the opportunity to earn course credit for practical experience and techniques learned in an internship with a recreational agency or program. The student is entrusted with responsibility for planning, conducting and evaluating activities while under the supervision of qualified personnel.

083 Field Work III (4) CSU

Prerequisite: None.

Lecture, 1 hour; field work, 6 hours.

This course provides the opportunity to earn course credit for practical administrative experience and techniques learned through an internship in a recreational agency or program. The student is entrusted with responsibility to supervise recreation aides and/or group leaders, while under the direction of qualified personnel.

RESPIRATORY THERAPY (RESP TH)

Enrollment in all classes listed below except RESP TH 001 and RESP TH 002 limited to students enrolled in the Respiratory Therapy Phase II program. All transcripts outside of LACCD must be submitted by November 1st to validate corequisites in RESP TH 002 to be considered for the acceptance pool. In the event that there are more applicants than clinical space available, enrollment into the clinical internship will be determined by active application date to LAVC.

(Students must be formally admitted to Phase II, the clinical phase of the Respiratory Therapy program which includes RESP TH 003, 004, 005, 006, 007, 008, 011, 015, and 023. Consult the Health Science Department for details.) For more information on the RT Program Application Process and Phase II requirements see pages 92-93.

001 Introduction to Respiratory Therapy (1)

Prerequisite: None.

(Offered in Fall and Spring Semesters)

Lecture, 1 hour.

Students will be introduced to the Respiratory Therapy program and the profession of respiratory therapy with emphasis on the duties, responsibilities, and qualifications of a respiratory therapist. This includes an introduction of current respiratory therapies and equipment used for patient treatment and assessment. This course is also an introduction to the Respiratory Therapy program including the schedule of courses, requirements, and expectations to be successful in completing an Associates of Science degree in Respiratory Therapy.

002 Fundamentals of Respiratory Therapy (4)

Corequisites: ANATOMY 001 and PHYSIOL 001; CHEM 051; MICRO 020; PHYSICS 005 and REAL ES 001.

Lecture, 3 hours; laboratory, 3 hours.

This course covers the fundamentals of respiratory therapy theory, application, and equipment. This final phase 1 respiratory course includes lecture presentations and laboratory experiments using typical respiratory equipment. This lecture and laboratory experiments will include using applied physics theories such as gas laws and fluidics to explain and demonstrate the principles of operation and therapeutic objectives of typical respiratory equipment. Students will submit applications to Phase 2 of the Respiratory Therapy program while enrolled in RT 2.

003 Applications of Respiratory Therapy & Clinical Experience I (5)

Prerequisite: RESP TH 006 and RESP TH 015 with grades of C or better.

Offered only in the Summer semester.

Lecture, 1 hour; laboratory, 12 hours.

This course includes lecture, laboratory and clinical instruction in current respiratory therapies. This is the 2nd clinical rotation to the hospital with an emphasis on routine treatments. The students will be evaluated for competency in the application of respiratory therapies including clinical assessment, airway clearance, Lung expansion, pharmacology, and airway management in the laboratory and clinical setting. The acute treatment and clinical assessment of the respiratory patient are explained in detail and case presentations are discussed.

004 Applications of Respiratory Therapy & Clinical Experience II (5)

Prerequisite: RESP TH 003 and RESP TH 006 with grades of C or better.

Corequisite: RESP TH 007.

Offered only in the Fall semester.

Laboratory, 15 hours.

This course includes laboratory and clinical instruction in mechanical ventilation management and assessment. This is the 3rd clinical rotation with an emphasis on critical care and ventilator patients. The students will be evaluated for competency in applying current ventilator management and assessment skills in the laboratory and clinical setting. Invasive and noninvasive ventilation management, indications, parameters, terminology, strategies, weaning techniques, and hazards are presented. The acute treatment and clinical assessment of critical care ventilator patients are explained in detail and case presentations are discussed.

005 Application of Respiratory Therapy & Clinical Experience III (5)

Prerequisites: RESP TH 004, 007 and 008 with grades of C or better.

Offered only in the Spring semester.

Laboratory, 15 hours.

This course includes laboratory and clinical instruction in neonatal respiratory care. This is the 4th clinical rotation with an emphasis on critical care and an introduction to NICU's. Students will be evaluated for competency in neonatal respiratory management and assessment in the laboratory and clinical setting. Course material includes neonatal assessment, ventilator and airway management, ECMO, Nitric oxide and surfactant therapies. This course also includes certification in Neonatal Resuscitation (American Academy of Pediatrics). The acute treatment and clinical assessment of the critical care neonatal and pediatric are explained in detail and case presentations are discussed.

006 Respiratory Physiology (4)

Prerequisites: RESP TH 001 and 002 with grades of C or better.

Corequisites: RESP TH 015.

Offered only in the Spring semester.

Lecture, 3 hours; laboratory, 3 hours.

Cardiopulmonary physiology is presented in detail. The material covered includes perfusion, ventilation, diffusion, anatomy, cardiopulmonary circulation, transport of blood gases and their determination, and acid-base balance. These topics will be presented and discussed in lecture and laboratory and include case study presentations.

007 Applied Medicine and Pathology (3)

Prerequisite: RESP TH 003 and 006 with grades of C or better.

Corequisites: RESP TH 004.

Offered only in the Fall semester.

Lecture, 2 hours; laboratory, 3 hours.

This course covers the advanced physiology and pathology necessary to understand the assessment of the patient and the treatment of common cardiopulmonary diseases. Using evidence based medicine principles a patient's pathophysiological state will be discussed. The management of diseases such as asthma, COPD, ARDS, sleep disorders, pediatric disorders, lung cancer, cardiovascular disease, lung injury, and communicable respiratory diseases will be presented and explained in detail in lecture and laboratory and include case study presentations and discussions.

008 Administrative Procedures of Respiratory Therapy (1)

Prerequisite: RESP TH 003 with grades of C or better.

Lecture, 1 hour.

This class acquaints the student with the principles and practices involved in the supervision of a respiratory therapy department.

011 Application of Respiratory Therapy & Clinical Experience IV (5)

Prerequisite: RESP TH 004, 007, and 008 with grades of C or better.

Offered only in the Spring semester.

Laboratory, 15 hours.

This course includes laboratory and clinical instruction in the total assessment and treatment of the respiratory patient. This is the 5th and final clinical rotation. Students will be evaluated for competency in applying comprehensive respiratory patient assessment, education, and management in the laboratory and clinical setting. This course also presents pulmonary function, EKG's, arterial blood gas laboratory testing as well as patient education, Pulmonary Rehabilitation and home care. This course also covers advanced resuscitation skills & assessment for adult and pediatric patients to prepare students for Advanced Cardiac Life Support (ACLS) & Pediatric Advanced Life Support (PALS) certification courses. The acute treatments and clinical assessments of the critical care, rehabilitation and home care respiratory patients are explained in detail and case presentations are discussed.

015 Introduction to Clinical Experience (4)

Prerequisite: RESP TH 001 and 002 and PSYCH 001 all with grades of C or better.

Corequisite: RESP TH 006.

Offered only in the Spring semester.

Laboratory, 12 hours.

This first Phase 2 respiratory course provides laboratory and clinical instruction and experience to introduce the student to the actual duties & responsibilities of a respiratory therapist. This 1st clinical rotation will introduce the students to the hospital environment. Students will be evaluated for competency in application and assessment of infection control, clinical assessment, humidity, aerosol, and oxygen therapy in the laboratory and clinical setting. Medical ethics, Privacy / HIPAA, patient rights, sterilizations methods, medical gas and aerosol therapies are explained in detail and case presentations are discussed.

023 Advanced Respiratory Pathophysiology (1) CSU

Prerequisite: RESP TH 003 and 006 with grades of C or better.

Corequisite: RESP TH 004, 007, and 008.

Lecture, 1 hour.

The advanced pathology, diagnosis, and treatment of the common diseases and disorders of the cardiovascular and neuromuscular systems are presented in detail. Techniques of laboratory evaluation and specific monitoring methods using case studies and clinical simulations are presented and discussed.

COURSE DESCRIPTIONS

911-921-931-941 Cooperative Education - Respiratory Therapy (1-4) CSU

Respiratory Therapy is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

SOCIOLOGY (SOC)

001 Introduction to Sociology (3)

UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This introductory course provides a set of concepts and theories to describe and explain the social behavior of human beings and organization of society. Students examine subjects such as culture, deviance, sexuality, media, social stratification, and the institutions of the family, religion, education, politics, and the economy.

C-ID: SOCI 110

002 American Social Problems (3)

UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

Sociological concepts and theories are used to describe and explain a range of social problems that exist in the United States, such as issues of prejudice, discrimination, suicide, drugs, crime, wealth and poverty, political radicalism and weapons of mass destruction. We will also analyze the effectiveness of attempted and potential solutions to these social problems.

C-ID: SOCI 115

003 Crime and Delinquency (3) UC:CSU

☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course examines the nature of crime and delinquency including theories of causation, types of adult and juvenile offenses, and efforts by society to cope with law violations. We will also analyze programs for crime prevention, correction, and rehabilitation within the justice system.

C-ID: SOCI 160

004 Sociological Analysis (3) UC:CSU

Prerequisite: Sociology 1.

Recommended: Placement into ENGLISH 101 and STAT 101.

Lecture, 3 hours.

This course considers the logic of the scientific analysis of society and social institutions. We will analyze the various methodological tools utilized in social science research and clarify basic social science issues. Topics include research design, conceptualization, measurement, sampling methodology, and both qualitative and quantitative data analysis. Students will analyze specific data collected in the field.

C-ID: SOCI 120

011 Race and Ethnic Relations (3)

UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course examines the definitions, history, and experiences of ethnic and racial groups in this country. Attention is given to Black, Latino, Native American, Asian American, Arab Americans, and white ethnic groups. Discussion includes the social, economic, and political factors affect racial/ethnic group relations; the sources of discrimination and prejudice; and whether social equality between different groups is possible.

C-ID: SOCI 150

012 Marriage and Family Life (3)

UC:CSU ☉

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course deals with the family as a social institution, its structure and functions, including historical changes, emerging patterns, and the influence of contemporary society and social forces that shape the family such as race, class, gender and sexuality.

C-ID: SOCI 130

017 Introduction to Counseling (3) CSU

Prerequisite: None.

Lecture, 3 hours.

This course is an introduction to methods, major theories and techniques of counseling. We will consider a variety of representative problems covering a wide range of settings and multicultural perspectives. Topics include dysfunctional families, domestic violence, incest, crisis intervention, suicide prevention, drug and alcohol abuse, sociopathic personalities, school bullying, trauma, death and dying, serial killers, and the nature of neuroses and psychoses. Career planning issues are also considered.

019 Introduction to Social Services (3) CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course covers the history and development of social and human services. A particular emphasis is placed on social work, case work, and urban generalists. We will explore institutions such as the welfare system, community organizations, health care and Medicare. Social service work as a career, including social work, urban generalists, counseling, addiction specialists, and their qualifications are also covered.

020 Directed Practice in Social Welfare (3) CSU

Prerequisite: None

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course provides a basic understanding of the concepts, theories and practical experience for working in the Human Services field. Students will complete a 40-60 hour field placement at a community service agency outside of the class. Students will be assessed on their participation in these field placements (e.g., child abuse prevention, sexual assault, elderly services, primary and secondary education, homelessness, suicide prevention) and the application of course material as it relates to their field work.

021 Human Sexuality (3) UC:CSU ☉

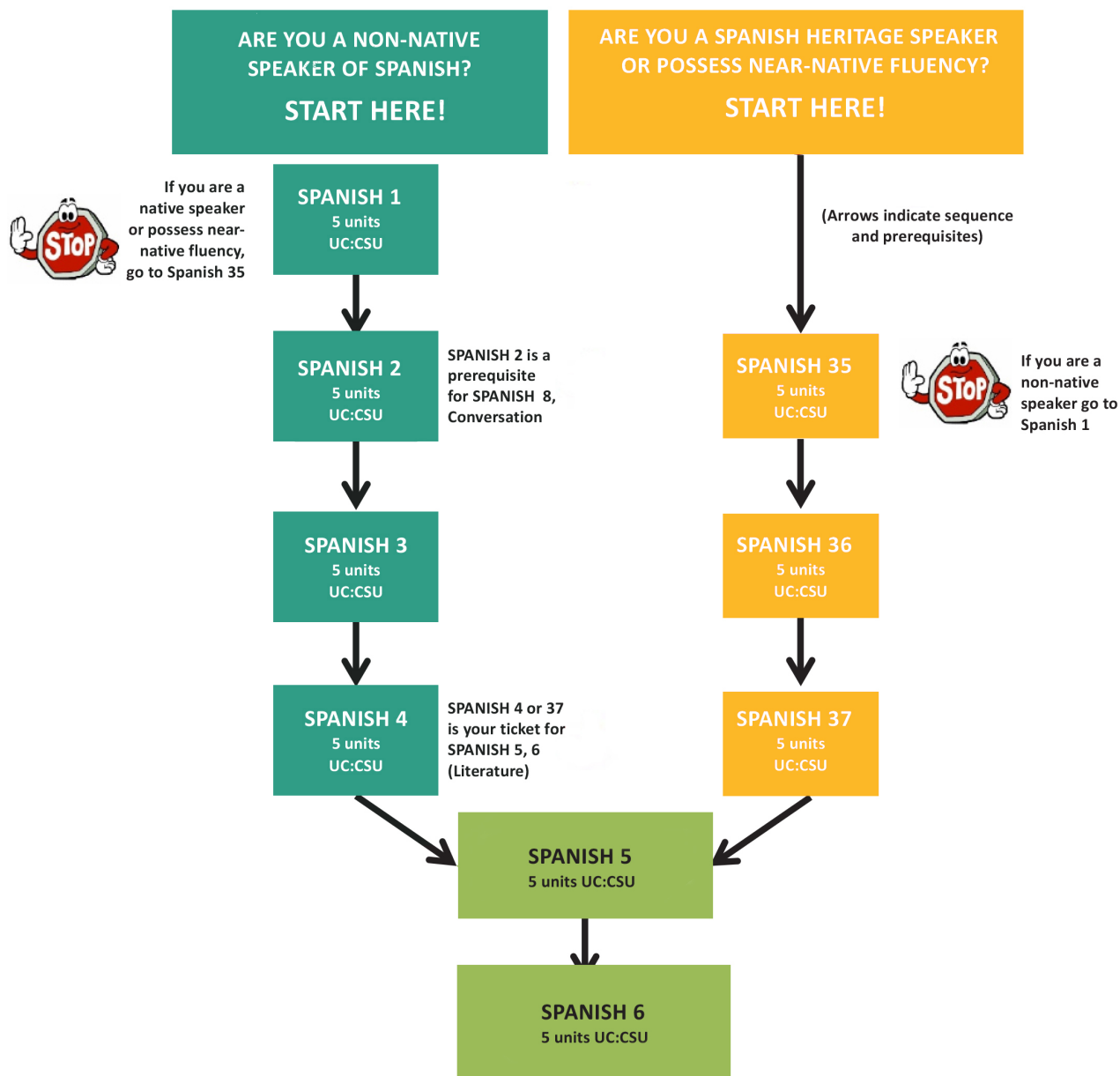
Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This interdisciplinary course presents a sociological and psychological introduction to human sexuality and human sexual behavior. Topics include physiology, sex, gender, and sexual orientation, physical and emotional response, sexual behavior, cultural and behavioral issues, myths, misconceptions, dysfunction, and sexual coercion.

SPANISH PROGRAM FLOWCHART AND PREREQUISITES



OTHER COURSES FOR YOUR AA IN SPANISH AND TO OBTAIN CREDIT IN HUMANITIES:

- Spanish 8** (2 units) Conversational Spanish
- Spanish 9** (3 units) Hispanic Civilization taught in English
- Spanish 12** (3 units) Contemporary Mexican Literature
- Spanish 16** (3 units) Mexican Civilization
- Spanish 25** (3 units) Spanish American Short Story in Translation
- Linguistics 1** (3 units) Introduction to Language and Linguistics

DID YOU KNOW?

There is no prerequisite for SPANISH 1 or 35. If you possess sufficient knowledge of Spanish, the prerequisite challenge will allow you to start your studies beyond SPANISH 1 or 35.

COURSE DESCRIPTIONS

025 Drugs and Culture (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course is a cross cultural study of mind-altering drugs including alcohol, marijuana, hallucinogens, ecstasy, methamphetamines, cocaine, inhalants, and others. The social, psychological, and biological effects of drug use are analyzed within a cultural and political context and we will also consider the effects of drugs on the population for the user and non-user. Cultural aspects of drug use are examined using class, race, and gender as mediating factors, as well as the values and norms placed upon their use. Societal systems are examined to understand why substances are labeled as drugs. The economic, legal, and judicial systems and their relations to the concepts of drug usage are looked at in several societies. Emphasis is placed upon methods of treatment and penalties attached to the violation of the norms on drug usage.

031 Sociology of Gender (3) UC:CSU ☼

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

This course focuses on gender, including the development of the individual, the scripts that are learned in our culture, the comparative information from other cultures and other times in our history, how people use gender in interpersonal relationships, and how gender structures society. A particular emphasis is placed on the political, social and economic status of women and men. Topics include the social forces that help to shape the experience of women and men such as race, class, the social construction of gender and sexuality.

C-ID: SOCI 140

084 SIMSOC: Simulated Society (1)

Prerequisite: None.

Lecture, 1 hours.

Students simulate a society, actively learning sociological concepts such as status, role, primary group, power, and hierarchy. The game takes approximately 14 hours to play and students have great fun learning about the working of society and how societal structure emerges from group dynamics and the exchange of resources.

086 Popular Culture (3)

Prerequisite: None.

Lecture, 3 hours.

This course introduces students to the analysis of the historical and current development and emergence of American popular culture and its relationship to social institutions, collective behavior, and roles in people's lives. Social, technological, political, and economic aspects of society are examined with regard to the adoption, maintenance, and changes in popular culture, including the consumption of mass media, fashion, music, consumerism and food. Distinction between popular culture and culture, mass culture, folk culture and its contribution to society's contemporary outlook is analyzed.

SPANISH

001 Elementary Spanish I (5) UC:CSU

Prerequisite: None.

Lecture, 5 hours.

This course introduces the student to basic Spanish grammar and vocabulary. The focus is on the development of the four language skills: listening, speaking, reading, and writing, with special emphasis on communication in cultural settings. It introduces the student to basic traits of Hispanic cultures in the U.S. and in Spanish-speaking countries. This is a web-enhanced course requiring students to perform online coursework.

C-ID: SPAN 100

002 Elementary Spanish II (5) UC:CSU

Prerequisite: SPANISH 001 or 022 with grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This course completes the study of elementary grammar. It includes the reading of simplified texts with continued emphasis on aural and written comprehension, oral expression, and the writing of simple Spanish. Students will continue the study of diverse Spanish and Hispanic cultures and modern developments in the Spanish-speaking world. This is a web-enhanced course, requiring students to access and perform online coursework.

C-ID: SPAN 110

CREDIT GIVEN FOR EITHER SPANISH 035 OR SPANISH 002, BUT NOT BOTH.

003 Intermediate Spanish I (5) UC:CSU

☼

Prerequisite: SPANISH 002 with grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This course provides a more intensive study of the Spanish language, including a comprehensive review of grammar and the study of advanced grammatical concepts, idiomatic expressions and irregular structures. Emphasis is placed on developing fluency in oral expression and facility in writing. Students will read and discuss cultural and literary texts in Spanish, and advance their knowledge of Spanish and Hispanic cultures and modern developments in the Spanish-speaking world. This is a web-enhanced course, requiring students to access and perform online coursework.

CREDIT GIVEN FOR EITHER SPANISH 036 OR SPANISH 003, BUT NOT BOTH.

C-ID: SPAN 200

004 Intermediate Spanish II (5) UC:CSU

☼

Prerequisite: SPANISH 003 or SPANISH 036 with grade of C or better or equivalent skill level.

Lecture, 5 hours.

Students will further develop their writing and communication skills in Spanish through the study of representative Spanish and Latin American literary and cultural works. The course focuses on analysis and discussion. It provides a sustained study of grammar and vocabulary with emphasis on complex structures, stylistics, and the use of idiomatic expressions. This course may be offered as a web-enhanced or hybrid course. Computer skills are required for accessing and performing online course materials and activities.

CREDIT IS GIVEN FOR EITHER SPANISH 4 OR SPANISH 037, BUT NOT BOTH.

C-ID: SPAN 210

005 Advanced Spanish Through Latin American Literature (5) UC:CSU ☼

Prerequisite: SPANISH 004 or 037 with a grade of C or better or equivalent skill level.

Lecture, 5 hours.

This course surveys Latin American literature and introduces the student to its major literary movements through the study of prose, poetry and drama from representative authors. The students will learn to analyze the way the formal elements of literature contribute to its meaning, to analyze literature as a human experience, and to read through diverse the historical and cultural lenses of Latin America. It stresses literary analysis and discussion, as well as the writing of interpretive and analytical essays within the context of the literature and civilization of Latin America. Computer skills are necessary for accessing and performing coursework online. The course is conducted in Spanish.

006 Advanced Spanish Through Spanish Literature (5) UC:CSU ☼

Prerequisite: SPANISH 005 with a grade of C or better or equivalent skill level.

Lecture, 5 hours.

This course surveys Spanish literature and introduces the student to its major literary movements through the study of prose, poetry and drama from representative authors. The students will learn to analyze the way the formal elements of literature contribute to its meaning, to analyze literature as a human experience, and to read through diverse the historical and cultural lenses of Spain. It stresses literary analysis and discussion, as well as the writing of interpretive and analytical essays within the context of the literature and civilization of Spain. Computer skills are necessary for accessing and performing coursework online. The course is conducted in Spanish.

009 Civilization of Spain (3) UC:CSU

Prerequisite: None.

(Taught in English)

Lecture, 3 hours.

This course surveys the culture and civilization of Spain from its origins to the present. It examines and analyzes contemporary Spanish society, traditions, popular culture, and way of life and offers an overview of Spain's history, geography, arts, and contributions to the Western world. Computer skills are necessary to access coursework online. This course is taught in English.

012 Contemporary Mexican Literature (3) UC:CSU ☼

Prerequisite: None.

(Same as CHICANO 042)

Lecture, 3 hours.

This course provides an introduction to the major historical events and literary movements in Mexico, with a focus on 20th-century Mexican literature read in translation. The lectures, readings and discussions are in English.

016 Mexican Civilization (3) UC:CSU ☼

(Same as CHICANO 044)

Prerequisite: None.

(Taught in English)

Lecture, 3 hours.

This course considers the significant elements of pre-Columbian Mexican civilization, the impact of the Spanish domination upon the indigenous population and its influence upon mores, art, and industry. It introduces the students to studies in the history, literature, art, and music of Mexico as they evolved from colonial times to the present. The impact of the Mexican Revolution upon all the Americas is considered. It examines the present-day culture of Mexican-Americans as influenced by their Mexican heritage and life in the United States. The course is taught in English.

025 Spanish American Short Story in Translation (3) UC:CSU

Prerequisite: None.

Recommended: Placement into ENGLISH 101.

Lecture, 3 hours.

Students engage in a survey of the Latin American short story grounded on the region's historical, political, and cultural production from the nineteenth century up until the present time. Students learn about key literary movements and authors, demonstrate understanding of the aesthetic and cultural specificity of the works studied, and develop critical reading and writing skills.

027 Cultural Awareness Through Advanced Conversation (3) UC:CSU

Prerequisite: SPANISH 035 with a grade of C or higher, or equivalent skill demonstrated.

Lecture, 3 hours.

This course is designed to improve oral, formal Spanish through class discussion, debates, and oral presentations for those students who have some degree of proficiency in Spanish or are heritage speakers. Through the use of a variety of texts, including short stories, newspapers and magazines, essays, and specialized Web pages, students explore contemporary cultural topics in their political, economic, and social context, while addressing the structural and lexical differences between formal and informal Spanish. The course also promotes a greater awareness of the Spanish language in its historical, political, and social context. Included in the course are guest speakers, and/or community service projects.

035 Spanish for Spanish Speakers I (5) UC:CSU

Prerequisite: None.

Lecture, 5 hours.

This course is designed to address the needs of the fluent, Spanish-speaking student. It provides an introduction to written Spanish with an emphasis on the acquisition of a solid grammatical base, vocabulary enrichment and spelling. While it addresses all four skills in Spanish (speaking, listening, reading, writing), it focuses on reading and writing. Readings include texts on the geography, customs and culture of Spain and Latin America. The course is taught in Spanish.

CREDIT IS GIVEN FOR EITHER SPANISH 035 OR SPANISH 002, BUT NOT BOTH.

036 Spanish for Spanish Speakers II (5) UC:CSU ☼

Prerequisite: SPANISH 035 with a grade of C or better, or equivalent skill level.

Lecture, 5 hours.

This is an intermediate Spanish course designed to meet the needs of the fluent, Spanish-speaking student. It advances the study of grammar and complex vocabulary. While it addresses all four skills in Spanish (speaking, listening, reading, writing), it focuses on the development of reading and writing skills. It provides further study of Spanish and Latin American cultures and civilization. The course is conducted in Spanish.

CREDIT IS GIVEN FOR EITHER SPANISH 036 OR SPANISH 003, BUT NOT BOTH.

C-ID: SPAN 220

037 Composition and Conversation for Spanish Speakers (5) UC:CSU ☼

Prerequisite: SPANISH 036 with a grade of C or better.

Lecture, 5 hours.

This course further develops reading, writing, and communication skills through the study of representative topics, texts, and literary works from Spain and Latin America. It is intended for heritage speakers of Spanish who wish to increase their oral and writing skills in the context of themes, topics, and the literary and cultural production of the US Hispanic population. It focuses on text analysis, general academic writing, the honing of formal presentation skills, and the sustained study of grammar and vocabulary with emphasis on complex structures. This course familiarizes students with authentic texts written in different styles to provide a platform from which to practice the presentational mode and various rhetorical modes of writing, such as description, narration, exposition, and argumentation. It also prepares heritage speakers for the Advanced level in the AA degree and for upper-division major courses at four-year universities. Basic computer skills required for accessing online activities.

CREDIT GIVEN FOR EITHER SPANISH 037 OR SPANISH 004, BUT NOT BOTH.

C-ID: SPAN 230

048 Introduction to Spanish Translation I (3) CSU

Prerequisite: SPANISH 004 or 037 with a grade of C or better, or through demonstration of appropriate skill level.

Lecture, 3 hours.

This course provides an introduction to basic translation theory with emphasis on advanced Spanish grammar, vocabulary, and idiomatic expressions. The focus is on English-to-Spanish translation of documents related to public services and community activities, as well as consumer-oriented texts such as commercial advertisements. Recommended for students whose career options require bilingual skills.

COURSE DESCRIPTIONS

063 Intermediate Spanish Conversion I (2) UC:CSU

Prerequisite: SPANISH 002

Lecture, 2 Hours.

This course helps students to improve their conversational ability in Spanish by building on the oral communication skills acquired in Elementary Spanish. It focuses on discussions of everyday experiences, current events, cinema, cultural readings with emphasis on vocabulary-building and the use of idiomatic expressions, along with pronunciation practice. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF SPANISH.

064 Intermediate Spanish Conversion II (2) UC:CSU

Prerequisite: SPANISH 003 or SPANISH 063.

Lecture, 2 Hours.

This course helps students to improve their conversational ability in Spanish by building on the oral communication skills acquired in Intermediate Spanish. It focuses on discussions of everyday experiences, current events, cinema, cultural readings. The emphasis is on building mid-intermediate vocabulary, practice of idiomatic expressions, and further training in pronunciation and intonation. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF SPANISH.

066 Advanced Conversion I (2) UC:CSU

Prerequisite: SPANISH 004 or SPANISH 064.

Lecture, 2 Hours.

In this course, students continue to improve their conversational ability in Spanish by building on the oral communication skills acquired in Intermediate Spanish. It focuses on discussions of everyday experiences, current events, cinema, cultural readings with emphasis on advanced vocabulary-building and the use of idiomatic expressions, along with pronunciation practice. This is a web-enhanced class, requiring students to access coursework online.

NOT RECOMMENDED FOR NATIVE SPEAKERS OF SPANISH.

185 Directed Study - Spanish (1) CSU

285 Directed Study - Spanish (2) CSU

385 Directed Study - Spanish (3) CSU

Prerequisite: Approval of project.

Conference, 1 hour per unit.

This course allows the student to pursue Directed Study in Spanish on a contract basis under the direction of a supervising instructor.

CREDIT LIMIT: A MAXIMUM OF 3 UNITS PER SUBJECT IN DIRECTED STUDY MAY BE TAKEN FOR CREDIT.

UC CREDIT FOR INDEPENDENT STUDY/ DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

SPEECH

(See Communications Studies)

STATISTICS (STAT)

(For Statistics see also MATH 227)

100 Foundations of Statistical Reasoning (4)

Prerequisite: None

Lecture, 4 hours.

This course serves as a prerequisite to Statistics 101 for non-physical science majors and non-math majors. Taken by itself, Statistics 100 is not degree applicable, nor is it a substitute for any degree-applicable Math or Statistics course. Basic algebraic methods are emphasized as they relate to statistics, including topics like percents, converting units, evaluating expressions, solving equations, and linear functions. Methods for the collection and analysis of data will emphasize real-world application. Students will gain a foundation for studying correlation, experimental and descriptive study designs, sampling methods, probability and the normal distribution, and measures of central tendency. Content includes learning to interpret visual representations of data and analyzing various graphs and tables. The sole purpose of this course is to lead students to the graduation and transfer requirements of Statistics 101, as this course alone does not fulfill requirements in the area of Mathematical Concepts and Quantitative Reasoning. Students will not meet math competency credit as stated in E-79 for taking this course. If students wish to proceed to higher level Mathematics courses, they would need to pursue the Mathematics pathway.

101 Statistics for the Social Sciences (4) UC:CSU ☼

Prerequisite: STAT 100 or MATH 125 with a grade C or better or equivalent.

Lecture, 4 hours.

This course focuses on data collection, hypothesis testing and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

MATH 225, 227, STAT 1, 101 COMBINED, MAXIMUM UC CREDIT, ONE COURSE.

C-ID: SOCI 125, MATH 110

THEATER

Theater majors should take two of the following: THEATER 301, 310, 315, 325, 450

Some courses in Theater are part of the Theater Family group and have enrollment limitations. The group code appears under the title. See page 199-200 for more information.

100 Introduction to the Theater (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This survey course will foster a student's appreciation of the historical and cultural aspects of theater and the performing arts. The course examines the duties and responsibilities of the various creative artists such as the director, actor, designers, and playwright and the process of creating live performance.

C-ID: THTR 111

110 History of the World Theater (3) UC:CSU

Prerequisite: None.

Recommended: ENGLISH 101.

Lecture, 3 hours.

This course studies the history and development of theatre and drama, from the 5th century to the 17th century. From pre-civilization to the present day, theatre has served a variety of functions within different cultures and societies. Throughout history we can see how the theatre changes in response to the changing needs and concerns of a given culture. Our goal for this course is to help you begin to understand and articulate the relationship between theatre and society.

C-ID: THTR 113

112 History of World Theater II (3)**UC:CSU***Prerequisite: None.**Recommended: ENGLISH 101.***Lecture, 3 hours.**

This course covers the history of the development of theater, its plays and playwrights, structures and methods of staging and acting, from the English Restoration through the 21st Century.

114 Script Analysis (3) UC:CSU*Prerequisite: None***Lecture, 3 hours.**

THEATER 114 introduces students to in-depth methods of reading, analyzing and conceptualizing play scripts in a variety of genres and styles intended for production. Students investigate and apply techniques used by directors, actors, designers, playwrights and critics in their efforts to translate a text into a performance, to move imaginatively from the page to the stage; students develop through hands-on creative projects and interpretive presentations a thorough-going grasp of what scripts mean to the professional theatre artist and to the theatre-goer as distinct from other forms of literature.

C-ID: THTR 114

225 Beginning Direction (3) UC:CSU*(Theater Family T04)**Prerequisite: THEATER 114.***Lecture, 2 hours; Laboratory 2 hours.**

Students are introduced to the art of directing for the stage through a series of in-class tasks, lab projects and take-home assignments. As the culmination of the semester's work, students analyze and interpret a ten-minute play of their choosing, and, in collaboration with a team of student actors, designers, management and crew, prepare a fully realized production of the play and present it before a live audience.

227 Advanced Direction (3) UC:CSU*(Theater Family T04)**Prerequisite: THEATER 225 with a grade of C or better.***Laboratory, 6 hours.**

Students apply the principles of directing for the stage introduced in Theater 225 to dramatic texts which are more demanding, complex and sophisticated. As the culmination of the semester's work, students analyze and interpret a full-length one-act play of their choosing, and, in collaboration with a team of student actors, designers, management and crew, prepare a fully realized production of the play and present it before a live audience.

232 Play Production II (2) UC:CSU*(Theater Family T07)**Prerequisite: Audition and/or interview required.***Laboratory, 6 hours.**

This course provides instruction and supervised student participation in the current play productions of the Theater Department. Areas of involvement include lights, sound, props, wardrobe, acting, etc. Student must be available for performance schedules.

233 Play Production III (3) UC:CSU*(Theater Family T07)**Prerequisite: Audition and/or interview required.***Laboratory, 9 hours.**

This course provides instruction and supervised student participation at an advanced level in the current play productions of the Theater Department. Areas of involvement include lights, sound, props, wardrobe, acting, etc. Student must be available for performance schedules.

240 Voice and Articulation for the Theater (3) UC:CSU*(Theater Family T10)**Prerequisite: None.**Designed for performing arts students.***Lecture, 3 hours.**

Students are introduced to the fundamentals of effective vocal production and the techniques of voice improvement as applied to the stage and other media of theatrical performance. Through basic vocal exercises and the practice and production of interpretative reading, students investigate the principles of good speech, breathing and posture. A study is made of the physiological, psychological, and acoustical factors determining vocal quality, force, rhythm and pitch.

270 Beginning Acting (3) UC:CSU*(Theater Family T02)**Prerequisite: None.**Required of all theater majors.***Lecture, 3 hours.**

Students are introduced to the art and craft of acting, with a focus on freeing the actor's voice, body and mind to begin to realize the possibilities for creative expression. Topics of study include: responding to impulse and working as an ensemble (through exercises, theater games, and improvisation); and the actor's homework: researching a role, analyzing a text, and breaking down a script from an actor's point of view. The semester-long investigation culminates in monologue work, scene study, audition technique, rehearsal methods, and working with a director.

C-ID: THTR 151

272 Intermediate Applied Acting (3)**UC:CSU***(Theater Family T02)**Prerequisite: THEATER 270 with grades of C or better.**Required of all theater acting majors.***Lecture, 2 hours; laboratory, 2 hours.**

Students will continue to apply the principles introduced in Theater 270: Beginning Acting to texts and roles that are increasingly more demanding and sophisticated. Scene and monologue work will be drawn from realistic contemporary plays as well as from the modern classic repertoire.

C-ID: THTR 152

274 Advanced Applied Acting (3)**UC:CSU***(Theater Family T02)**Prerequisite: THEATER 272 with grades of C or better.***Lecture, 2 hours; laboratory, 2 hours.**

Building on the foundation of Theater 270 and Theater 272, students in Advanced Applied Acting will explore the challenges and joys of working outside the realm of contemporary, realistic drama; scene and monologue work may be drawn from Greek and Roman comedy and tragedy; medieval drama; Shakespeare and other Elizabethan playwrights; Racine, Corneille, Moliere; Restoration and 18th century comedy; high comedy (Oscar Wilde, Noel Coward, George Bernard Shaw); American musical theater; modern and contemporary non-realistic drama.

275 Scene Study (2) UC:CSU*(Theater Family T02)**Prerequisite: None.***Lecture, 1 hour; Laboratory, 2 hours.**

In this class, students engage in scene work from plays that range across the entire spectrum of dramatic literature—contemporary, classical, and everything in between. The focus shifts from the actor's individual approach to the actor as collaborator. The aim is to engender the kind of playing together that is at the heart of the live theater experience, the kind of teamwork that delights audiences—who like to describe the connection they see happening between actors as 'chemistry.' In text analysis, tablework, scenework, improvisation and exercise, the course will guide the student actor to identify and promote a rehearsal process which works to create that connection.

276 Actor's Workshop (3) UC:CSU*(Theater Family T09)**Prerequisite: None.***Laboratory, 6 hours.**

This course is conducted as an acting workshop in which students are assigned dramatic material designed to introduce them to specific performance presentation styles and encourage them to explore various performance trends.

COURSE DESCRIPTIONS

279 Musical Theater (2) UC:CSU

(Theater Family T06)

Prerequisite: None.

Lecture, 1 hour; laboratory, 2 hours.

This is a performance class which integrates the elements of voice, dance and acting as required for performing in musicals. Emphasis is placed on learning musical theater techniques and preparing successful audition material for musicals.

280 Musical Theater Workshop I (3)

UC:CSU

(Theater Family T06)

Prerequisite: Audition and/or interview required.

Laboratory, 9 hours.

This course introduces the principles and techniques of acting, singing and movement required for the production of a musical theater performance presented before an audience.

281 Musical Theater Workshop II (3)

UC:CSU

(Theater Family T06)

Prerequisite: None.

Laboratory, 9 hours.

This course emphasizes the principles and techniques of acting, singing and movement required for the production of a musical theater performance presented before an audience at an advanced level.

282 Advanced Musical Theater (2)

UC:CSU

(Theater Family T06)

Prerequisite: THEATER 279 with a grade of C or better and audition and/or interview required.

Lecture, 1 hour; laboratory, 2 hours.

This course is an advanced performance class which further integrates the elements of voice, dance and acting as required for performing in musicals. Emphasis is placed on expanded repertoire in both vocal and dance performance.

291 Rehearsals and Performances I (1)

UC:CSU

(Theater Family T07)

Prerequisite: Audition and/or interview required.

Laboratory, 3 hours.

This course provides instruction and supervised student participation in rehearsals and performances of a Theater Department production. Areas of involvement include all roles needed to complete the rehearsal and performance process. Student must be available for technical rehearsals and performance dates.

C-ID: THTR 191

292 Rehearsals and Performances II (2)

UC:CSU

(Theater Family T07)

Prerequisite: Audition and/or interview required.

Laboratory, 6 hours.

This course provides instruction and supervised student participation at an intermediate level in rehearsals and performances of a Theater Department production. Areas of involvement include all roles needed to complete the rehearsal and performance process. Student must be available for technical rehearsals and performance dates.

C-ID: THTR 191

293 Rehearsals and Performances III (3)

UC:CSU

(Theater Family T07)

Prerequisite: Audition and/or interview required.

Laboratory, 9 hours.

This course provides instruction and supervised student participation at an advanced level in the current rehearsals and performances of a Theater Department production. Areas of involvement include all roles needed to complete the rehearsal and performance process. Student must be available for technical rehearsals and performance dates.

C-ID: THTR 191

301 Stage Craft (3) UC:CSU

Prerequisite: None.

Lecture, 2 hours; laboratory, 2 hours.

This course is an introduction and laboratory practice of technical theatre, including the creation of scenic elements and solving the practical problems involved in all technical aspects of mounting a stage production. Areas of concentration include painting techniques, set construction, set movement, prop construction, backstage organization, lighting hang and focus, and basic sound set up.

C-ID: THTR 171

310 Introduction to Theatrical Lighting (3) UC:CSU

Prerequisite: None.

Recommended: THEATER 317.

Lecture, 3 hours.

This course is an introduction to the study and execution of theatrical stage lighting and sound, with emphasis on equipment, control, and their relationship to design. Practical experience and problem solving in lighting are highlighted.

C-ID: THTR 173

315 Introduction to Theatrical Scenic Design (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course provides an introduction to aspects of stage design and technologies, including process, technique, and the collaborative nature of theater production artists. Emphasis will be placed on vocabulary and the support areas of scene design, including the research and creation of properties and set dressings. Extensive critique of work in progress is a major part of the class.

317 Color and Design for the Theater (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

This course acquaints students with the basic principles of design that govern all forms of visual expression emphasizing those used in the theater. It also provides students with the ability to communicate in visual terms.

325 Advanced Stage Craft (3) UC:CSU

Prerequisite: THEATER 301 with a grade of C or better.

Lecture, 2 hours; laboratory, 2 hours.

Students will be introduced to specialized topics of advanced stagecraft. Areas of concentration include an advanced level of painting techniques, set construction, set movement, prop construction, backstage organization, lighting hang and focus, and sound set up.

342 Technical Stage Production II (2) UC:CSU

Prerequisite: Audition and/or interview required.

Laboratory, 6 hours.

This course provides practical experience in the application of production responsibilities in stage management, house management, lighting, sound, special effects, scenic construction, painting, designing, and running crews.

C-ID: THTR 192

405 Costume Design (3) UC:CSU

Prerequisite: None.

Lecture, 3 hours.

Students will study costume design for the stage. This course includes a survey of the basic silhouettes and terminology of historical periods and an introduction to shop procedures along with the beginning principles and techniques of design including character analysis, figure drawing and rendering sketches for theatrical productions.

411 Costuming for The Theater (3)**UC:CSU***Prerequisite: None***Lecture, 2 hours; Laboratory, 2 hours.**

This course surveys theatrical costuming as a craft and design art. It introduces design principles, research methods, pattern and construction techniques, sewing equipment usage and maintenance, and the functions of costume personnel in production work. Lab work may include assignments on current department productions.

C-ID: THTR 174

450 Beginning Stage Make-Up (3)**UC:CSU***Prerequisite: None.***Lecture, 2 hours; laboratory, 2 hours.**

Techniques and practices of theatrical makeup design and application. Facial analysis, glamour, aging of the face, beards, stylized, and impersonation makeups are performed by the student on their own face. Topics include the use of makeup for film and television.

C-ID: THTR 175

451 Advanced Stage Make-Up (3)**UC:CSU***Prerequisite: THEATER 450 with a grade of C or better.***Lecture, 2 hours; laboratory, 2 hours.**

This course consists of continued study of the art of make-up with emphasis on advanced techniques. Students will engage in practical applications of specialized makeups including researched and detailed 2 dimensional work as well as an introduction to life casting, hair and wig prep, and ventilating.

185 Directed Study - Theater (1) CSU**285 Directed Study - Theater (2) CSU****385 Directed Study - Theater (3) CSU***Prerequisite: None.***Conference, 1 hour per unit.**

This course allows students to pursue Directed Study in Theater on a contract basis under the direction of the supervising instructor.

Credit limit: A maximum of 3 units per subject in Directed Study may be taken for credit.

UC CREDIT FOR INDEPENDENT STUDY/ DIRECTED STUDY COURSES NUMBERED 185, 285, AND 385 IN ANY DEPARTMENT IS NOT AUTOMATIC; CREDIT IS CONTINGENT ON UC CAMPUS EVALUATION AFTER APPLICATION AND ADMISSION. THESE UNITS SHOULD NOT BE USED TOWARD CALCULATION OF THE MINIMUM 60 UNITS NEEDED FOR ADMISSION TO THE UC.

911-921-931-941 Cooperative Education - Theater (1-4) CSU

Theater is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

TOOL AND MANUFACTURING TECHNOLOGY (T&M)**027 Basic Machine Shop Theory and Practice (4)***Prerequisite: None.***Lecture, 2 hours; laboratory, 4 hours.**

Provides an introduction to the fundamentals of machine shop theory and practice. Concentration on setting up and operation of engine lathes. Includes precision measurement, layout, drilling and milling operations. Prescribed study and projects are designed to give experience with five basic machine tools, Engine Lathes, Vertical Mills, Horizontal Mills, Pedestal Grinders and Surface Grinders. This course is the basis for entry into many trade areas from machinist to numerical control.

030 Machine Shop Practice I (3)*Prerequisite: None.***Lecture, 1 hour; laboratory, 5 hours.**

Concentration on 3 axis Horizontal and Vertical Milling Machines setup and operations. Includes fly-cutting, drilling, gang milling, contour and angular surfacing operations. Emphasis on speeds, feeds, cutter selection and applications. Surface grinding operations maintaining flatness, parallelism and finish to a high degree of accuracy. Heat treatment, case-hardening and hardness testing is included.

031 Machine Shop Practice II (3)*Prerequisite: None.***Lecture, 1 hour; laboratory, 5 hours.**

Continues training to increase knowledge and skills in the operation of machine tools and accessory equipment. Includes use of optical comparator, precision measuring instruments and other high precision layout and inspection equipment. Requires close tolerance work with different types of machines, machine tools and material used in industry.

032 Machine Shop Practice III (3)*Prerequisite: None.***Lecture, 1 hour; laboratory, 5 hours.**

Provides extended training to increase knowledge and skills in the operation of machine tools and accessory equipment. Abrasives and their applications are discussed. Includes use of precision grinding equipment. Close tolerance work and precision inspection is emphasized.

911-921-931-941 Cooperative Education - Tool and Manufacturing Technology (1-4)

Tool and Manufacturing Technology is approved for Cooperative Work Experience Education credit. See Cooperative Education, page 99, for prerequisite, course description and credit limits.

DURING THE FALL AND SPRING SEMESTERS, STUDENTS SHALL BE ENROLLED IN AT LEAST ONE ADDITIONAL COURSE IN A U.S. REGIONALLY ACCREDITED INSTITUTION.

COURSE DESCRIPTIONS

Noncredit

BASIC SKILLS (BSICSKL)

006CE Review of Basic English (0)

Prerequisite: None.

Laboratory, 18 hours.

Students will be required to write summaries, evaluations, and analyses of academic texts and to pose and answer critical questions of both visual and verbal texts.

108CE 21st Century Employability

Skills: Entrepreneurial Mindset (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the sixth of the professional competencies outlined in the New World of Work 21st Century Employability Skills list. The course focuses on the primary attributes of an entrepreneurial mindset and its importance in the workplace. Students will understand the importance of developing self-motivation, risk-taking, and innovative thinking skills that would help build relationships with existing organizations or assist in setting up their own business opportunities.

109CE 21st Century Employability

Skills: Analysis/Solution Mindset (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the second of the professional competencies outlined in the New World of Work 21st Century Employability Skills list. The course focuses on helping to give students ideas regarding how to solve problems and building a sense of motivation around having a solution mindset.

110CE 21st Century Employability

Skills: Empathy (0)

Prerequisite: None.

Lecture, 9 hours.

This workshop is the sixth of the professional competencies outlined in the New World Work 21st Century Skills list. The workshop focuses on building empathy in the workplace. Students will focus on understanding the difference between empathy and sympathy and developing good communicative skills that build positive verbal/nonverbal trust in the workplace. Students will also understand the importance of developing social and vocational relationships that create a positive and productive work environment.

111CE 21st Century Employability

Skills: Adaptability (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the first of the professional competencies outlined in the New World Work 21st Century Skills list. This course focuses on helping students be aware of and positively respond to change in the workplace. Students will learn how to cope with uncertain, new, and rapidly changing conditions on the job as well as how to adapt to different personalities, communication styles, and cultures.

112CE 21st Century Employability

Skills: Social/Diversity Awareness (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the tenth of the professional competencies outlined in the New World Work 21st Century Skills list. The course focuses on the importance of developing sensitivity to differences in background, beliefs, gender, sexual orientation, ethnicity, and age in the workplace. Students will engage in professional and interpersonal skills that enable them to establish rewarding relationships with diverse individuals and groups.

113CE 21st Century Employability

Skills: Collaboration (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the fifth of the professional competencies outlined in the New World Work 21st Century Skills list. The course focuses on building collaboration and leadership models in the workplace. Students will focus on developing skills that enable them to respect people's differences, resolve conflicts, and find commonality that enhances the workplace.

114CE 21st Century Employability

Skills: Self-Awareness (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the second of the professional competencies outlined in the New World Work 21st Century Skills list. This course focuses on helping students understand the importance of self-awareness in the context of social awareness. Students will focus on work opportunities that would be a good match for personal strengths and skills. Students will learn how to improve professional manner by learning guidelines or rules of the work setting, such as appropriate clothing and ways of communicating.

115CE 21st Century Employability

Skills: Resilience (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the eighth of the professional competencies outlined in the New World of Work 21st Century Employability Skills list. The course focuses on teaching students the capabilities, skills, and self-care practices that contribute to resilience. This will enable students to develop and build up their resilience so that they are ready to meet challenges at work, at home, and other areas of their life.

116CE 21st Century Employability

Skills: Communication (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the fourth of the professional competencies outlined in the New World of Work 21st Century Employability Skills list. The course focuses on helping students understand the importance of communication skills in the workplace. Students will have the opportunity to develop workplace-related writing skills, verbal and nonverbal communication skills, and passive and active listening skills that will enable them to act professionally and empathically in the workplace.

117CE 21st Century Employability

Skills: Digital Fluency (0)

Prerequisite: None.

Lecture, 9 hours.

This course is the fifth of the professional competencies outlined in the New World of Work 21st Century Employability Skills list. The course focuses on helping students understand the importance of digital literacy and gaining a basic understanding of computer, tablet, smart phone hardware and software, and how they work in the workplace. Students use online tools such as Google and YouTube to find data, information, answer a question, or help solve a problem and determine the "usefulness" and "truthfulness" of sources. They will also use social media tools in their job search and identify steps to create a positive and professional online presence.

CONTINUING EDUCATION NONCREDIT COURSE SEQUENCE FOR ESL

ESL AND CIVICS

ESLCVS 015CE

ESL and Civics
Intermediate High



ESLCVS 014CE

ESL and Civics-5
Intermediate



ESLCVS 013CE

ESL and Civics-4
Intermediate Low



ESLCVS 012CE

ESL and Civics-3
Beginning High



ESLCVS 011CE

ESL and Civics-2
Beginning



ESLCVS 010CE

ESL and Civics-1
Beginning Low

ENGLISH AS A SECOND LANGUAGE

ESL NC 017CE

English as a Second Language-6
Intermediate High



ESL NC 016CE

English as a Second Language-5
Intermediate



ESL NC 015CE

English as a Second Language-4
Intermediate Low



ESL NC 009CE

English as a Second Language-3
Beginning High



ESL NC 008CE

English as a Second Language-2
Beginning



ESL NC 007CE

English as a Second Language-1
Beginning Low



ESL NC 006CE

English as a Second Language-0
Literacy Level

Offered during Summer and Winter Sessions

ESL NC 002CE

English as a Second Language
Beginning II



ESL NC 001CE

English as a Second Language
Beginning I

ENGLISH AS A SECOND LANGUAGE (SPEECH)

ESL NC 24CE

English as a Second Language
Speech II



ESL NC 23CE

English as a Second Language
Speech I

COURSE DESCRIPTIONS

ENGLISH AS A SECOND LANGUAGE (ESL NC)

001CE English as a Second Language Beginning I (0)

Prerequisite: None.

Lecture, 3 hours.

This is an open-entry, open-exit course that emphasizes listening/speaking and reading/writing skills at a beginning level. The focus of the course is on understanding and participating in basic communication and conversation skills in routine social situations. Students read simple passages, and generate and write sentences related to basic communications, housing, food, health, and emergencies.

002CE English as a Second Language Beginning II (0)

Prerequisite: None.

Lecture, 3 hours.

This is an open-entry, open-exit course that is a continuation of ESL 1CE. The emphasis of the course is on listening/speaking and reading/writing skills at a beginning level. Students will learn skills so they may understand and participate in basic communication and conversation skills in routine social situations. Students read simple passages, and generate and write sentences related to transportation, employment, community resources, clothing, and interpersonal communication.

006CE English as a Second Language – 0 (0)

Prerequisite: None.

Lecture, 12 hours.

This is an open-entry open-exit course that emphasizes listening/speaking skills and reading/writing skills at a literacy level. The focus of the course is on basic survival English skills, English sound/symbol correspondence, and reading and writing of simple English sentences.

007CE English as a Second Language – 1 (0)

Prerequisite: None.

Lecture, 12 hours.

This is an open-entry, open-exit course that emphasizes listening/speaking and reading/writing skills at a beginning-low level. The focus of the course is on understanding and participating in basic communication and conversation skills in routine social situations. Students read simple passages and generate and write sentences related to housing, food, health, transportation, employment, and other resources.

008CE English as a Second Language – 2 (0)

Prerequisite: None.

Lecture, 12 hours.

This is an open-entry open-exit course that emphasizes listening/speaking skills and reading/writing skills at a beginning level. The focus of the course is on comprehending and engaging in extended conversations related to familiar contexts, such as health, employment, and community resources. Students read simple adapted narrative and descriptive passages and use basic grammatical structures to write short, clearly organized paragraphs and messages.

009CE English as a Second Language – 3 (0)

Prerequisite: None.

Lecture, 12 hours.

This is an open-entry open-exit course that emphasizes listening/speaking and reading/writing skills at a beginning-high level. The focus of the course is on comprehending and using more complex spoken and written English skills. Students participate in increasingly extended conversations on topics beyond survival needs, such as family responsibilities. Students will develop skills to understand short reading passages and differentiate between fact and opinion with some accuracy as well as write clear and well-organized paragraphs.

015CE English as a Second Language - 4 (0)

Prerequisite: None.

Lecture, 12 hours.

This is an open-entry/open-exit course which emphasizes listening/speaking skills and reading/writing skills at an intermediate- low level. This class focuses on understanding increasingly extended conversations, discussions or lectures, and speaking about familiar topics. Students read authentic material and identify the main idea and make simple inferences. They focus on developing basic paragraph skills including organization, sentence structure, and the writing process.

016CE English as a Second Language - 5 (0)

Prerequisite: None.

Lecture, 12 hours.

This is an open-entry open-exit course which emphasizes listening/speaking skills and reading/writing skills at an intermediate level. This class focuses on comprehending and developing listening and speaking skill on increasingly complex social and academic topics. Students read authentic material and identify the main idea, supplementary details, vocabulary development, and inferences. Students also learn to give brief prepared oral presentations. They focus on developing basic patterns for paragraph and essay writing including organization, sentence structure, and the writing process.

017CE English as a Second Language - 6 (0)

Prerequisite: None.

Lecture, 12 hours.

This is an open-entry open-exit course which emphasizes listening/speaking skills and reading/writing skills at a high-intermediate level. This class focuses on understanding and engaging in extended conversations, discussions, and lectures. Students also learn to give brief impromptu oral presentations. Students read authentic material and identify the main idea, supporting details, vocabulary development, and inferences. They focus on developing organization patterns for compositions and essay writing including organization, sentence structure, and the writing process.

023CE English as a Second Language Speech I (0)

Prerequisite: None.

Lecture, 6 hours.

This is an open-entry open-exit course that emphasizes listening/speaking, grammar, and pronunciation skills at an intermediate low level. The focus of the course is on comprehending and developing listening and speaking on topics in social and academic environments. Students also learn to give brief prepared oral presentations. Students will focus on practicing pronunciation skills for better oral communication and developing rhythm, stress, and intonation patterns of English conversation

024CE English and a Second Language Speech II (0)

Prerequisite: None.

Lecture, 6 hours.

This is an open-entry open-exit course that emphasizes listening/speaking, grammar, and pronunciation skills at an intermediate level. The focus of the course is on understanding and engaging in increasingly extended conversations, discussions, and lectures. Students also learn to give brief impromptu oral presentations. Students focus on practicing more complex pronunciation skills for better oral communication as well as developing rhythm, stress, and intonation patterns of English conversation.

ESL CIVICS (ESLCIVICS)

010CE ESL and Civics 1 (0)

Prerequisite: None.

Lecture, 1 hour.

This is an open-entry/open exit course. This course is intended for beginning English speakers at skill level 1, as recommended. Speaking, listening, reading, and writing skills are emphasized. Learners engage in discussions on living in the United States, housing issues, and U.S. history (Colonies, Bill of Rights, and Founding Fathers).

011CE ESL and Civics 2 (0)

Prerequisite: None.

Lecture, 1 hour.

This is an open-entry/open-exit course. This course is intended for beginning English speakers at skill level 2, as recommended. Speaking, listening, reading, and writing skills are emphasized. Learners engage in discussions on issues related to employment, job interviewing, and United States history and government (First Government, Constitution, Branches of Government).

012CE ESL and Civics 3 (0)

Prerequisite: None.

Lecture, 1 hour.

This is an open-entry/open-exit course. This course is intended for beginning English speakers at skill level 3, as recommended. Speaking, listening, reading, and writing skills are emphasized. Learners engage in discussions on city, county, and community services and topics related to United States history (Civil War and Civil Rights Movement).

013CE ESL and Civics 4 (0)

Prerequisite: None.

Lecture, 3 hours.

This is an open-entry/open-exit course. This course is intended for English speakers at skill level 4, as recommended. Intermediate low listening, speaking, reading, and writing skills are emphasized. Learners engage in discussions on education and early United States history (Declaration of Independence, First Four Presidents, Constitution).

014CE ESL and Civics 5 (0)

Prerequisite: None.

Lecture, 3 hours.

This is an open-entry/open-exit course. This course is intended for English speakers at skill level 5, as recommended. Intermediate listening, speaking, reading, and writing skills are emphasized. Learners engage in discussions and written assignments on becoming work ready, workplace safety, and interactions with co-workers, as well as the judicial branch of government and national symbols and holidays.

015CE ESL and Civics 6 (0)

Prerequisite: None.

Lecture, 3 hours.

This is an open-entry/open-exit course. This course is intended for English speakers at skill level 6, as recommended. Intermediate high listening, speaking, reading and writing skills are emphasized. Learners engage in discussions and written assignments. The focus of the course is on the role of state and local governments, the U.S. electoral process, and living and working in the U.S.

OLDER ADULTS (OLD ADL)

501CE Community Chorus (0)

Prerequisite: None.

Laboratory, 3 hours.

This course provides the opportunity for members of the community to participate in the rehearsal and performance of choral music in an ensemble setting.

721CE Community Orchestra (0)

Prerequisite: None

Laboratory, 2 hours.

This course is intended for older adults of intermediate ability on a string, woodwind, brass or percussion instrument. The class explores the varied repertoire for orchestra. Weekly rehearsals prepare the student to participate in public performances each semester.

751CE Community Wind Ensemble (0)

Prerequisite: None

Laboratory, 2 hours.

This course is intended for older adults of intermediate ability on a woodwind, brass or percussion instrument. The class explores the varied repertoire for wind ensemble and concert band. Weekly rehearsals prepare the student to participate in public performances each semester.

PARENTING

021CE Family Development and Communication (0)

Prerequisite: None

Lecture, 12 hours.

This class is designed for students to explore the complex nature of the family. Understanding family roles and cultural beliefs is an integral part of this class. Family communication styles and good communication strategies are reviewed and practiced. Positive parenting skills are taught and reviewed. A notebook of community resources for strengthening families is created.

022CE School, Work and Family Balance (0)

Prerequisite: None

Lecture, 12 hours.

This course will address issues related to today's modern family. Roles and responsibilities of family members will be discussed. Setting reasonable expectations on family members and learning to structure daily life will be discussed. The importance of clear family routines and boundaries will be explored. Understanding family and child development stages will be reviewed. Creating a plan for a safe, stable family environment will be developed. *The importance of cultural beliefs and parenting styles will be discussed. Personal parenting goals will be set as well as appropriate goal setting strategies for children. Family stressors will be identified and community resources and supports will be explored.*

SUPERVISED LEARNING ASSISTANCE (TUTOR)

001T Supervised Learning Assistance (0)

Prerequisite: None.

Laboratory, 20 hours.

Students will receive tutoring in designated subject areas in various tutoring labs on campus. Cumulative progress and attendance records will be maintained for this non-credit, open entry course.

COURSE DESCRIPTIONS

VOCATIONAL EDUCATION (VOC ED)

096CE Blueprint for Workplace Success (0)

Prerequisite: None.

Lecture, 2 hours.

This class is designed to provide students with the necessary tools and skills to develop an understanding of themselves in the context of the workplace and assist them in the creation of a workplace portfolio (or "blueprint"). Topics covered include self-discovery, time management, job market realities, workplace skills, effective communication, contacting employers, interview preparation, getting hired, and maintaining employment.

098CE 30 Ways to Shine as a New Employee (0)

Prerequisite: None.

Lecture, 0.67 hours.

This course is designed to provide new and incumbent workers "30 Ways to Shine as a New Employee" and increase their level of effectiveness with workplace customer service and colleague relations. The topics will include achieving workplace goals, understanding workplace culture, being a team player, utilizing positive attitude, and formulating balance between home and work.

114CE Microcomputer Literacy 1 (0)

Prerequisite: None.

Laboratory, 2 hours.

This open-entry/open-exit course familiarizes students with computer workplace skills. Students will be exposed to a demonstration of word processing and the Internet.

115CE Microcomputer Literacy 2 (0)

Prerequisite: None.

Laboratory, 2 hours.

This open-entry/open-exit course will help to familiarize students with basic spreadsheet and PowerPoint applications. Students will distinguish between basic commands including: saving, deleting rows, and editing. The course will also cover the use of PowerPoint and its basic functions.

132CE Entertainment Business (0)

Prerequisite: None.

Lecture, 4 hours, Laboratory 2 hours.

Students will learn about the fundamentals of the business of entertainment, with an emphasis on finding work in this industry, as well as how to beneficially navigate emerging entertainment occupations in light of recent changes to the Law. The class will also give a brief overview of Intellectual Property Law, including, Copyright, Trade Secrets and Rights of Publicity. The approach for this class will be explaining key concepts that occur with the 6 phases that most entertainment projects go through (see § II.1, infra) and the correlative Contract, Intellectual Property and key deal points that occur within this foundational model. Assignments will include introduction to exemplar contracts and clauses.

152CE Gig Economy Careers in Entertainment - The Development Department (0)

Prerequisite: None.

Lecture, 9 hours.

The Development Process is a cornerstone of the entertainment industry and touches on all areas of the front office: project creation, packaging, response to script changes based on budget and logistics, handling test marketing results, and creating an effective marketing campaign. Career pathways include the development department, production management, legal and business affairs, talent management, and promotions/marketing. Learn how these processes influence the creative process.

153CE Gig Economy Careers in Entertainment - The First Assistant Director (0)

Prerequisite: None.

Lecture, 9 hours.

The first assistant director during the production process is a "set producer" who coordinates every physical aspect of production in order to allow the director to achieve their creative vision. Being an effective first assistant director requires a knowledge of every department as well as the language needed to communicate effectively. Understanding the role of the first assistant director duties is key to every aspect of physical production.

154CE Gig Economy Careers in Entertainment - The First Assistant Director and Managing the Creative Environment on Set (0)

Prerequisite: None.

Lecture, 9 hours.

The Post Production Process offers one of the most immediate paths into the entertainment industry and features many relatively new jobs. The Digital Imaging Technician is a bridge position between physical production and post production. This comparatively new position offers a potential gateway to the entire post production process and offers many jobs pathways in the technical area, which is also the most immediately high-paying of the sectors. Sound, visual effects, and achieving are constantly shifting opportunities. These jobs provide long-term career stability but also require a strong proficiency in technology and an ability to be adept at rapid changes in job descriptions and duties.

155CE Gig Economy Careers in Entertainment - Business Aspects (0)

Prerequisite: None.

Lecture, 9 hours.

The Entertainment Industry has always been based on the "gig economy" where craftspeople move from job to job rather than maintaining a long-term career at one particular corporation. However, the gig economy provides many unique challenges to both incoming and incumbent workers in terms of job acquisition, networking, financial planning, and long term overall strategies. Discover the ways to successfully navigate an entrepreneurial career.

158CE Jewish Non-Profit Work (0)

Prerequisite: None.

Lecture, 3 hours, Laboratory 1 hour.

Students will learn about the fundamentals of the scope of work for Jewish nonprofits, including temples, community and faith-based entities. The approach for this class will be explaining key concepts that drive most management decisions for non-profits, as well as providing a solid grounding in Jewish studies that informs the program management and delivery of services typically provided by Jewish non-profits.

159CE Entertainment Business - Contracts & Negotiation (0)

Prerequisite: None.

Lecture, 4 hours; Laboratory 2 hours.

Students will apply the fundamentals of entertainment contracts learned in 132CE and undertake real-world analyses of specific contracts and negotiating clauses in the same to various situations that students will face in either searching for employment in the entertainment industry or in their work in the entertainment industry so as to how to beneficially navigate emerging entertainment occupations in light of recent changes to the Law. The approach for this class will be delving into how key concepts that occur with the 6 phases that most entertainment projects go through (see § II.1, *infra*) are addressed by specific contracts and contract-related issues (e.g., union and guild requirements). Assignments will analyze contractual language in light of current/emerging best commercial practices.

284CE Fundamentals of Robotics and Programmable Controllers (0)

Prerequisite: None.

Lecture, 6 hours; laboratory, 6 hours.

This noncredit course covers designing, building and programming robots and Programmable Logic Controllers (PLC). Hands on activities and projects will introduce students to basic robotic concepts, mechatronics and software development as they design, construct and program an autonomous robot and PLC. Students will learn while doing the activities and projects relevant to "real world" applications that use robotic control. RSLogix Allen-Bradley, industry standard ladder logic diagram, programming software will be used.

285CE Practical Robotics and Programmable Controllers (0)

Prerequisite: None.

Lecture, 6 hours; laboratory, 6 hours.

This noncredit course is a second more advanced robotics certification class where students will build and explore robots brain and hardware. Hands on projects and activities will include a combination of mechanics, electronics and problem solving. Students will learn by designing and building advanced robotics projects using the Parallax Boe-Bot robot. The mechanical principles, computer program listing, and electronic circuits, that students will use, will be similar and sometimes the same as "real world" industrial robotics applications. Navigation using numerous sensor inputs, feedback and various control techniques, and navigation using programmed artificial intelligence will be applied.

423CE Introduction to Insurance (0)

Prerequisite: None.

Lecture, 10 hours; laboratory, 2 hours.

Students will learn about the fundamentals of the insurance industry, with a focus on the property/casualty insurance market(s), in order to encourage students to seek further training in order to prepare them to work in one or more of the fields of insurance (e.g., Sales, Administration, Agent Training, Insurance Adjusting).

424CE Fundamentals of Insurance - Property/Casualty and Health (0)

Prerequisite: None.

Lecture, 5 hours; laboratory, 7 hours.

Students will learn about the specifics of the property/casualty insurance and then move on to the life, health and reinsurance markets, all with a focus on encouraging students to seek further training in order to prepare them to work in one or more of the fields of insurance (e.g., Sales, Administration, Agent Training, Insurance Adjusting).

ACADEMIC POLICY

OPEN ENROLLMENT

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.

HOW TO ENROLL

1. File an application online and receive an appointment to enroll.
2. See Register for Classes Online on page 16 for instruction on how to enroll online, or by coming to the college in person.
3. If you miss your registration appointment, you may still register for classes anytime AFTER your scheduled appointment.

STUDENT RECORDS AND DIRECTORY INFORMATION

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, announcements 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 Admissions Office. Copies of the 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 records, at a cost not to exceed the cost of reproduction. (Requests for transcripts should be made directly to the Admissions Office).

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, date of birth, major field of study, 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 Admissions Office.

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.

UNITS OF WORK/STUDY LOAD

STUDY LOAD LIMITATIONS

Maximum unit requirements are as follows:

Fall/Spring Semesters

1. The maximum study load is 19 units during a regular semester. The normal class load for students in the Fall or Spring semester is 12 to 19 units a semester for full-time students. A college program of 15 units is equal to at least a 50-hour work week for most students.
2. Students who desire to take 20 or more units must obtain counselor approval after the semester begins by presenting a **Permission Number & Attendance Verification Form** signed by the instructor for each class they wish to add.
3. The maximum study load for a student who has been on academic and progress probation for two consecutive semesters is 6 units. Students who desire to enroll in more than 6 units must obtain counselor approval.

Summer and Winter Sessions

1. Students are limited to a maximum study load of 9 units per session.
2. To enroll in two courses per session that total more than 9 units but do not exceed 10 units, students must go to the Admissions Office. No other enrollment unit requests will be considered until the session begins.

Students must see a counselor with a Permission Number and Attendance Verification Form signed by the instructor for each class they wish to add.

LIMITATIONS ON ENROLLMENT

Effective Summer 2012, course withdrawal (“W”) will count in ways that all students need to know about.

- Students who drop or are excluded after the last day to drop without a grade of “W” will have a “W” appear on their transcript. The “W” will count as an attempt for that course.
- A course on a student’s transcript which shows a recorded “W” counts as an attempt for that course.
- Students will not be allowed to register for any course within the LACCD if there are three recorded attempts for that course in any combination of W, D, F, or NP grades.
- Adds for a course within the LACCD will not be processed if there are three recorded attempts for that course in any combination of W, D, F, or NP grades.
- For courses specifically designated as “repeatable,” students may repeat up to three times. (See Title 5 California Code of Regulations sections 55040, 55041, 58161).
- Where the student’s number of enrollments in a course exceeds the allowable amount, the student may petition for an additional enrollment in cases of extenuating circumstances. Use the Course Repetition Petition available in Admissions & Records.

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 “nondegree-applicable basic skills courses.” The LACCD 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 Services for Students with Disabilities office (formerly DSPS). Also, this limitation does not apply to enrollment in non-credit basic skills courses.

PETITIONING THE 30-UNIT LIMIT ON BASIC SKILLS COURSES

Students may petition by submitting a General Petition to the Admissions Office. The petition must include a Student Educational Plan issued by a counselor.

The following courses are considered Basic Skills courses for purposes of this unit limitation:

- DEV COM 022A, 022B, 022C, 022D, 022E, 023, 035, 036A, and 036B.
- ENGLISH 067 and 068.
- LRNSKIL 040, 041 and 044.
- MATH 100, 110 and 112.

PROGRAM CHANGES

It is essential that enrollment forms be completed accurately and carefully. While classes may be dropped any time before the end of the 11th week, “Permission Numbers” are processed online only through the published deadline.

SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Some of the classes offered may require students to provide those materials which are of continuing value to the student outside of the classroom setting. These materials may be purchased at the campus bookstore and shall not be solely or exclusively available from the district.

ATTENDANCE

The only students who may attend classes are those who have been admitted to the college and are in approved active status.

Students are expected to attend every meeting of all classes for which they are registered. Violation of this regulation may result in exclusion from class as specified in Administrative Regulation E-13. Provisions of Administrative Regulation E-13 include the following:

1. STUDENTS WHO HAVE PREREGISTERED FOR A CLASS AND WHO DO NOT ATTEND THE FIRST MEETING OF THE CLASS FORFEIT THEIR RIGHT TO A PLACE IN THE CLASS. SPECIAL CIRCUMSTANCES MAY BE CONSIDERED BY THE INSTRUCTOR.
2. Whenever absences in hours exceed the number of hours the class meets per week, the instructor will consider whether there are mitigating circumstances which may justify the absences. If the instructor determines that such circumstances do not exist, the instructor may exclude the student from the class.
3. Three cases of tardiness may be considered equivalent to one absence.
4. It is the student’s responsibility to consult with an instructor regarding any absences that would alter the student’s status in the class. Instructors may be reached by calling, emailing, or writing to the instructor at the college address. Contact information can be found on the course syllabus or in the College Directory: www.lavc.edu/directory/index.aspx

ACADEMIC POLICY

AUDITING CLASSES

Students may be permitted to audit a class under the following conditions:

1. Payment of a nonrefundable \$15 per unit fee. Students enrolled in classes to receive credit for 10 or more semester units shall not be charged a fee to audit three or fewer semester units per semester.
2. No student auditing a course shall be permitted to change his or her enrollment in that course to receive credit for the course.
3. Priority in class enrollment shall be given to students desiring to take the class for credit.
4. Permission in the form of a signed "Add Permit" marked "Audit" must be obtained from the instructor.
5. The fees are non-refundable and payment is due upon processing the audit form.
6. Transferring from "credit" to "Audit" after the deadline to add is not permitted.
7. Audit classes are not covered by Financial Aid.

ADDING CLASSES

1. After you submit your online application, you will receive an email with directions on how to follow our matriculation process.
2. You will be given an appointment to register for classes
3. You may enroll in open classes by using the online student information system.
4. To add classes once the semester begins, you must obtain a Permission Number from the instructor of the class. Use the Permission Number to add classes online.

CAMPUS PROCEDURE

No semester courses may be added after the normal add period (published in the Schedule of Classes). Short-term and Open-Entry/Open-Exit classes have different add periods. Check with the Office of Admissions and Records for deadlines. Attending classes without being properly enrolled is not permitted.

WITHDRAWING FROM A CLASS

New statewide regulations are now in effect that change the way students should think about enrolling, and withdrawing from classes.

Community colleges get their money from state apportionment. Apportionment is a set amount of dollars distributed to the college districts, based on enrollment. Each class you enroll in results in compensation to the college, and that is how the college stays open.

A "W" counts as an attempt, and you only get three attempts at any one course.

After that, the state won't pay the college for you to take the course again.

What this means for LAVC students:

- If you stay in a course past the "no penalty" withdrawal date and then drop or are excluded, you receive a grade of "W" and you have used one of your three attempts.
- When you have made three attempts at a class, with any combination of W, D, or F grades, you will not be able to register for the class again. You would have to try to take the class again at a college outside the Los Angeles Community College District.
- You may petition for one more attempt citing "extenuating circumstances;" however, for the most part the only extenuating circumstances that will qualify are military deployment or natural disaster.
- If your registration is blocked because of this rule, getting a Permission Number will not help.

What you should do:

- If you're going to drop, drop before the deadline so you won't get a "W".
- Be sure you're academically ready for classes in which you enroll.
- See a counselor to help you make good decisions about your educational plan.

It is the student's responsibility to withdraw officially. Consult the Academic Calendar for deadlines on <http://lavc.edu/schedule>.

DROPPING CLASSES

THROUGH THE 2nd WEEK: No notation (“W” or other) will appear on the student’s record if the class is dropped during the first two weeks of the semester.

THROUGH THE 11th WEEK: A notation of “W” (withdrawal) is recorded on the student’s record for classes dropped during the 3rd through the 11th week of the semester.

AFTER THE 11th WEEK: Students who remain in class beyond the 11th week (or 75% of the class for short-term classes) are given a grade by the instructor. **THAT GRADE CANNOT BE A “W” (withdrawal).** Consult the deadline calendar in the Schedule of Classes or contact the Office of Admissions.

Students should refer to the class syllabus drop policy for courses that are less than 16 weeks

ENROLLMENT/SCHEDULE CONFLICTS

Enrollment in more than one section of the same course during a semester is not permitted.

Enrollment in courses which are cross-referenced to each other (i.e., courses designated “same as” in the catalog) will be rejected by the computer.

The computer will also reject enrollment in classes scheduled or conducted during overlapping times.

CREDIT BY EXAMINATION

Some courses in the college catalog are eligible for credit by examination.

1. Method of obtaining credit by examination:

Satisfactory completion of an examination written, administered and graded by the discipline faculty at the college in lieu of completion of a course listed on the approved list below (Courses Approved for Credit by Examination).

2. Determination of eligibility to take the examination

- C. The student must be currently registered in the college and in good standing with a minimum grade point average of 2.0 in any work attempted at the college.
- D. The student must have completed 12 units within the L.A. Community College District, unless the petition is for a Career Technical Education course with an approved high school articulation agreement.
- E. The course for which credit is requested must be listed on the approved list below (Courses Approved for Credit by Examination).
- F. The student is not currently enrolled in, or has completed a more advanced course in the discipline.

3. Maximum Credit Allowable and Limitations

- D. Students may petition for a total of 15 units for credit by examination. A student who does not pass the exam for a course may not repeat the exam.
- E. Credits acquired by examination are not applicable to the meeting of such unit load requirements as Selective Service deferment, veterans’ or Social Security benefits or scholastic honors.
- F. Units for which credit is given shall not be counted in determining the 12 semester hours of credit in residence.
- G. A student who does not pass the exam for a course may not repeat the exam.

4. Filing a Petition

Students must obtain a Credit by Examination card from the Admissions Office, complete it, and return it to the Admissions Office for verification of eligibility. After verification is complete, students must take the card to the appropriate department chairperson. The date and time of the examination are the responsibility of the department chair and/or faculty involved. Further information on this topic may be obtained from the Admissions Office and/or department chairperson of the subject area concerned.

COURSES APPROVED FOR CREDIT BY EXAMINATION

Administration of Justice – All Classes
 Architecture – All Classes
 ART 501, 600, 604
 BRDCSTG 025, 026, 046, 047
 BUS 031
 CAOT (Computer Applications Office Technologies) 124
 CH DEV 001, 172
 ELECTRN 002
 ENG GEN (Engineering, General) 101
 EGT (Engineering, General Technology) 211, 212
 GEOG 001, 002
 GEOLOGY 001, 002
 INTBUS 001
 MATH 115, 120, 125, 215, 227, 238, 240, 245, 260, 265, 266, 267, 270, 275
 MEDIART 100, 101, 104
 NRSCE 101, 102, 103, 104, 105
 OCEANO 001
 PHYSICS 005, 012
 PHYS SC 001
 PHOTO 010
 RESP TH 001, 002, 003, 004, 005, 006, 007, 011, 015
 THEATER 100, 110, 301
 Tool & Manufacturing - All Classes

ACADEMIC POLICY

CREDIT FOR EXTERNAL EXAMS

Students may be awarded credit for external exams once enrolled at the college. Each external exam follows distinct policies. Students who take an Advanced Placement (AP) Exam, and International Baccalaureate (IB) Exam or College-Level Examination (CLEP) Program in the same topic area will receive credit for only one exam. The college will award credit for the exam that most benefits the student.

ADVANCED PLACEMENT (AP) EXAM CREDIT

Course equivalency for Advanced Placement exams, for purposes other than meeting general education and graduation competency requirements for the Associate Degree are described below. To be eligible to receive credit for Advanced Placement exams, the student must be enrolled at Los Angeles Valley College during the semester in which credit is to be granted. Advanced Placement exam scores must be 3 or higher in order to receive credit. Official AP score reports from the College Board must be sent directly to the Admissions Office.

Please refer to page 27 for a chart on how general education credit is earned for the IGETC general education plan requirements. Please refer to pages 32-34 for a chart on how general education credit is earned for CSU general education certification. Please refer to page 37-38 for a chart on how general education credit is earned for LAVC general education. The amount and type of transferable credit granted towards a university's admission or major requirements are determined by that university's AP policies and not by Los Angeles Valley College's policies; a university's policies often differ from Los Angeles Valley College's policies. See a counselor for further information. Credit acquired by AP exams is not applicable towards meeting unit load requirement of Veterans Administration benefits, Social Security benefits, or athletic eligibility.

The following is a list of course equivalencies for Advanced Placement exam. This course equivalency information is used for satisfying Associate Degree major or Certificate requirements.

AP EXAM	COURSE EQUIVALENCY	AP EXAM	COURSE EQUIVALENCY
Calculus AB	MATH 265	German Language	GERMAN 002
Calculus BC	MATH 265	Human Geography	GEOG 002
Calculus BC/AB Subscore	MATH 265	Music Theory	MUSIC 201
Comparative Government & Politics	POL SCI 002	Physics B	PHYSICS 006 & 007
English Language	ENGLISH 101	Physics C (Mechanics)	PHYSICS 037
English Literature Score of 3 or 4	ENGLISH 101	Psychology	PSYCH 001
English Literature Score of 5	ENGLISH 101+ 102	Spanish Language	SPANISH 004
Environmental Science	ENV SCI 001	Spanish Literature	SPANISH 004
European History	HISTORY 002	Statistics	STAT 101
French Language	FRENCH 004	U.S. Government & Politics	POL SCI 001
French Literature	FRENCH 004	U.S. History	HISTORY 011

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) CREDIT

1. Course Equivalency

Course equivalency for CLEP (College-Level Examination Program) exams, for purposes other than meeting the LACCD General Education Plan and Graduation Competency requirements for the Associate Degree, shall be determined by the college, using policies developed in consultation with the college's Academic Senate, in accordance with the provisions of LACCD Board Rules, Chapter XVIII, Article I.

Course equivalency does not award unit credit. For unit credit policy, see item 3 below.

2. Use of CLEP exams for meeting LACCD General Education Requirements and Graduation Competency Requirements for the Associate Degrees

Students must receive a passing score (50) on most CLEP exams, except Foreign Language level 2 exams which require a higher score as noted on pages 41-43.

Students who take an Advanced Placement (AP) exam, an International Baccalaureate (IB) exam or College-Level Examination Program (CLEP) exam in the same topic area will receive credit for only one exam. (For example, if a student takes both the CLEP exam in Biology and the AP exam in Biology, they will only be awarded credit for one exam because the topics are duplicative). The college should award credit for the exam that most benefits the student.

3. CLEP Unit Credit

For the purpose of granting unit credit towards meeting General Education and Graduation Competency requirements, the LACCD shall follow the guidelines for CLEP credit set by the American Council on Education:

- 3 semester hours recommended in the case of a half-year course.
- 6 semester hours for most full-year courses.
- 12 semester hours for Level 2 Foreign Language exams equivalent to four semesters of college level foreign language course work.

For information on how the CLEP exams apply toward the CSU, see Page 34 -36: CSU System-wide Credit for External Examinations and page 41-43: LACCD Credit for External Examinations.

INTERNATIONAL BACCALAUREATE (IB) CREDIT

The International Baccalaureate® (IB) Diploma Program is a challenging two-year curriculum, primarily aimed at students aged 16 to 19. The IB Diploma Program is a comprehensive and challenging pre-university course of study, leading to examinations that demand the best from motivated students and teachers.

Los Angeles Valley College will grant units towards general education and/or the associate degree as describe in the chart on page 43. This chart also indicates the passing score required for each exam. A passing score on any one of the following exams fulfills the Reading and Written Expression Competency Requirement as required in Board Rule 6201.13: IB Language A1 (English) HL or IB Language A2 (English) HL. A passing score on the IB Mathematics HL Exam fulfills the Mathematics Competency Requirement as required in Board Rule 6201.13. Credit is only given for the Higher Level (HL) exams. No credit is given for Standard Level (SL) exams. For information on how IB credit is applied toward the CSU Breadth GE, refer to page 32-36, and for IGETC GE, refer to page 27-29.

TRANSFER CREDIT PROCEDURES

Los Angeles Valley College accepts degree-applicable coursework completed at other colleges for the purpose of satisfying the LACCD Associate Degree general education plan, graduation competency, and unit (elective) credit using the following guidelines*:

1. Coursework must be completed at an institution accredited by a recognized United States regional accrediting body. Note: For coursework taken at institutions of higher learning outside the United States, see Foreign Transfer Credit Procedures on page 194.
2. Coursework must be degree applicable at the originating institution.
3. The student must submit official transcripts to Los Angeles Valley College. These transcripts must be mailed directly from the originating institution to:
Los Angeles Valley College
Office of Admissions & Records –
ATTN: Graduation Office
5800 Fulton Avenue, Valley Glen, CA 91401
4. Students may receive credit for the following:

- LACCD General Education Plan

The college will honor each course in the same general education area in which the originating institution placed each course. Equivalency to an LACCD course is not required and does not prohibit application of the course to an alternative general education area, if deemed beneficial to the student.

Courses taken at the originating institution that do not appear on that college's general education pattern will be applied to an LACCD general education area based on course content equivalency to a general education course offered at an LACCD campus.

Note: for applicability to statewide transfer general education patterns refer to IGETC Standards, and CSU Executive Order 1100.

- LACCD Competency Requirement

A minimum grade of "C-" is required in each course used to fulfill the English and Mathematics competency requirement.

- LACCD unit (elective) credit. There is no maximum on the number of units that may be applied to local associate degrees. The LACCD residency requirement must still be met per LACCD Board Rule 6201.11.

- LACCD Course Credit

To determine whether the courses taken at other U.S. regionally accredited institutions of higher education are equivalent to courses in the college's curriculum, please discuss transcripts with a counselor. This determination will be in accordance with the provisions of Chapter XVIII of the Board Rules – Academic Senate and the Board of Trustees Shared Governance Policy.

5. Schedule an appointment with a counselor to evaluate your transcripts.

**This policy does not apply to Associate Degrees for Transfer (ADT's): refer to the LACCD ADT Reciprocity Guidelines.*

FOREIGN TRANSFER CREDIT PROCEDURES

Los Angeles Valley College accepts degree-applicable coursework completed at other colleges or universities outside the United States for the purpose of completing LACCD Associate Degree general education, graduation competency, and unit (elective) credit for course work. This policy does not apply to Associate Degrees for Transfer (ADT's), IGETC or CSU GE: refer to the LACCD ADT Reciprocity Guidelines.

1. Students petitioning for credit must provide comprehensive, detailed, course by course evaluation of their transcripts completed by an independent transcript evaluation service approved by the California Commission on Teacher Credentialing.
2. Students may receive credit for the following:
 - a. LACCD General Education Plan, excluding Area B1 American Institutions.
 - b. LACCD Competency Requirement, excluding Reading and Written Expression.
 - c. LACCD unit (elective) credit. There is no maximum on the number of units that may be applied to local associate degrees. The LACCD residency requirement must still be met per LACCD Board Rule 6201.11.
 - d. LACCD Course Credit
 - To determine whether the courses are equivalent to courses in the college's curriculum, please discuss

ACADEMIC POLICY

transcripts with a counselor. This determination will be in accordance with the provisions of Chapter XVIII of the Board Rules – Academic Senate and the Board of Trustees Shared Governance Policy.

- Courses that are part of a program that also meets licensing requirements, must be approved by the receiving college, in accordance with college policies developed in consultation with the college's Academic Senate in accordance with the provisions of Chapter XVIII of the Board Rules – Academic Senate and the Board of Trustees Shared Governance Policy.
3. This evaluation is valid only in the Los Angeles Community College District and may not necessarily meet the requirements of other colleges and universities.
 4. To complete this process at Los Angeles Valley College, a student must:
 - a. Have the evaluation mailed to:
**Los Angeles Valley College
Office of Admissions & Records –
ATTN: Graduation Office
5800 Fulton Avenue, Valley Glen, CA 91401**
 - b. Once the evaluation is received by the college, complete a General Petition requesting credit for foreign coursework that:
 - Lists the courses for which you are requesting credit.
 - Specifies the type of credit being requested (unit or course equivalent).
 - c. Submit the General Petition and a copy of evaluation to the Office of Admissions and Records – Records Counter. You will be notified about the status of your petition via email to your LACCD email account.

AWARDING CREDIT

Los Angeles Valley College will recognize work completed at other accredited colleges and experiences outside of the traditional classroom setting.

Acceptance of Courses to Meet Associate Degree and General Education Requirements

Los Angeles Valley College will accept degree-applicable coursework completed at other colleges for the purpose of Associate Degree requirements using the following guidelines:

1. Coursework must be completed at an institution accredited by a recognized regional accrediting body.
2. Coursework must be Associate Degree applicable
3. A student must submit official transcripts from the originating institution consistent with current Board policy.

4. The college will honor each course in the same general education area in which the originating institution placed each course. Equivalency to an LACCD course is not required and does not prohibit application of the course to an alternative general education area, if deemed beneficial to the student.
5. Courses taken at the originating institution that do not appear on that college's general education pattern will be applied to an LACCD general education area based on course content equivalency to a general education course offered at an LACCD campus.
6. A minimum grade of "C" (2.0) is required in each course used to fulfill the English and Mathematics competency requirement.

CREDIT FOR MILITARY SERVICE

Credit for military service will be awarded toward Associate Degree requirements as follows:

- *Three units of credit towards LACCD Associate Degree general education Area E: Health and Physical Education (Board Rule 6201.14)
 - *Three units of elective credit toward the 60 units required for an associate degree
2. Application Requirements
 - *Complete an LACCD Application
 - *Arrange for all transcripts (including AARTS, SMART, and CCAF) and other application materials to be sent to the LACCD campus of attendance
 - *Provide verification of U.S. military service as follows:
 - Military Personnel on Active Duty: documentation must verify at least 181 days of active duty
 - Former Military Personnel currently NOT on Active Duty: Active Duty documentation (DD 214) must indicate student's length of service, which must include 181 days of active duty.
 3. Acceptable Documentation for Verifying Military Course Completion
 - *Army/American Council on Education Registry Transcript System (AARTS)
 - *Form DD 295, "Application for the Evaluation of Learning Experiences During Military Service."
 - *DD Form 214, "Armed Forces of the United States Report of Transfer or Discharge."
 - *Course completion certificates
 - *Sailor/Marine American Council on Education Registry Transcript (SMART)
 - *Community College of the Air Force (CCAF) Transcript
 - *Defense Acquisition University (DAU) Transcript
 4. There is no LACCD residency requirement. Students may receive military credit upon entrance to any college within the LACCD.
 5. Transcript Annotation
 - *Military credit will be posted on student transcripts in keeping with the provisions of Administration Regulation E-118.

CREDIT FOR LAW ENFORCEMENT ACADEMY TRAINING

1. Credit for basic recruit academy training instructional programs in Administration of Justice or other criminal justice occupations shall, for the purpose of meeting certificate of achievement and associate degree major requirements, be granted as follows:

*Credit will be given for training from institutions which meet the standards of training of the California Peace Officers Standards and Training Commission.

*Course credit may be granted, if the faculty in the discipline determine that the content of the academy training is equivalent to courses offered in the discipline.

*One (1) unit of credit may be granted for each 50 hours of training, not to exceed 18 semester units or their equivalent.

2. This only applies to training received at public law enforcement academies; training provided by private agencies does not apply.
3. Credit awarded for law enforcement academy training will appear on that portion of the transcript designated for course and test equivalencies.

CAMPUS PROCEDURE

The college makes the final judgment regarding the acceptability of courses from non-accredited schools.

COURSES THAT A STUDENT MAY TAKE FOR A LETTER GRADE OR PASS/NO PASS

The College President may designate courses in the college catalog wherein all students are evaluated on a "pass-no pass" basis or wherein each student may elect on registration or 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.

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 shall be assigned for meeting that standard (earning 70% or higher), and a grade of No Pass shall be assigned (earning a grade below 70%) for failure to do so.

The student who is enrolled in a course on a "pass-no pass" basis will be held responsible for all assignments and examinations required in the course and must meet the same standards of evaluation as required for all students.

Students considering taking courses for Pass/No Pass in their major field should see a Counselor or major field department chairperson in order to avoid loss of credit.

The courses listed below may be taken on a Pass/No Pass basis providing the student meets the requirements for enrollment on this basis. Information concerning the requirements is available in the Admissions Office. In order to take a class on a Pass/No Pass basis the student must make such request in the Admissions

Office by Friday of the 5th week of the semester.

In addition to courses designated Pass/No Pass Only (**CH DEV 172; COUNSEL 001, 004; DEV COM 022A-E, 035; EDUC 385; ENGLISH 067, 068, 069, 072, 075; LRNSKIL 040, 044; MATH 100, MUSIC 190, 191, 192; NRSCE 200-1, 200-2, 200-3, 200-4, 205.**) students may take only one class per semester on a requested Pass/No Pass basis.

- ADM JUS: 001, 003, 004, 005, 006, 039, 049, 185, 285, 385
- AFRO AM: 020
- ANTHRO: 101, 104, 111, 116, 121, 385
- ARC: 173, 221, 271
- ART: 102, 103, 109, 112, 115, 116, 201, 501
- ASTRON: 001 & 005
- BRDCSTG: 003, 025, 028, 031, 045, 046, 047
- BUS: 032 & 038
- CAOT: 002, 009, 031, 032, 047, 078, 082, 084, 085, 086, 092, 097, 108, 123, 124, 185, 385.
- CHICANO: 002, 007, 008, 037, 042, 044, 054
- CH DEV: 029, 030, 031, 034, 036, 037, 039, 042, 047, 048, 053
- CINEMA: (non majors only) 104, 105, 106, 107
- COLLEGE: 101
- COMM: 102, 185, 285, 385
- DNCESPC: 161, 171, 172, 173, 174, 331, 332, 333, 334, 441, 442, 443, 444
- DANCEST: 185, 285, 301, 302, 801, 805, 814, 815, 816, 820, 822
- DANCETQ: 111, 112, 113, 114, 121, 122, 123, 124, 141, 142, 143, 144, 181, 182, 221, 222, 223, 224, 225, 231, 232, 233, 234, 437
- ECON: 008, 050
- EDUC: 002, 385
- ENG GEN: 101, 131, 151
- ENGLISH: 102, 105, 124, 125, 203, 204, 205, 206, 207, 208, 385
- ENV SCI: 007 & 022
- ENVSTDS: 101
- FINANCE: 002
- FIRETEK: 027, 096, 185, 202, 203, 204, 205, 206, 285, 385
- FRENCH: 001, 002, 005, 006, 021, 022, 025, 066, 185, 285, 385
- GEOG: 001, 002, 003, 009, 014, 015, 017, 030, 045
- GEOLOGY: 001, 002, 007
- GERMAN: 001, 002, 004, 005, 006, 063, 064, 066, 185, 285, 385
- HEALTH: 003
- HEBREW: 001, 002, 010, 385
- HISTORY: 001, 002, 005, 006, 007
- HUMAN: 001
- ITALIAN: 001, 002, 003, 004, 005, 185, 285, 385
- JEWISH: 001, 002, 004, 010, 011, 012, 025, 027, 035
- JOURNAL: 101, 105
- KIN: 008, 045, 046, 047, 049, 217-1, 217-2, 237-1, 268-1, 287-1, 301-1, 303-1, 303-2, 315-1, 315-2, 315-3, 315-4, 317-2, 326-1, 326-2, 326-3, 329-1, 334-1, 336-1, 350-1, 350-2, 350-3, 350-4, 364-1, 364-2, 369-1, 369-2, 369-3, 369-4, 370-1, 370-2, 370-3, 370-4, 371-1, 371-2, 371-3, 371-4, 373-2, 374-1, 374-2, 374-3, 387-1, 387-2, 387-3, 387-4, 389-1, 389-2, 389-3, 391-1, 391-2
- LAW: 002 & 003
- LRNSKIL: 041
- LING: 001

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- MGMT: 013
- MARKET: 001, 021, 031
- MATH: 120, 122, 185, 245, 260, 261, 263, 270, 275, 285, 385
- METEOR: 003
- MUSIC: 118, 136, 141, 180
- OCEANO: 001
- PHILOS: 001, 006, 009, 012, 014, 020, 028, 030, 035, 045
- POL SCI: 001 & 005
- PSYCH: 012, 014, 017, 032, 052, 060, 075, 090
- REAL ES: 005, 007, 009, 021
- RECR: 081
- SOC: 001, 002, 003, 004, 011, 012, 017, 019, 020, 021, 025, 031, 035, 084
- SPANISH: 001, 002, 004, 006, 009, 012, 016, 025, 027, 035, 036, 048, 066, 185, 285, 385
- THEATER: 100

(List subject to change)

NOTE: A STUDENT WHO HAS RECEIVED A GRADE OF "PASS" FOR A COURSE TAKEN ON A PASS/NO PASS BASIS MAY NOT CONVERT THE "PASS" GRADE TO A LETTER GRADE.

GRADES AND GRADE CHANGES

The instructor on record for the course shall determine the grade to be awarded to each student. The determination of the student's grade by the instructor is final in the absence of mistake, fraud, bad faith, or incompetency. For purposes of this section, "mistake" may include, but is not limited to, clerical errors and errors made by an instructor in calculating a student's grade. The removal or change of an incorrect grade from a student's record shall be done only upon authorization by the instructor of record for the course, or upon authorization by the College President upon the conclusion of the grade grievance process.

In the case of fraud, bad faith, or incompetency, the final determination concerning removal or change of grade will be made by the College President.

No grade may be challenged by a student more than one year from the end of the term in which the course was taken, absent extenuating circumstances; if a college's academic senate has determined that extenuating circumstances apply, then that period of time during which grades may be challenged should be more than one year, such longer period shall apply at that college. In the case of fraud or incompetence, the final determination concerning removal or change of grade will be made by the College President.

GRADING SYMBOLS AND DEFINITIONS

(LACCD Board Rule 6700)

Only the symbols in the grading scale given in this section shall be used to grade all courses.

Grades shall be averaged on the basis of the point equivalencies to determine a student's grade point average, using the following evaluative symbols:

Symbol	Definition	Grade Point
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than satisfactory	1
F	Failing	0
P	Pass (At least satisfactory – units awarded not counted in GPA. Has the same meaning as "CR" as that symbol was defined prior to June 30, 2007.) Applies to credit and noncredit courses.	
SP	Satisfactory Progress towards completion of the course (used for noncredit courses only and is not supplanted by any other symbol)	
NP	No Pass (Less than satisfactory – units awarded but not counted in GPA. NP has the same meaning as "NC" as that symbol was defined prior to June 30, 2007.) Applies to credit and noncredit courses.	

(P and NP grades may be given only in courses authorized by the District's Pass/No Pass Option and Credit By Examination Policies.)

The following non-evaluative symbols may be entered on a student's record:

Symbol	Definition
I	Incomplete

Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an "I" symbol being entered in the student's record. The condition for removal of the "I" and the grade which is assigned in lieu of shall be stated by the instructor in an Incomplete Grade Record.

This record shall be given to the student, with a copy on file in the college Admissions Office until the "I" is made up and a final grade assigned, or when one year has passed. The "I" symbol shall not be used in calculating units attempted nor for grade points. The "I" may be made up no later than one year following the end of the term in which it was assigned. The student may petition for a time extension due to unusual circumstances.

Symbol	Definition
IP	In Progress

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of a grade must await the course 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.

Symbol	Definition
MW	Military Withdrawal

The MW symbol may be used to denote 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 withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be a "MW."

Military withdrawals shall not be counted in progress probation and dismissal calculations. "MW" shall not be counted for the permitted number of withdrawals. The District shall refund the entire enrollment fee unless academic credit has been awarded.

Symbol	Definition
RD	Report Delayed

The "RD" symbol may be assigned when there is a delay in reporting the grade beyond the control of the student. The "RD" may be assigned by the Dean of Student Services only. It is a temporary notation to be replaced by a permanent symbol as soon as possible.

Symbol	Definition
W	Withdrawal

Withdrawal from a class or classes shall be authorized through the last day of the fourteenth week of instruction or 75% of the time the class is scheduled to meet whichever is less.

No notation ("W" or other) shall be made on the record of a student who withdraws before the census date of the course.

Withdrawal between the end of the fourth week (or 30% of the time the class is scheduled to meet, whichever is less) and the last day of the fourteenth week of instruction (or 75% of the time the class is scheduled to meet, whichever is less) shall be authorized after informing the appropriate faculty. A student who remains in class beyond the fourteenth week or 75% of the time the class is scheduled shall be given a grade other than a "W", except in cases of extenuating circumstances.

After the last day of the fourteenth week (or 75% of the time the class is scheduled, whichever is less) the student may withdraw from class upon petition demonstrating extenuating circumstances and after consultation with the appropriate faculty.

Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student. Withdrawal after the end of the fourteenth week (or 75% of the time the class is scheduled, whichever is less) which has been authorized in extenuating circumstances shall be recorded as a "W".

For purposes of withdrawal policies, the term "appropriate faculty" means the Instructor of Record for each course in question or, in the event the instructor cannot be contacted, the department chair or equivalent faculty officer.

The "W" shall not be used in calculating units attempted nor for the student's grade point average.

"W's" will be used as factors in progress probation and dismissal.

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 or that the student withdrew because he or she reasonably believed that remaining in the course would subject him or her to discriminatory treatment or retaliation for alleging discriminatory treatment.

A student may not withdraw and receive a "W" symbol on his or her record more than three times for enrollment in the same course. A student may enroll again in the same course after having previously received the authorized number of "W" symbols in the same course, if a designated college official approves such enrollment after review of a petition filed by a student.

ACADEMIC POLICY

HOW TO ACCESS YOUR GRADES

ACCESS GRADES ONLINE

1. Go to the LAVC homepage at www.lavc.edu and click on Register. This will take you to the New Student Information System (SIS) where you can register for classes and view grades.
2. Enter your Student ID Number and Password to login
3. Go to the Action Menus and select **View My Grades**

GRADING STANDARD

A course grade of “C minus” does not satisfy the “C or better” requirement for purposes of prerequisites, competencies or transfer to UC or CSU.

COURSE REPETITION

Certain courses in the catalog may be repeated for additional unit credit. These courses, marked RPT in the course description section of the catalog and in the schedule of classes, allow the student an expanded educational experience each time the student enrolls in the course.

ENROLLMENT IN ACTIVE PARTICIPATION COURSES

Effective Fall 2013, students enrolled in “active participation courses” in physical education (kinesiology), visual arts, or performing arts **are limited to 4 enrollments per “family” group** within the LA Community College District. All grades including withdrawals count as enrollments.

Even if a family contains multiple courses, a student can only take 4 of them. This applies to courses in the areas of **Music, Art, Dance Specialties, Dance Techniques, Kinesiology (Physical Education), and Theater**. Not all courses listed below are offered at Los Angeles Valley College but are offered at other colleges in the LA district. Note that courses within a family may be “leveled.” That means, for example, beginning, intermediate, and advanced courses. Students still are limited to no more than 4 enrollments within the family group. For example, Kinesiology 251 has four levels: KIN 251-1, 251-2, 251-3, and 251-4. You could enroll once in each level. However, if you enrolled in KIN 251-1 twice (due to withdrawal or substandard grade) you effectively will have no opportunity to take KIN 251-4. Additions are made to the list on an ongoing basis as new curriculum is developed.

ART FAMILY GROUP (9 FAMILIES)

1. Ceramics - A01	ART 708-714
2. Design - A02	ART 501-504, 520
3. Drawing - A04	ART 185, 285, 385
4. Drawing - A04	ART 100, 201-203, 209, 620, 621
5. Life Drawing - A05	ART 204-207, 215
6. Oil Painting - A06	ART 307-312
7. Sculpture - A07	ART 700-703, 706, 707
8. Water Color & Acrylic - A08	ART 213, 300-306
9. Printmaking - A09	ART 400-402, 407, 408, 411, 626

DANCE FAMILY GROUP (12 FAMILIES)

1. Ballet Techniques - D01	DANCEST 806, 807 DANCETQ 111-114, 434, 460, 466
2. Latin and Social Dance - D02	DANCEST 457, 458 DANCETQ 321, 322, 411, 412, 419, 440, 473, 482 DNCEPC 321, 440-444, 459, 490
3. Dance Production - D03	DANCEST 814-816, 820, 821, 826
4. Hip-Hop Techniques- D04	DANCETQ 171-174 DNCEPC 171-174, 402
5. Jazz Techniques - D05	DANCETQ 121-124, 437, 463, 486
6. Modern Techniques - D06	DANCEST 801-803 DANCETQ 141-144, 431, 462, 467
7. Special Projects in Dance - D07	DANCEST 185, 262, 285, 385 DANCETQ 151-154, 290, 536-538, 570-573
8. Tap Dance - D08	DANCETQ 211-212, 446, 464 DNCEPC 331-334, 446
9. Yoga/Stress Mgmt - D09	DANCETQ 101, 181-182, 221-225, 228-229, 231-234, 241-242, 469, 696, 710
10. Dance Choreography - D10	DANCEST 301-304, 452
11. Dance Performance- D11	DANCEST 822-823 DNCEPC 161
12. Folk Dance Forms - D12	DANCETQ 421-422 DNCEPC 311-312, 490-492

KINESIOLOGY FAMILY GROUP (10 FAMILIES)

1. Acrobatics - K01	All levels of KIN 206, 269, 273, 369
2. Aerobics, Circuit Training & Sport Specific Strength Training - K02	All levels of KIN 010, 020, 023-024, 045, 046, 048, 049, 050, 229-230, 232, 245, 246, 250, 326-333, 336-338, 345, 346, 350, 352
3. Aquatics -K03	All levels of KIN 047, 201-205, 300, 301, 303
4. Court Sports - K04	All levels of KIN 266, 271, 291, 366, 370, 371, 391
5. Directed Study - K05	All levels of KIN 008, 009, 032, 185, 285, 385, 500, 911, 921, 931, 941
6. Individual Activities - K06	All levels of KIN 051, 267, 268, 328, 364, 365, 368, 373
7. Martial Arts/ Combatives - K07	All levels of KIN 215, 217, 315, 316, 317
8. Mind/Body Conditioning - K08	All levels of KIN 035, 234, 247, 249, 251, 265, 335, 340, 347, 349, 351, 374
9. Team Sports - K09	All levels of KIN 286-290, 386-390
10. Track & Field Mixed Activities - K10	All levels of KIN 180, 237, 272, 307, 334

MUSIC FAMILY GROUP (7 FAMILIES)

1. Classical Guitar - M01	MUSIC 650-654, 661-664
2. Piano - M02	MUSIC 311-314, 321-324, 341, 351, 361 (All levels)
3. Brass Instruments - M03	MUSIC 601-604
4. String Instruments - M04	MUSIC 611-614
5. Woodwind Instruments - M05	MUSIC 621-624
6. Percussion Instruments - M06	MUSIC 631-634
7. Voice - M07	MUSIC 400-404, 411-414 , 431-434, 441, 453

THEATER FAMILIES GROUP (10 FAMILIES)

1. Acting for the Camera - T01	THEATER 185, 230, 278, 285, 385
2. Acting Study & Professional Applied Acting - T02	THEATER 200, 260, 270-273, 274 (All levels), 275
3. Analysis of Theater - T03	All levels of THEATER 105
4. Directing - T04	THEATER 225, 227
5. Movement - T05	THEATER 265
6. Musical Theater - T06	THEATER 210, 212, 279-282
7. Professional Ensemble Performance - T07	THEATER 231-233, 235, 250, 262, 291-295
8. Professional Ensemble Vocal - T08	All levels of THEATER 246
9. Professional Performance Preparation - T09	THEATER 205, 276 (All levels), 277
10. Voice Theory - T10	THEATER 240, 242

FINAL EXAMINATIONS

Final examinations are held in all subjects according to a schedule published each semester. No student will be excused from a final examination. Should circumstances develop which justify a student's requesting a special examination at a time other than scheduled, the student must secure permission from the instructor.

PETITION FOR GRADUATION

Students expecting to graduate from the college with an Associate degree must file a petition for graduation early in the semester BEFORE they expect to complete their requirements. The deadlines for filing each semester are listed in the front of the Schedule of Classes. The Admissions Office in the Student Services Center, has the necessary forms. Students filing the petition will be notified of the results by email sent to their LACCD email account after the semester ends and grades are final.

ACADEMIC STANDARDS**ACADEMIC STANDARDS FOR PROBATION/DISMISSAL, DISQUALIFICATION AND LOSS OF CALIFORNIA COLLEGE PROMISE GRANT (FORMERLY BOARD OF GOVERNORS FEE WAIVER).**

A student enrolled in the LACCD shall be placed on academic or progress probation under the following conditions:

- Academic Probation. The student has attempted at least 12 semester units of work and has a grade-point-average of less than a "C" (2.0).
- Progress Probation. The student has enrolled in a total of at least 12 semester units, and the percentage of all units in which they enrolled with recorded entries of "W" (Withdrawal), "I" (Incomplete), "NC" (No Credit) and "NP" (No Pass) reaches or exceeds fifty percent (50%).

California College Promise Grant (CCPG): Loss of Eligibility

A student eligible to receive a CCPG fee waiver shall lose eligibility if they are placed on academic or progress probation for two consecutive semesters. Loss of eligibility shall become effective at the first registration opportunity after such determination is made.

Foster youth, or former foster youth under the age of 24, are exempt from the loss of fee waiver due to academic or progress probation.

NOTIFICATION OF PROBATION, DISQUALIFICATION AND LOSS OF CALIFORNIA COLLEGE PROMISE GRANT (FORMERLY BOARD OF GOVERNORS FEE WAIVER).

Each college shall notify students placed on academic or progress probation of their status no more than 30 days after the end of the term that resulted in academic or progress probation. The notice shall clearly state that two consecutive primary terms of probation will lead to loss of the CCPG Fee Waiver.

Each college shall make reasonable efforts to provide counseling and other support services to help students on probation overcome academic difficulties. Colleges should also help mitigate potential loss of the CCPG Fee Waiver and ensure that students have the opportunity to receive appropriate counseling, assessment, advising, or other services on a timely basis.

Each college shall make reasonable efforts to notify a student of removal from probation, reinstatement after dismissal, and restoration of CCPG Fee Waiver within timelines established by the District. Probation, dismissal and loss of CCPG Fee Waiver policies and procedures shall be published in the college catalog.

APPEAL OF PROBATION AND LOSS OF FEE WAIVER

A student who is placed on academic or progress probation may submit a written appeal in compliance with regulations issued by the Chancellor.

Appeal the loss of CCPG fee waiver. A student who has lost the CCPG fee waiver due to academic standing may submit a written appeal of that standing in accordance with existing regulations issued by the Chancellor.

Units attempted means all units of credit in the LACCD.

ACADEMIC POLICY

REMOVAL FROM/REINSTATEMENT OF CALIFORNIA COLLEGE PROMISE GRANT (FORMERLY BOARD OF GOVERNORS FEE WAIVER).

A student shall be removed from academic probation when his/her cumulative grade-point-average is 2.0 or higher.

A student may also be removed from probation when the percentage of units for which entries of No Pass (NP), Incomplete (I), and/or Withdrawal (W) are recorded drops below fifty percent (50%).

A student may retain or reinstate the CCPG Fee Waiver based on achieving the minimum grade point average or progress standard defined in LACCD Board Rule 8201.10.

INTERVENTION FOR STUDENTS ON PROBATION

Probation I – 1st semester Academic/ Progress Probation

Students are notified that they are on probation and recommended to complete the online Probation Workshop.

Probation II – 2nd semester Academic/ Progress Probation

Students are notified that they have been on probation for two semesters and that they have lost their registration priority. Students must complete the online Probation tutorial: “From Probation to Academic Success” AND attend an in-person Probation workshop.

The maximum study load for a student who has been on academic or progress probation for two consecutive semesters is 6 units during a regular (fall or spring) semester. Students who desire to enroll in more than 6 units must obtain counselor approval.

DISMISSAL

A student who is subject to dismissal, and who has not been continued on probation through the appeal process, shall be notified by the College President (or designee) of dismissal, which will become effective the semester following notification.

Dismissal from any one college in the District shall disqualify a student from admission to any other college in the District.

ACADEMIC DISMISSAL

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade-point-average of less than 2.0 in all units attempted in each of 3 consecutive semesters.

A student who is on academic probation and earns a semester grade-point-average of 2.0 or better shall not be dismissed as long as this minimum semester grade-point-average is maintained.

PROGRESS DISMISSAL

A student who is on progress probation is subject to dismissal if the cumulative percentage of units for which he/she has received entries of No Pass (NP), Incomplete (I), and/or Withdrawal (W) reaches or exceeds fifty percent (50%) over a period of three (3) consecutive semesters.

APPEAL OF DISMISSAL

Students who are subject to dismissal and wish to remain on probation must file a petition/ appeal with the college that notified the student that they are subject to dismissal.

READMISSION AFTER DISMISSAL

A student who has been dismissed must wait two major (fall and spring) semesters before requesting readmission. The student shall submit a written petition requesting readmission to his/ her home college. Readmission may be granted, denied, postponed subject to fulfillment of conditions prescribed by the colleges. Readmitted students are returned to probationary status.

ACADEMIC PETITIONS

Students may petition to the Academic Petitions Committee for waiver of certain college-wide academic requirements or for review of decisions affecting their academic status. Academic regulations contained in Title 5, California Administrative Code, are not subject to petition. Petitions may be filed in the Graduation Office in the Admissions Office.

ACADEMIC RENEWAL

Students may petition for an academic renewal action in order to alleviate 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,
2. At least one calendar year must have passed since the course work to be removed was completed.

Granted, academic renewal shall result in:

1. Eliminating up to 30 semester units of coursework taken within the Los Angeles Community College District from consideration in the student’s cumulative grade-point-average, and
2. Annotating the student academic record to note which courses have been removed through academic renewal.

Academic renewal actions are irreversible.

Graduation honors and awards are to be based on the student’s cumulative grade-point-average for all college work attempted.

CAMPUS PROCEDURE

Petitions for academic renewal are available in the Counseling Department and the Office of Admission and Records.

COURSE REPETITION TO REMOVE A SUBSTANDARD GRADE

Students may repeat courses in which substandard grades (“D”, “F” or “NP”) were awarded provided they have not already attempted the same course three times.

When course repetition under this section occurs, the student’s permanent academic record shall be annotated in such a manner that all work remains legible, ensuring a true and complete academic history.

For the first and second repetitions of a course where a substandard grade was awarded, the highest grade earned shall be used when computing the student’s cumulative grade point average.

A. FIRST AND SECOND COURSE REPETITION TO REMOVE A SUBSTANDARD GRADE.

Upon completion of a repeated courses, the highest grade earned will be computed in the cumulative grade point average and the student’s academic record so annotated.

Upon 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 lowest substandard grades will not be used in the computation of the grade point average.

No course may be repeated more than 3 times.

* See page 190 on limits on enrollment.

DUPLICATIVE CREDIT

Duplicative credit in non-repeatable courses should not be used towards the 60 units required for graduation regardless of whether or not the student petitioned to have the transcript annotated.

REPETITION OF COURSES IN WHICH A SATISFACTORY GRADE WAS RECORDED

- Repetition of courses for which a satisfactory grade (“A,” “B,” “C,” “P”) has been recorded shall be permitted only upon advance petition of the student and with the written permission from the college president, or designee, based on a finding that extenuating circumstances exist which justify such repetition or that there has been a significant lapse of time since the student previously took the course. Significant lapse of time is defined as no less than 36 months since the most recent grade was awarded.
- When course repetition under this section occurs, the student’s permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.
- Grades awarded for courses repeated under the provisions of subsection “a” and “b” of this section shall not be counted in calculating a student’s grade point average.

- When such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, such courses may be repeated for credit any number of times, and the grade received each time shall be included for purposes of calculating the student’s grade point average. The college shall establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subsection. The college’s process for certification or documentation of legal training requirements shall be developed in accordance with the provisions of Chapter XVIII of the Board Rules – ACADEMIC SENATE AND BOARD OF TRUSTEES SHARED GOVERNANCE POLICY.
- A student may repeat any course if the college has properly established a recent prerequisite for a course, or there has been “significant lapse of time.” In no instance shall this be less than three years.
- A student with a disability may repeat a class any number of times, if such repetition is required as a disability-related accommodation for that particular student.

TRANSCRIPT

HOW TO ORDER YOUR TRANSCRIPT AND/OR VERIFICATION OF ENROLLMENT

You may order official transcripts and/or verifications of enrollment one of the following ways:

- Online:** You may order your official transcripts and/or verifications of enrollment using the National Student Clearinghouse. Go to: www.studentclearinghouse.org/secure_area/Transcript/to_bridge.asp to order transcripts or go to: secure.studentclearinghouse.org to order a verification.
- In-Person:** You may order your official transcripts and/or verification of enrollment in person at the Admissions and Records Office. Payments in person must be made by cash, money order, personal check or credit cards.

REQUESTING TRANSCRIPTS FOR A STUDENT OTHER THAN YOURSELF

When requesting transcripts for another student, you must have the following:

- Written permission from the student
- LAVC Transcript Request Form filled out and signed by the student
- A copy of the student’s ID (i.e. driver’s license, state ID, or School ID

See the Family Educational Rights and Privacy Act (FERPA) for further information at www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

OFFICIAL TRANSCRIPT/VERIFICATION PROCESSING FEES

The fees for official transcripts and/or verification of enrollment are:

ACADEMIC POLICY

Regular Transcripts.....	\$3 ea.
(7-10 business days)	
Regular Verifications.....	\$3 ea.
(7-10 business days)	
Rush Transcripts.....	\$10 ea.
(1-2 business days)	
Rush Verifications.....	\$10 ea.
(1-2 business days)	

TRANSCRIPT ACCEPTANCE POLICY

Official academic transcripts shall be received only by the Admissions and Records Office, unopened, via U.S. mail directly from the institution providing the transcript. No transcripts are accepted directly from students.

AWARDS

HONORS WITH ASSOCIATE DEGREE

Summa Cum Laude – Graduates completing the required number of units to qualify for the Associate Degree and maintaining a 3.9 or more scholastic average in all work taken.

Magna Cum Laude – Graduates completing the required number of units to qualify for the Associate Degree and maintaining a 3.7 or more scholastic average in all work taken.

Cum Laude – Graduates completing the required number of units to qualify for the Associate Degree and maintaining a 3.3 or more scholastic average in all work taken.

PRESIDENT'S DISTINGUISHED HONOR AWARD

The President's Distinguished Honor Award is one of the most significant and praiseworthy honors available to students at Los Angeles Valley College. This certificate is awarded at the college commencement exercises. In order to be considered for the award, a candidate must:

1. petition for the Associate Degree, and
2. achieve a grade-point-average of 3.7 or better in all LACCD college work attempted at the time of petition, and be in good standing, and
3. complete at least 50% of all units utilized for the award at Los Angeles Valley College, and
4. if graduation requirements will not be completed until the end of the spring semester, the student must achieve a grade-point-average of 3.7 and be in good standing in all college work attempted at the end of the fall semester.

Please note: Spring candidates for this award will be listed as Candidates in the graduation program. After the final grade point evaluation, if the student achieved a 3.7 GPA, he or she will be awarded the President's Distinguished Honor Award.

Students who possess associate, equivalent or advanced degrees are not eligible for this award.

PRESIDENT'S HONORS LIST

Students who have appeared on the full or part time Deans Honors List for three (3) consecutive semesters will be placed on the President's Honor List. The designation Dean's Honors List and President's Honors List will be placed on qualifying students' transcripts.

DEAN'S LIST

Each semester, those students whose scholastic achievement is outstanding are given public recognition by means of the Dean's List. Also, a notation of this award is added to the student's transcript.

Both full-time students and part-time students are eligible for the Dean's Honor List. Full-time students are enrolled in 12 or more graded units and must have completed at least 12 graded units with a grade point average (GPA) of 3.5 or above in the semester they are considered for inclusion on the Dean's List.

Part-time students are enrolled in 6 to 11 units in the qualifying semester. Part-time students must have completed 12 or more cumulative graded units to be considered for inclusion on the Dean's List, and they must have at least a 3.5 GPA in the qualifying semester.

RECORDING DEVICES, USE OF

Section 78907 of the California Education Code prohibits the use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor.

OFFICE OF THE OMBUDSPERSON STUDENT GRIEVANCE PROCEDURES

The purpose of Administrative Regulation E-55 is to provide students a prompt and equitable means for resolving student grievances. The grievance procedure may be initiated by one or more students who reasonably believe he/she/they have been subject to unjust action or denied rights involving their status or privileges as students. It is the responsibility of the student(s) to submit proof of alleged unfair or improper action. Grievances pertaining to grades are subject to the CA Education Code Section 76224(a). For any matters requiring the attention of the Ombudsperson, and for additional information or resources, please contact Florentino Manzano at (818) 947-2691 or email him at manzanf@lavc.edu for a confidential communication.

For complaints surrounding actions dealing with alleged discrimination on the basis of ethnic group identification, religion, age, sex, color, sexual orientation, physical or mental disability, students are directed to contact [Office for Diversity, Equity and Inclusion](#) by calling (213) 891-2315 or via email at diversity-programs@email.laccd.edu.

GRADE GRIEVANCES - INFORMAL REMEDY

Grade grievances can be resolved informally for students. The first step for a student is to contact his/her professor to discuss the problem. If the issue is not resolved, or if the student is unable to meet with the professor, the next step is to contact the Department Chairperson. If a resolution is not met after meeting with the Department Chairperson, the next step is to meet with the area Dean over the department in the Office of Academic Affairs.

GRADE GRIEVANCES – FORMAL RESOLUTION PROCEDURES

The CA Education Code Section 76224(a) specifies that the instructor's determination of student grades shall be final, except in the cases of fraud, mistake, bad faith or incompetence. A student who reasonably believes, and has proof, that his/her instructor has issued an evaluative final grade based on any of these grounds, he/she is directed to contact the Ombudsperson at (818) 947-2320 for assistance. The Grievance Hearing Request must be made within one-hundred and twenty (120) calendar days of the date of the alleged incident that is the basis of the student's complaint.

STANDARDS OF STUDENT CONDUCT AND DISCIPLINARY ACTION

Community college districts are required by law to adopt standards of student conduct along with applicable penalties for violation (CA Education Code Sections 66017, 66300, 76030 and 76031.) The Los Angeles Community College District has complied with this requirement by adopting Board Rules 9803, Standards of Student Conduct and 91101, Student Discipline Procedures. The purpose of Board Rule 91101 is 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 Board Rules shall relate to the alleged violation of appropriate standards of student conduct. Discipline measures may be taken by the college independently of any charges filed through civil or criminal authorities, or both. [complete text of Board Rules can be found on <https://www.laccd.edu/Board/Pages/Board-Rules.aspx>]

The Board Rules on Student Discipline Procedures and Academic Dishonesty apply to all classes (face-to-face as well as distance education).

Los Angeles Valley College is dedicated to maintaining an optimal learning environment for students as outlined in LACCD Board Rule 9803.

These standards apply to all current students on campus, former students, online students, while attending any college-sponsored classes, activities or events. Violations of such rules, or behavior adversely affecting suitability as a student, may lead to disciplinary action.

ACADEMIC POLICY

POLICY ON ACADEMIC DISHONESTY

Academic Dishonesty is defined as “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. (Standards of Student Conduct Section 9803.28. Adopted 11-05-08)

The consequences for academic dishonesty can be determined by the instructor and/or with the assistance of the Vice President Student Services or Designee. For repeat offenses, students are subject to progressive discipline penalties, as stated in the Notice of Charges (SD5), leading to suspension through expulsion from the LACCD.

Although the circumstances surrounding each situation of alleged academic dishonesty may differ, the following illustrate such examples:

1. In-class academic dishonesty, or otherwise known as “cheating,” can occur when there is unauthorized looking at, procuring or sharing information from any unauthorized sources. An “authorized source” is from a college official. This can apply to looking at or operating any kind of electronic device during class when directed not to.
2. Out of class academic dishonesty, or otherwise known as “cheating,” can occur when students obtain an unauthorized copy of sealed test questions or any other kind of exam that has not been published to the public at large. It also applies to changing, altering, or any other kind of falsification of a Scranton, essay, exam, or any other kind of test or college document with the intent of procuring another grade or benefit.
3. Plagiarism is the representation of expression of ideas from either published or unpublished work(s) as students own. We encourage students to always cite sources to avoid the appearance of plagiarism. Using text from internet sources without proper citation is considered to be plagiarism.
4. Furnishing false information can take the form of forgery, falsification, alteration, or misuse of college documents, records, or identification in class or laboratory situations.
5. Attempting to bribe a college official with an object of value or money to procure a higher grade than earned is considered to be academic dishonesty.

EXAMPLES OF ACADEMIC DISHONESTY (NON-INCLUSIVE)

- Copying or procuring answers from another student during in-class or online exams and handing them in as one’s own.
- The use of notes, books, dictionaries, or other references during an in-class or online exam that are not authorized by the instructor.

- Signing one’s name to an official college document for another not present in class, in a lab, or for any other reason.
- Unauthorized use of electronic devices to communicate such as text messaging, cell phone, or emailing any other person during an in-class or online exam.
- Unauthorized talking during in-class exams.

CONSEQUENCES OF VIOLATING THE STANDARDS OF STUDENT CONDUCT

Student discipline sanctions for violations of the Standards of Student Conduct may result in a Warning, Reprimand, Restitution, Disciplinary Probation, Suspension for ten (10) days or less, Suspension for more than ten (10) days (with or without Subject to Reconsideration), Suspension from Financial Aid or Expulsion from the LACCD. Under Administrative Regulation E-111, “Student discipline records that result in a suspension or expulsion are kept permanently. Student discipline records that result in a warning, reprimand, and disciplinary probation may be expunged after seven years.” Because student discipline records are part of a student’s academic record, discipline sanctions may affect transfer opportunities and/or gainful employment, depending upon the nature of the charge and circumstances surrounding the situation.

VIOLATIONS OF THE STANDARDS OF STUDENT CONDUCT ARE AS FOLLOWS:

- 9803.10** Willful Disobedience: Willful disobedience to directions of college officials acting in the performance of their duties.
- 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.
- 9803.12** Dishonesty: Dishonesty, such as cheating, or knowingly furnishing false information to colleges.
- 9803.13** Unauthorized Entry: Unauthorized entry to or use of the college facilities.
- 9803.14** College Documents: Forgery, alteration, or misuse of college documents, records, or identification.
- 9803.15** Disruption of Classes: Obstruction or disruption of classes, administration, disciplinary procedures, or authorized college activities.
- 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.
- 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 as set forth in this Article. Any person whose conduct violates this section shall be considered to have interfered with the peaceful conduct of the activities of the college where such acts are committed.

- 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.
- 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 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 substance," as used in this section includes, but is not limited to, the following drugs and narcotics:
a) opiates, opium, and opium derivatives, b) mescaline, c) hallucinogenic substances, d) peyote, e) marijuana, f) stimulants and depressants, g) cocaine.
- 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 government employees charged with policing responsibilities.
- 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.
- 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.
- 9803.23 Conspiring to Perform Illegal Acts:** Any agreement between two or more persons to perform illegal acts.
- 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 statement, written statements, telephone threats or physical threats.
- 9803.25 Disorderly Conduct:** Conduct that may be considered disorderly includes lewd or indecent attire, behavior that disrupts classes or college activities, breach of the peace of the college, aiding or inciting other persons to breach the peace of college premises or functions.
- 9803.26 Theft or Abuse of Computer Resources** including but not limited to the following:
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 or 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.
- 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 College District, is punishable by a fine not exceeding five hundred dollars (\$500) or imprisonment in a county jail not exceed 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.
- 9805 Interference with Performance of Duties of 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.
- 9805.10 Assault or Abuse of an 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.

ACADEMIC POLICY

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: Unsafe conduct in connection with a Health Services Program (e.g., Nursing, Dental Hygiene, etc.); failure to follow safety direction of District and/or college staff; willful disregard of safety rules as adopted by the District and/or college; negligent behavior which creates an unsafe environment.

DRUG-FREE ENVIRONMENT

The LACCD is committed to drug-free and alcohol-free campuses. 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 District or colleges of the District.

LACCD Board Rule 9803.19 prohibits the following: "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 or while participating in any District or college-sponsored function or field trip. "Controlled substances," as used in this section, include but are not limited to the following drugs and narcotics: (a) opiates, opium and opium derivatives; (b) mescaline; (c) hallucinogenic substances; (d) peyote; (e) marijuana; (f) stimulants and depressants; (g) cocaine."

In addition to Board Rule 9803.19, the LACCD also enforces state laws relating to underage drinking, pursuant to Board Rule 9803.27 ("Performance of an Illegal Act").

STUDENT RIGHT-TO-KNOW DISCLOSURE

Student Right-to-Know Rates for Fall 2016 Cohort

Completion Rate: 25.89%
Transfer Rate: 9.95%

In compliance with the Student Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of our college district to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2016, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed above. These rates do not represent the success rates of the entire student population at the College nor do they account for student outcomes occurring after this three-year tracking period.

Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three-year period, from Fall 2016 to Spring 2019. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered 'transfer prepared'. Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming 'transfer prepared' during a five-semester period, from Spring 2017 to Spring 2019, are transfer students.



DISTRICT AND COLLEGE POLICIES

NON-DISCRIMINATION POLICY

All programs and activities of the Los Angeles Community College District shall be operated in a manner which is free of discrimination on the basis of ethnic group identification, race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, medical condition (cancer-related), sexual orientation, age, physical or mental disability (including AIDS), or veterans status (Reference: Board Rule 1202).

COMPLAINT PROCESS NOTICE

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). You are encouraged to work through the campus complaint process first before escalating issues to any of the following resources. Issues that are not resolved at the campus level may be presented:

- To the Accrediting Commission for Community and Junior Colleges (ACCJC) at www.accjc.org/ complaint-process if your complaint is associated with the institution's compliance with academic program quality and accrediting standards. ACCJC is the agency that accredits the academic programs of the California Community Colleges.
- To the CCC Chancellor's Office. Their website is: <https://www.cccco.edu/Complaint-Process-Notice>

For complaints surrounding actions dealing with alleged discrimination on the basis of ethnic group identification, religion, age, sex, color, sexual orientation, physical or mental disability, students are directed to contact the Office for Diversity, Equity, and Inclusion at the Los Angeles Community College District at (213) 891-2315. Students can also obtain a copy of the policy and procedures at the District website [Office for Diversity, Equity, and Inclusion](#). The specific rules and procedures for reporting charges of Prohibited Discrimination and for pursuing available remedies are incorporated in the Board Rules in Chapter 15, B.R. 1501-1522.

POLITICA NO DISCRIMINATORIA

Todos los programas y actividades de los colegios de la comunidad de Los Angeles se administrarán de una manera que no discrimine respecto a la identidad de grupos étnicos, raza, color, nacionalidad, origen, ascendencia, religión, credo, sexo, embarazo, estado civil, condición médica (relacionada con cáncer), preferencia sexual, edad, incapacidad mental o física (incluyendo SIDA) o el ser veterano.

NON DISCRIMINATION POLICY COMPLIANCE PROCEDURE

In order to insure nondiscrimination policy compliance at Los Angeles Valley College, please direct inquiries to the Office for Diversity, Equity, and Inclusion by calling (213) 891-2317 or via email at diversity-programs@laccd.edu or [Office for Diversity, Equity, and Inclusion](#). Matters involving Section 504 may be directed to the Office of Administrative Services, (818) 947-2606.

POLITICA DE ACUERDO CON LOS PROCEDIMIENTOS DE IGUALDAD DE OPORTUNIDADES

Para asegurar que se cumpla una política no discriminatoria en Los Angeles Valley College, favor de dirigirse a la oficina de Diversity Programs del Distrito, teléfono (213) 891-2315. Para la Sección 504, dirijase a la oficina de Administrative Services al (818) 947-2606.

LIMITED ENGLISH PROFICIENCY

Occupational education classes are open to all students. Although the lack of proficiency in English is no barrier to enrollment in occupational education courses, it is suggested that students deficient in English use the services of the college that are provided for persons who are limited in English proficiency or have English as a second language.

EQUAL OPPORTUNITY

It is the Los Angeles Community College District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity and are not subjected to discrimination in any program or activity of the District on the basis of actual or perceived ethnic group identification, race, color, naturalization, national origin (including language and accent), ancestry, religion, creed, sex (including gender-based sexual harassment), gender identity and expression, pregnancy, marital status, cancer-related medical condition of an employee, genetic information, sexual orientation, age, physical or mental disability, or veteran status.

The Board of Trustees commits the District to vigorous equal employment opportunity in all aspects of its employment programs, including recruitment, assignment, retention, promotion, and transfer. Inquiries regarding Equal Opportunity at Los Angeles Valley College should be directed to the Office for Diversity, Equity, and Inclusion by calling (213) 891-2317 or via email at diversity-programs@email.laccd.edu or [Office for Diversity, Equity, and Inclusion](#).

DISTRICT AND COLLEGE POLICIES

SEXUAL ASSAULT POLICY

The Los Angeles Community College District is committed to providing a safe environment for students, visitors, and staff. Any incident of sexual assault should be immediately reported to the College Sheriff's Office at (818) 947-2911. (The term "sexual assault" includes threats of sexual violence. (Section 67385(d), Calif. Ed. Code.) The College Title IX Coordinator can be reached at (818) 947-2808 or TitleIXCompliance@lavc.edu.

Los Angeles Valley College has a zero tolerance policy for acts of sexual assault. The Los Angeles County Sheriff's Department, the provider of law enforcement services to the Los Angeles Valley College campus, will investigate all allegations of sexual assault on campus and appropriate disciplinary, criminal, or legal action will be taken.

If you become the victim of a sexual assault on or off campus:

- GET to a safe place
- DO NOT shower, bathe, douche, change or destroy clothing
- CONTACT the College Sheriff, M&O Building, (818) 947-2911
 - Immediate medical attention will be provided, as may be required.
 - Confidentiality will be maintained as required by law.
- SEEK medical attention
- SEEK emotional support, referrals, and crisis counseling from:
 - LAVC Health Services Center, Student Union Building, 1st floor, (818) 763-8836
 - Strength United 24-hour HOTLINE (818) 886-0453 <https://www.csun.edu/eisner-education/strength-united> (SU is a non-profit, multicultural Rape Crisis Center that provides information, referrals, and crisis counseling over the phone. If someone has been assaulted, an SU volunteer California State Certified Rape Crisis Advocate can be requested to meet the victim at the hospital, police station, or court to provide on-site emotional support, information, and advocacy.)

As soon as possible, the victim of a sexual assault, including date or acquaintance rape, should report the incident to the College Sheriff, or if the incident occurred off-campus, to the jurisdiction where the crime occurred. The victim should make every attempt to preserve any physical evidence of the assault. This may include a voluntary medical exam, not showering, and/or not disposing of any damaged clothing or other items that are present after/during the assault. Victims are encouraged to call the College Sheriff after a sexual assault for referral or transport to medical treatment, referral to crisis counseling and legal advocacy, and crime investigation. Sexual assault victims may choose to be assisted by college officials in notifying the proper authorities.

The College Sheriff, with the victim's consent, will immediately conduct a criminal investigation of a reported sexual assault. If the victim wishes, they will also immediately contact the Valley Trauma Center to request that a volunteer California State Certified Rape Crisis Advocate meet the victim at the LAVC Sheriff's Office, hospital, or court to provide on-site emotional support, information and advocacy.

Disciplinary actions will be imposed on individuals found responsible for a sexual assault. College sanctions following campus disciplinary procedures depend on the outcome of the disciplinary proceedings and may range from suspension to expulsion. The accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding and both shall be informed of the outcome of the proceeding.

Colleges and universities that receive federal funding are required by the Jeanne Clery Act to disclose information about crime occurring on and in the immediate vicinity of campus.

LAVC crime stats can be found online at www.lavc.edu/sheriff/Crime-Statistics.aspx or at ope.ed.gov/campusafety. A copy of the yearly report can be requested from the Los Angeles Valley College Sheriff's Office.

California law requires that certain statutorily-defined sex offenders notify community college law enforcement officials that they are present on campus in specific capacities. If you fall into this category, you must register with the College Sheriff's Dept. Office.

SEXUAL HARASSMENT POLICY

The policy of the Los Angeles Community College District is to provide an educational, employment and business environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications 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, expulsion or termination of contract. The specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies are incorporated in the Board Rules in Chapter 15.

The Los Angeles Community College District has a policy that provides informal and formal procedures for resolving complaints.

Copies of the policy and procedures may be obtained by contacting the Office for Diversity, Equity and Inclusion by calling (213) 891-2317 or via email at diversity-programs@laccd.edu or <https://www.laccd.edu/Departments/DistrictResources/OfficeOfDiversity/Pages/default.aspx>. The College Title IX Coordinator can be reached at (818) 947-2808.

DISTRICT AND COLLEGE POLICIES

Any member of the College Community, which includes students, faculty, and staff, who believes, perceives, or actually experienced conduct that may constitute sexual harassment, has the right to seek the help of the College. Every employee has the responsibility to report such conduct when it is directed towards students to the Sexual Harassment Compliance Officer. 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.

DIVERSITY PROGRAM

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 race, color, national origin, ancestry, religion, creed, sex, age, disability, marital status, sexual orientation, 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. An Affirmative Action Program will be maintained in accordance with Board Rule 101301. Inquiries regarding equal opportunity practices at Los Angeles Valley College should be directed to the Office for Diversity, Equity, and Inclusion by calling (213) 891-2317 or via email at diversity-programs@email.laccd.edu or online at <https://www.laccd.edu/Departments/DistrictResources/OfficeOfDiversity/Pages/default.aspx>.

SMOKING POLICY

SMOKE-FREE AND TOBACCO-FREE GUIDELINES

Los Angeles Valley College is committed to providing a safe and healthy working and learning environment for the students, faculty, and staff on its campus. In Spring 2019, the college adopted smoke-free and tobacco-free guidelines, which promotes the following goals:

1. Protect the health and welfare of the campus and community at-large by creating a healthy, smoke-free and tobacco-free culture, encouraging the cessation of smoking and the use of tobacco products, including electronic cigarettes, on the Los Angeles Valley campus.
2. Guarantee the right of nonsmokers to breathe smoke-free air, by recognizing that the need to breathe smoke-free air shall have priority over the desire to smoke.
3. Encourage a more productive living and learning environment for all members of our campus community.

Please refer to [the LAVC Smoke-Free and Tobacco-Free Guidelines \(PDF\)](#) for details on how the college is addressing smoking and tobacco usage on campus.

DEFINITIONS

- A. "Electronic Smoking Device" means any product containing or delivering nicotine or any other substance intended for human consumption that can be used by a person in any manner for the purpose of inhaling vapor or aerosol from the product. The term includes any such device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, e-hookah, or vape pen, or under any other product name or descriptor.
- B. "Hookah" means a water pipe and any associated products and devices which are used to produce fumes, smoke, and/or vapor from the burning of material including, but not limited to, tobacco, shisha, or other plant matter.
- C. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated tobacco or plant product intended for inhalation, including hookahs and marijuana, whether natural or synthetic, in any manner or in any form. "Smoking" also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking in this Article.
- D. "Tobacco Product" means any substance containing tobacco leaf, including but not limited to, cigarettes, cigars, pipe tobacco, hookah tobacco, snuff, chewing tobacco, dipping tobacco, bidis, blunts, clove cigarettes, or any other preparation of tobacco; and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body by inhalation; but does not include any cessation product specifically approved by the U.S. Food and Drug Administration for use in treating nicotine or tobacco dependence

SMOKING AND TOBACCO USE DISCOURAGED ON CAMPUS

The Los Angeles Valley College campus strives to be entirely smoke-free and tobacco-free. These Smoke-free and Tobacco-Free Guidelines apply to all Los Angeles Valley College facilities, property, and vehicles, owned or leased, regardless of location. Smoking and the use of tobacco products shall not be permitted in any enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, community areas, and performance venues. Smoking and the use of tobacco products shall also be discouraged outdoors on all Los Angeles Valley College campus property, including, but not limited to, parking lots, paths, fields, sports/recreational areas, and stadiums, as well as in all personal vehicles while on campus. These guidelines apply to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit.

ACADEMIC AND STUDENT SUPPORT

COUNSELING DEPARTMENT

Counseling Services: The LAVC Counseling Department provides academic, transfer, career and personal counseling to assist students toward pursuing their educational goals. The Counseling Department, located in the Student Services Annex Building, and is open Monday-Thursday, 8 a.m.-7 p.m., and Friday, 8 a.m.-2 p.m.

General counseling appointments are scheduled at the Online Counseling Appointment Scheduling Desk at <https://lavc.craniumcafe.com/directory/by-department> or www.lavc.edu/counseling. Same day, “drop-in” appointments are available for brief counseling questions using the “Online Chat” feature on <https://lavc.craniumcafe.com/counselingonlinehelpdesk1>. Appointments are available by phone, online-chat, video or email. Students are able to get additional assistance from the Online Counseling Help Desk where general questions will be answered by a counselor.

Specialized counseling is also available in the following programs:

- [CalWORKs](#), ACA 1101
- [Dream Resource Center](#), SSC 205
- [Extended Opportunity Programs and Services \(EOPS\)](#), SSC 217
- [Mosaic Center](#), SSC 205
- [Services for Students with Disabilities \(SSD\)](#), SSA 175
- [Science, Technology, Engineering, Math \(STEM\)](#), MS 112
- [TRiO](#), SSC 228
- [Umoja Community/ Black Scholars](#), CC 102
- [Veterans Resource Center](#), SSC 205

COUNSELING COURSES:

It is recommended that all new students take a COUNSEL 001, 004 or 020 course prior to the completion of 15 semester units at Los Angeles Valley College. These courses assist students in utilizing campus resources, improving their study skills, career exploration and educational goal setting, transfer preparedness, and developing their Comprehensive Student Educational Plan (CSEP).

CAREER/TRANSFER CENTER

The Career/Transfer Center, located in the Counseling Department, provides services to assist students in selecting a major or career goal along with preparing to transfer or completing an Associate Degree and/or a Certificate at LAVC. Career exploration is offered in conjunction with counseling to assist students in self-discovery and decision making. The Career/ Transfer Center offers assessments of achievement,

interests, skills, values, personality and learning styles. The Virtual Career Center, on the Career/Transfer Center webpage (<http://lavc.edu/transfer/index.aspx>), offers students online access to career/ major exploration including self-assessments and other career development resources. The Career/Transfer Center reference library and computer lab provides information about occupations as well as transfer opportunities and requirements. Representatives from 4 year colleges and universities are available to meet with students on a regular basis. For further information, contact the Career & Transfer Center in Student Services Annex or call (818) 947-2646 or visit www.lavc.edu/transfer. The center is open Monday-Thursday, 9:00 am – 7:00 pm. Friday, 9:00 am – 1:00 pm.

TUTORING

ACADEMIC RESOURCE CENTER:

www.lavc.edu/tutor.html, arc@lavc.edu, (818) 947-2922

Do you want better grades? Do you want more support in helping you succeed in your classes? Students who use academic resources and tutoring services succeed at a higher rate than those who do not use the services.

Take advantage of the following free resources available to LAVC students!

GENERAL TUTORING, LARC 213, 818-947-2744

The General Tutoring Center provides drop-in tutoring for many subjects such as chemistry, physics, statistics, accounting, and economics. The General Tutoring Center also provides free textbook and laptop rentals, and provides study rooms available for reservations. Although we cannot guarantee a tutor for every subject, we strive to meet the needs of students.

MATH SKILLS LAB, LARC 226, 818-947-7263

The Math Lab is a drop-in tutoring lab for students to get help with their math homework. Three to four tutors are available at any given hour to work with students on a one-on-one basis for short periods of time as needed. The tutors circulate around the lab. In addition to tutoring services, the lab also provides the following: computers with math software, textbooks on reserve, a loan program for videos, CDs, and calculators, math worksheets, and class workshops.

ACADEMIC AND STUDENT SUPPORT

THE WRITING CENTER, LARC 229, 818-947-2810

Writing Center provides drop-in tutoring where students receive individualized help with any kind of writing, reading, or critical thinking assignment. Students can receive assistance through one-to-one and group tutoring sessions, writing workshops, and instructive handouts.

To work on their assignments independently, students are encouraged to use the Writing Center's computer lab for word processing, MLA format, printing, and Internet research. If students have an Internet connection at home, then they can take advantage of the Writing Center's comprehensive website that provides instructive handouts, self guided tutorials, assistance for non native speakers, and various links for research.

For more information about the Academic Resource Center tutoring services, please contact Scott Weigand, Director, 818-947-2811, weigansm@lavc.edu.

BIOLOGY TUTORING LAB & RESOURCE CENTER, AHS 232

The Biology Tutoring Lab and Resource Center is located on the second floor of the Allied Health and Sciences Center (AHS 232) and is under the direction of Professor Erika Brockmann and Professor Lisa Zung. The Biology Tutoring Lab and Resource Center is open approximately 20 hours per week and provides students with study materials such as models, microscopes and slides, and supplemental materials provided by instructors. Tutoring includes all biology courses, microbiology, anatomy, and physiology. Join us there. Bring your Monarch card. Please contact Professor Erika Brockman, (818) 778-5875, or Professor Lisa Zung, (818) 778-5878, Directors, AHS 216 & AHS 220 respectively.

All tutoring centers and the Computer Commons require a monarch card (student I.D.) for entry. The tutoring center will not be available if there are no on-campus classes.

BECOMING A TUTOR

The best way to strengthen your understanding of a subject is to help someone else learn it. Being a tutor can provide professional experience that may enhance your career opportunities. It can also be a great source of personal satisfaction.

The minimum general requirements for becoming a tutor are:

- Having completed the course for which you will be a tutor with a grade of B or better
- Maintaining an overall GPA of 3.0
- Being enrolled in 12 units or 6 units and Cooperative Education
- Completing mandatory tutor training

To find out more about being tutor, contact: Scott Weigand, Director, 818-947-2811, weigansm@lavc.edu.

READING CENTER

The Psychology Department Reading Center, located in LARC 220, offers day and evening classes to improve reading and study skills: Individualized, one unit, credit/no credit programs may be offered in Developmental Communications 22, including computer-assisted instruction. These courses include: basic phonics and reading skills, intermediate reading, speed reading, comprehension, study skills, and vocabulary development at all levels. Diagnostic testing is available to all students. Please contact the instructor for drop-in appointments.

All students are encouraged to enroll in reading classes and to take advantage of practice materials, equipment, and counseling available to them in the lab. The program is especially recommended for those beginning college or returning to school. For information, call the Reading Center, (818) 947-2481.

LIBRARY

Located on the first floor of the LARC - Library and Academic Resource Center.

The LAVC Library, one of the largest in the San Fernando Valley, provides access to a wealth of research materials, including books and ebooks; full-text articles from academic journals, magazines, and newspapers; and streaming media. The Library building features lots of natural light; a variety of comfortable study spaces for individuals and groups; access to computers, printers, and copy machines; and friendly Library faculty and staff committed to helping everyone find the information they need.

The Library website (lib.lavc.edu) is the gateway to research and reading materials, with online "Research Help" guides and an FAQ for self-directed learning. Librarians are available to help in real time: 24/7 through online chat, and in person, by phone, and by email during Library building open hours (posted on the Library website and at the Library entrance). Currently registered students, staff, and faculty can check out Library materials with a valid photo ID card + LAVC ID number, and can access online Library materials anywhere, anytime with a Library login. Members of the LAVC Alumni & Friends Association can also check out books. For more information, please consult the FAQ, Services, and Policies sections of the Library website.

Library Science 101: College Research Skills – a 1-unit, 8-week course transferable to UC and CSU, predominantly offered online – provides a solid foundation in research and critical thinking skills that will help students succeed in English 101 and many other college-level courses at LAVC and beyond, as well as in the workplace and in students' personal lives even after college. Library instruction is also available through individual course sections (in consultation with individual instructors), in synchronous, asynchronous, in-person, and online modes.

To learn more about the LAVC Library, please visit the Library website, call 818-778-5716, or visit in person.

ACADEMIC AND STUDENT SUPPORT

ACADEMIC COMPUTING

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.

COMPUTER COMMONS

Students may use the Open Computer Lab during posted hours, located in the LARC - Library and Academic Resource Center, 2nd floor.



SPECIAL PROGRAMS

CALWORKS PROGRAM (CALIFORNIA WORK OPPORTUNITIES AND RESPONSIBILITY TO KIDS)

The CalWORKs Program at LAVC is an educational, training, and job development program established for students who are receiving Temporary Assistance to Needy Families (TANF) benefits. Our goal is to provide an educational environment where students may develop the needed vocational skills leading to meaningful employment. Students may enroll in short-term trainings and other vocational programs offered by the college. The program provides specialized supportive services such as: academic counseling, child care, tutoring, HiSET (High School Equivalency Testing) evaluation/official test, job development, Work-Study, Life Skills/Parenting/Employment Workshops, resource referrals, and more. For more information, visit us in ACA 1101. Hours of operation: Monday through Thursday 8:30 am to 4:00 pm, Friday 8:30 am to 12:00 pm. Office hours subject to change without notice and additional hours are available by appointment.

Telephone: (818) 947-2976. Fax (818) 947-2975.
Email: rabanie@lavc.edu or calworks@lavc.edu
Website: www.lavc.edu/calworks

CITIZENSHIP CENTER

Prospective U.S. citizens, students, and members of the community are welcome at the Los Angeles Valley College Citizenship Center. Services include: INS citizenship preparation class, noncredit ESL classes, citizenship forms, assistance filling out the citizenship application, and immigration information. The Citizenship Center is located in the Administration & Career Advancement Building, Room 1401. The Citizenship Center is open Monday through Friday 8 a.m. to 3:00 p.m. Call (818) 947-5594.

COMMUNITY SERVICES AND EDUCATION

The Community Services office offers classes in recreational, creative, educational, cultural, and business-oriented subjects. Most Community Education classes are designed for the adult learner and are offered in the evenings and on weekends to meet the needs of working adults and seniors. In addition to adult not-for-credit classes the department also offers a small number of programs for youth in the community. These include summer and vacation camps, gymnastics and aquatics. All Community Education classes are not-for-credit, although some courses, upon completion, offer a certificate. The Community Services Department is not supported by tax dollars in any way and is totally self-supporting. For more information on upcoming classes, please call (818) 947-2577, Extension 4172. The Community Services office is located Community Services Center on Ethel

Avenue. Office hours are Monday – Friday from 8:00 a.m.-4:30 p.m.

CONTINUING EDUCATION

The Los Angeles Valley College Continuing Education Department offers free, noncredit classes in English as a Second Language, Civics, and Vocational Education. When you visit our office, you will be provided with a schedule of Continuing Education classes. In addition, we can help you with academic, vocational, and personal counseling resources and referrals for financial assistance with books, supplies, childcare, and transportation. We look forward to assisting you. Continuing Education is located in the Administration & Career Advancement Building, Room 1401. Continuing Education is open Monday through Friday 8 a.m. to 3:00 p.m. Please call (818) 778-5594 for further information. All classes and services are currently offered online. Please see our webpage for more information. <https://www.lavc.edu/continuinged/index.aspx>

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)

The mission of CARE (Cooperative Agencies Resources for Education) is to support the unique needs of EOPS students who are single parents by promoting self-sufficiency and academic success through tailored workshops, additional counseling, educational materials and financial assistance for child care related expenses. To be eligible for CARE a student must be (1) eligible for EOPS, (2) 18 years of age or older, (3) receiving cash aid (TANF, CalWORKS/GAIN) for his/herself and/or for a dependent child living in the household, and (4) a single head of household. For more information visit the EOPS/CARE website at www.lavc.edu/eops; the EOPS/CARE office located in the Student Services Building, 2nd floor; or call (818) 947-2432.

DREAM RESOURCE CENTER

The Dream Resource Center (DRC) is here to support undocumented students throughout their educational journey. We are proud to support undocumented students in their access to, and experience in higher education. We offer a variety of services and resources to promote the success of our students. Undocumented students receive free counseling, on-site tutoring, cultural activities and events to promote cultural enrichment, campus and community referrals to existing resources, and University tours to increase transfer. We welcome you to visit our office, located in the Mosaic Center on 2nd Floor of the Student Services Center building.

For more information, please visit:
lavc.edu/Dream-resource-center/DRC-About.aspx

SPECIAL PROGRAMS

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

The mission of EOPS (Extended Opportunity Programs and Services) at Los Angeles Valley College is to assist eligible students who have historically experienced economic and educational challenges. The program provides over and above service through counseling, tutoring, financial assistance, workshops and other services in order to increase access, retention and goal completion. To be eligible for EOPS a student must (1) qualify for a California College Promise Grant (formerly known as BOG) A, B, or C with \$0 estimated family income (EFC) or D "Homeless Youth" as determined by the Financial Aid Office; (2) be a California resident, or meet California Dream Act requirements; (3) enroll in 12 or more units; (4) have fewer than 50 degree applicable units; and (5) demonstrate educational challenges. For more information visit the EOPS/CARE website at www.lavc.edu/eops; the EOPS/CARE Office located in the Student Services Building, 2nd floor or call (818) 947-2432.

EXTENSION PROGRAM

The Extension Program at the college has been offering skill based professional certificate courses since 1995. These offerings provide real-world practical applications and career training for adults who are beginning or returning to college, for those seeking a career or lifestyle change, for those whose college careers were interrupted by life transitions, and for those who recognize the need for job skill enhancement. All offerings are "not-for-credit" status. We offer easy payment plans for all of our Extension classes.

In the Extension Program, students must successfully complete (C average or higher) the academics to be granted an "Affidavit of Completion".

Extension programs include:

- Professional Paralegal Academy
- Human Resource Assistant Academy
- Legal Document Assistant Academy
- Legal Secretary Academy
- HR for Non-Profits; HR-aPHR Certification

For further information on our offerings or if you would like to register ONLINE 24/7, please go to www.legalfieldcareers.com. We would love to hear from you. Please call us at (818) 997-0967 or email us at jacobssm@lavc.edu. The Extension Program at Los Angeles Valley College is located in the ACA building, Workforce Training.

HIGH SCHOOL DUAL ENROLLMENT PROGRAM

The Dual Enrollment Program at Los Angeles Valley College invites students from a number of local high schools to enroll in college-level courses taught by college faculty. While these courses may be open to the general LAVC student population to a limited degree, dual enrollment courses are taught at local high school campuses during the regular school day. If you are a parent or high school student, please talk to your high school college counselor about taking dual enrollment courses.

Dual enrollment has these advantages:

- Free tuition for high school students only
- Convenient locations near LAVC
- College-level coursework to prepare for transfer
- Fulfilling both high school and college requirements simultaneously

For more information on our Dual Enrollment Program, please contact Raffi Kahwajian at (818) 947-2961 or kahwajr@lavc.edu.

HiSET/ GED®

HIGH SCHOOL EQUIVALENCY TESTING/ GENERAL EDUCATION DEVELOPMENT OR GENERAL EDUCATION DIPLOMA

High School Equivalency Testing / General Education Development or General Education Diploma

A high school equivalency credential can help you show your employer you have the college and career readiness skills that allow you to grow on the job, participate in job training, and continue your education. Passing the HiSET exam or GED® is another way test takers can earn their state-issued high school equivalency credential. Official High School Equivalency testing is offered through the LAVC CalWORKs Program. LAVC is certified by the State of California to conduct official HiSET and GED exams. Testing is offered in paper and computer-based format. Practice tests and preparation workshops are also available. Space is limited and prior registration fee is required. Eligible test takers must be California residents 18 years old or older with valid government issued identification.

For more information, visit us in ACA 1101.

Telephone: (818) 947-2600 ext. 4042 or (818) 947-2976.
 Fax (818) 947-2975.
 Email: calworks@lavc.edu
 Website: www.lavc.edu/hiset.html

LAVC FAMILY RESOURCE CENTER

If you are a LAVC student and parenting a child in your home, go to www.lavcfamilyresourcecenter.org. The LAVC Family Resource Center provides services to student parents and their children to support academic, career, and family goals. Free services for LAVC student parents include: parenting workshops, tutoring, mentoring, access to a social worker and family therapist. All services have shifted and are available virtually. Contact us so that we can help you keep your family strong while you are a student!

For more information go to www.lavcfamilyresourcecenter.org or leave a message at 818-778-5612.

MOSAIC CENTER

The Mosaic Center opened its doors in 2017 and provides a welcoming space for specially funded support programs including the Dream Resource Center, Veterans Resource Center, Dream Resource Center, and Umoja Black Scholars (Located in CC 102).

We provide a safe environment to program eligible students who have been disproportionately impacted and identified in the Student Equity Plan (2015). Our efforts include targeted campus and community outreach, academic counseling, tutoring, workshops, cultural celebrations, field trips and referrals to other available resources on and off campus.

Please feel free to stop by or schedule an appointment to see a designated counselor or staff member. We look forward to welcome you into our space!

Location: Student Services Center, 2nd Floor

Website: <http://lavc.edu/Mosaic-Center/Mosaic-Center.aspx>

NEXTUP/GUARDIAN SCHOLARS

(formerly known as CAFYES)

The NextUp/Guardian Scholars Programs provide support for current and former foster youth attending Los Angeles Valley College. The programs join together the efforts of all campus student support services to assist students in reaching their academic goals. For more information visit the EOPS/CARE website at www.lavc.edu/eops; the EOPS/CARE Office located in the Student Services Building, 2nd floor or call (818) 947-2432.

PUENTE

The Puente Program at Los Angeles Valley College is part of a statewide project that helps students to succeed academically, transfer to four-year colleges and universities, and become recognized as leaders and scholars.

All students accepted into the Puente Program will:

- Take two writing classes, English 101 in the Fall and English 103 in the Spring

- Read, discuss and write about Chicano/Latino culture
- Take a Counseling 1 class paired with English 101 and Counseling 20 paired with English 103
- Work closely with the Puente Counselor until graduation and transfer.
- Attend a regional Puente Conference and visit university campuses
- Work with mentors from the community

Puente is open to all students willing to participate fully in the entire year-long program. For application, contact: Andres Cruzalegui (818) 778-5751 or go to <https://www.lavc.edu/puente/index.aspx>

SERVICE LEARNING PROGRAM

Become a volunteer in your community and make a difference in the world around you!

Los Angeles Valley College's Service Learning Program links students as volunteers with nonprofit agencies. Through volunteer service, students gain valuable practical experience that can be related to any class.

Many Los Angeles Valley College instructors offer extra credit and incorporate Service Learning into their courses enhancing opportunities for learning, while students gain valuable hands-on work experience with community non-profit agencies. A minimum of 20 hours of volunteer service is required per semester. Students must also maintain a "reflection journal," challenging them to think, write, and talk critically about their experiences.

BENEFITS TO STUDENTS

- Greater understanding of course work. Provides examples of real life application of classroom knowledge.
- Connection to college is strengthened, increasing the likelihood of remaining in school, earning higher grades, and achieving educational goals.
- Provides opportunities for career exploration and workforce training.
- Opportunity to develop leadership and teamwork skills.
- Fosters cultural awareness and diversity.
- Increases self-esteem and critical thinking skills.
- Volunteer service can be included in college applications and employment resumes.

For more information, please contact the Cooperative Education Office at (818) 947-2334 or coop@lavc.edu.
www.lavc.edu/Servicelearning

SPECIAL PROGRAMS

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

The Services for Students with Disabilities Office is designed to promote and provide equal access to educational programs and activities offered by Los Angeles Valley College for students with verified disabilities.

Students may be eligible for one or more services, depending on the specific nature of their disabilities. Accommodations and services are determined by the nature and extent of the disability and the disability-related educational limitations of the student and are provided based on approval from SSD.

Support services for eligible, registered students with verified disability-based needs may include registration assistance, orientation to campus, special counseling, access to instructional materials in alternative formats, special parking privileges, referral for tutoring, test-taking assistance, referral to on-campus and off-campus resources, note-taking assistance, lecture recording approval, assessment for learning disabilities, sign language interpreters, liaison with faculty and campus departments, liaison with the California State Department of Rehabilitation, Adapted Physical Education classes, and access to assistive technology. Students with disabilities who require accommodations for the classroom are strongly urged to contact the SSD Office as soon as possible in the admissions and registration process to receive information about services so that accommodations can be provided in a timely manner. SSD is located in The Student Services Annex. For further information, contact SSD at ssd@lavc.edu, or (818) 947-2681 or (818) 947-2680 (TTY for the deaf and hard of hearing).

ALTERNATE TEXT FORMATS

Eligible students can request educational materials and other published college materials in alternate text formats from the Services for Students with Disabilities Office. Please call (818) 947-2681 or TTY (818) 947-2680 to inquire about alternate text format production.

TELETYPE DEVICES FOR THE DEAF (TTY)

TTY's for the deaf and hard of hearing are available on campus at the following locations: Services for Students with Disabilities Office, Student Services Annex Room 175; College Sheriff, M&O Building - West-end (available 24 hours/ day). Sorenson Relay Service Videophones are also available for use by the deaf and/or hard of hearing in the Services for Students with Disabilities Office and the Sheriff's Office.

WHEELCHAIR ACCESSIBILITY

All multi-story buildings on campus can be accessed by elevator. All other buildings can be accessed by ramps.

CAMPUS CONSTRUCTION AND ACCESSIBILITY

The college is undergoing a large construction project that will result in new buildings and modernized classrooms. During the

construction project students with mobility limitations are urged to be aware that regular paths of travel may be closed and to take extra care in navigating the campus.

Students should be able to access construction safety updates on the college website <http://lavc.edu/revitalizingvalley/Construction-Parking-Updates.aspx> or from SSD.

STUDY AWAY PROGRAM

The Study Away Program at Los Angeles Valley College is dedicated to furthering the development of national, international and intercultural awareness. You can also visit our website at www.lavc.edu/studyaway.

TRIO/STUDENT SUPPORT SERVICES

SSS is a student support services program that is funded by the U.S. Department of Education. The mission of the program is to increase college retention and graduation rates of students eligible for the program as well as increasing the transfer rates for these students from Los Angeles Valley College to 4-year universities. In response to this mission, academic support services will be provided to students who meet the following criteria and are willing to commit themselves to the requirements of LAVC's SSS program.

- Students must be a U.S. citizen or permanent resident and meet one or more of the following federal guidelines:
 - First generation college student – neither parent has a bachelor's degree from a university/college
 - Low income – according to federal guidelines
 - Have a documented disability
- Students must also meet all of the following criteria:
 - Have transfer and graduation as an educational goal
 - Need for academic and personal preparation
- The Student Support Services program will provide eligible students who join the program with the following services:
 - Academic Counseling
 - Tutoring/Mentoring
 - Study Skills Workshops
 - Financial Aid Workshops
 - Career Counseling and Workshops
 - Cultural Activities and Field Trips
 - Transfer Information
 - College/University Visits
 - Computer Lab
 - Bluebooks & Scantrons

- Students must be willing to commit themselves to the following requirements of the Student Support Services program:
 - Students must enroll in at least 9 units fall and spring semesters unless previous approval has been granted.
 - Students must meet with the SSS counselor at least twice each semester
 - Students must maintain at least a 2.0 G.P.A.
 - Students must attend a minimum of 2 of the following activities each semester: workshops, tutoring, cultural events or field trips
- If you would like to be part of this program contact the TRiO Office at (818) 947-2486 or e-mail at trio@lavc.edu.

UMOJA COMMUNITY/ BLACK SCHOLARS

The Los Angeles Valley College (LAVC) Umoja Black Scholars Program is a mentorship-based learning community created to foster greater culturally relevant engagement, sense of belonging, and academic success for LAVC students of color. Given this, our primary focus is to support African American students in **defining their future, motivating them on their path, cultivating their passion, and holding them accountable to their dreams.** African American students at LAVC, Umoja Black Scholars and the Black Scholar Network are inclusive to any students interested in cross-cultural engagement centered on the Black experience and perspectives of students navigating America and LAVC. We offer academic counseling, tutoring, university field trips, an annual HBCU field trip, financial assistance, and referrals to on and off campus supports in order to increase matriculation, persistence and retention for the success of our Umoja Black Scholars.

Location: Campus Center 102

Website: <http://lavc.edu/Black-Scholars/>

Email: blackscholars@lavc.edu

VETERANS RESOURCE CENTER

The Veterans Resource Center (VRC) at the Los Angeles Valley College offers dedicated staff available to help veterans with individual assistance to initiate their educational benefits. In addition, we offer assistance with admissions and enrolling in classes, referrals to on and off campus resources, tutoring and a designated computer lab.

The academic success of each veteran is our number one priority. In addition to providing services to veterans, we also encourage spouses and dependents to utilize our services.

Location: Student Services Center, 2nd Floor

Website: <http://lavc.edu/veterans/>

Email: veteransinfo@lavc.edu

For Post 9/11 GI Bill® (Ch 33) students and VA Vocational Rehabilitation and Employment (Ch 31) students, our tuition policy complies with 38 USC 3679(e) which means Post 9/11 and Vocational Rehabilitation and Employment students will not be charged or otherwise penalized due to a delay in VA tuition and fee payments. For eligibility consideration, a Post 9/11 GI Bill student must submit a VA Certificate of Eligibility (COE) and a Vocational Rehabilitation Student must provide a VAF 28-1905 form. All persons seeking enrollment must meet the general admissions policies. Those seeking to use VA Education Benefits must submit all prior transcripts for a transfer evaluation and submit one of the following a 22-1990, 22-1995, 22-5490, or a 22-5495 to the VA. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill

WORKFORCE TRAINING PROGRAM

Los Angeles Valley College Workforce Training Program provides training in a variety of occupational programs and services that prepare individuals for employment in the community.

Entry into our program includes training, materials, parking, counseling, job coaching, job development and placement. All Workforce Training Programs are individually priced. For further information regarding the Workforce Training Program please call us at (818) 947-2941 or visit <http://www.lavc.edu/Workforce-Training/Workforce-Training.aspx>

CAMPUS SERVICES

ART GALLERY

The Los Angeles Valley College Art Gallery serves as a unique educational resource for students and the greater community of the San Fernando Valley through the exhibition and interpretation of works in all media.

Presenting ambitious visual arts exhibitions, lectures and collaborative partnerships, we provide a dynamic platform for dialogue, inquiry, and discovery. The LAVC Art Gallery seeks to promote knowledge, inspire creative thinking, and deepen an understanding of and appreciation for the visual arts.

LAVC Art Gallery is located in the Art Building. Hours vary each semester. Please check our website for the most up to date information.

www.lavc.edu/arts/artgallery.html

LOS ANGELES VALLEY COLLEGE HISTORICAL MUSEUM

The Los Angeles Valley College Historical Museum contains photographs, artifacts, and documents relating to the history of the San Fernando Valley and Los Angeles Valley College. The Museum is located on the second floor of the Library and Academic Resource Center. Please visit the Museum in person or on the web at lavc.edu/museum. For more information, contact Xiaoyang Liu Behlendorf, Museum Curator, at liux@lavc.edu, or call (818) 947-2762.

GUIDING YOUR PATH TO SUCCESS CENTER

The LAVC Guiding Your Path to Success Center is located in Room 242 of the Student Services Building. The GPS Center is an integral part of the Student Services Building and has access to 39 computer workstations. The GPS center hosts many different events and workshops throughout the year.

The following seminars and workshops are held in the GPS Center:

- Counseling First Semester Plan Workshops
- Registration Workshops
- Financial Aid Information Sessions
- First Year Experience workshops
- Student Worker Training Series Events

For more information call (818) 947-2587 or please visit www.lavc.edu/assessment for more information.

JOB RESOURCE CENTER

Job and internship opportunities are listed at www.CollegeCentral.com/LAVC. LAVC's Online Job Board is a free online resource for LAVC students, alumni, and community members seeking full and part-time employment or internship openings. Please visit www.CollegeCentral.com/LAVC. This site is managed by the Cooperative Education Office located in the Administration & Career Advancement Building, Room 1201. For more information, please call (818) 947-2334 or email coop@lavc.edu.

LAVC MONARCH STORE (BOOKSTORE)

www.lavcbookstore.com
818-947-2313 Ext 4101

Store Hours of Operation:

Monday - Thursday 7:30 am to 7:00 pm
Friday 7:30 am to 1:00 pm

Special and extended hours are posted outside of the store and on our website during the beginning of each term. Summer & Winter hours may be shortened.

SAVE YOUR CASH REGISTER RECEIPT YOU NEED IT FOR ALL REFUNDS OR EXCHANGES!!

REFUND POLICY

All textbook sales are final after the Friday of the first week of classes. Refunds and/or exchanges will be allowed during the second week of class with a drop or withdrawal slip. All refunds must be accompanied by an original receipt...NO EXCEPTIONS!!

- **New books must be free of all markings - pen, pencil or highlighting - no broken spine and/or creases on spine or pages**
- **Wrapped books must remain unopened or you will be charged a \$5.00 re-wrapping fee.**
- **Special order books are paid in full upon request. No refunds will be given on special order books.**
- **All packaged items such as Course Packs, Textbook Bundles, CD access codes, etc. are unopened in their original packaging.**
- **Defective books must be accompanied by a receipt within a month from the date of purchase for EXCHANGE ONLY**

Please do not purchase or rent textbooks and or supplies for classes you are not enrolled in. All returns are subject to a 10% restocking fee. **Required School supplies, supplemental books and materials** may be returned for store credit/exchange only within 48 hrs of purchase. **Non-required materials such**

as study guides, workbooks, study aids, cliff notes & dictionaries are not returnable. Also no returns or exchanges on Goggles, medical or computer equipment, software, clothing or personal items. There is a **24 hour exchange only** period on incorrect or damaged books or merchandise after the last day to return. **No refund** will be issued.

No refunds on textbooks purchased during **FINALS**.

The Bookstore staff is responsible for making the determination regarding the condition of merchandise to be returned or exchanged.

RENTAL POLICY

Rentals are to be returned to the Bookstore on or before the return due date and must be returned in saleable condition. If rentals are not returned by due date, the credit card provided will be charged for a non-return cost and fee for the book.

***WILL NOT TAKE BACK WATER DAMAGED BOOKS**

REFUND PAYMENT PROCESSING

Payment By	Refund By	Timeline
Cash	Cash	Immediate
Credit Card	Credit to your Charge Account	Store process at the end of business day; Actual credit to account determined by bank
Voucher	Credit to Voucher Account	Immediate

BOOK BUYBACK

The bookstore will make every effort to purchase books from our students. The Bookstore is not obligated to but provides this as a service to help keep the cost down and offer savings to our students.

CHILD DEVELOPMENT CENTER

The Los Angeles Valley College Child Development Center is a licensed childcare/early childhood education and development facility providing developmentally appropriate programs for preschool and school age children.

ENROLLMENT & ELIGIBILITY

There are eligibility lists for all of the Campus Child Development Center programs. The length of the lists varies by program. Student-parents are given priority for enrollment. Please call the front desk at (818) 947-2931 for enrollment questions and information on how to pick up an enrollment packet.

PROGRAMS

The Center operates on the academic calendar of Los Angeles Valley College. Winter and summer intersession is offered if funding is available to operate any or all of these sessions. Program days and hours for summer and winter sessions may be different from those offered for the fall and spring semesters. During the fall and spring semesters, the following programs are available.

PRESCHOOL PROGRAM

Services available for preschool children 2.5 years of age up to 5 years of age. The center is open for preschool children Monday-Friday 7:45 AM-3:00 PM.

SCHOOL AGE PROGRAM

Services available for school age children in Kindergarten up to sixth grade. The center is open for school age children M, W, Th 2:30 PM to 8:00 PM, T 1:30 PM to 8:00 PM, F CLOSED. During the summer school age hours vary and will typically be 7:45 AM-3:00 PM.

FEES

Fees for all Campus Child Development Center programs are calculated using a sliding scale based on family size and the gross monthly income. Subsidized service is available to eligible families.

CURRICULUM

The Center's faculty prepares daily activities to provide developmentally appropriate programs for preschool and school age children's cognitive, physical, creative and emotional growth.

NUTRITION

Breakfast, lunch, afternoon snack, and dinner are provided for all children enrolled, at no charge.

Student Lab and Employment-Students, particularly Child Development majors, participate in the programs under the direct supervision of a Lead Teacher. Employment opportunities for assistant teachers are available for those who qualify; applications are available in the Child Development Center office.

ADMISSIONS POLICY FOR CHILD DEVELOPMENT CENTER

The Child Development Center affords all persons full and equal access, regardless of their sex, color, age, ethnic group identification, race, national origin, religion, mental or physical disability (including AIDS), creed, ancestry, pregnancy, marital status, medical condition, sexual orientation, or veteran status (Reference: Government Code Section 11135, Education Code Section 200, LACCD Board Rule 1202). The Child Development Center programs refrain from religious instruction or worship.

CAMPUS SERVICES

APPLICATIONS

For applications and information, contact the Child Development Center at (818) 947-2931. Applications must be submitted to the

Child Development Center to be considered for service and/or placement on the eligibility list.

LOCATION

The Center is located in the northeast parking lot near the corner of Ethel Avenue and Oxnard Street. (Parking lot D)

COLLEGE ADVISORY COMMITTEES

One primary mission of Los Angeles Valley College is career education. In fulfilling that mission, the college provides a variety of programs and services which prepare students for employment and career advancement.

The demands of business and industry determine the various career education programs offered by the college. These include a variety of business, public safety, health and allied health, electronics and engineering, computer programming and high technology, telecommunication and media, family and consumer studies, and other related education and training.

Job placement and career progress are measures of successful students and reflect the effectiveness of the education and training provided by career education at Los Angeles Valley College. To ensure the success of our students, career education programs are developed and maintained by the faculty with the advice and assistance of advisory committees. Advisory committee membership consists of career education faculty plus business and industry consultants who are familiar with the practices and job skills needed in today's job market. Further, the Vocational Technical Education Act of 1998 (VTEA), mandates advisory committees for career education programs to establish business and industry partnerships with college faculty and administration.

The advisory committee serves a vital role in keeping career education programs relevant, dynamic, and on the cutting-edge of technology. This can only be achieved with a close working relationship between the college and the business community.

Advisory committees meet at least once each academic year, but may meet as often as necessary. Committee members evaluate career education and training programs, including curriculum, equipment, facilities and staffing plans, provide counsel and advice, review past accomplishments, and forecast trends affecting career education, vocational training, and employment.

Advisory committee members are an important component of the education program of the college. The professionals who serve on advisory committees are nominated because of their leadership in technology, the job market, and the economic development of Los Angeles. Bringing expert advice and sound planning on business, trade, and technical issues, advisory committees ensure course and program content reflect the needs of the rapidly changing job market.

ADVISORY COMMITTEES:

Administration of Justice	Electronics
Broadcasting	Engineering
Business Administration	Fire Technology
Child Development	Media Arts
Cinema	Nursing
Commercial Music	Photography
Computer Applications & Office Technologies	Respiratory Therapy
Computer Science	Tool & Manufacturing

FINANCIAL AID

WHAT IS FINANCIAL AID?

The purpose of the financial aid program is to provide financial assistance to students who, without such aid, would be unable to attend college. Although it is expected that students and parents will make a maximum effort to meet the cost of education, financial aid is available to fill the gap between family resources and the annual educational expenses. Financial aid is meant to supplement the family's existing income/financial resources and should not be depended upon as the sole means of income to support other non-educational expenses.

Financial aid is available from various sources such as federal, state, institutional, community organizations and individual donors. Financial aid can be awarded in the form of grants, loans, work-study, scholarships, or a combination of these.

WHO IS ELIGIBLE FOR FINANCIAL AID?

To be considered for financial aid, students must meet the following minimum requirements:

- For federal aid eligibility, be a U.S. citizen or an eligible non-citizen. An eligible non-citizen is a U.S. permanent resident who has documentation from the Department of Homeland Security verifying that his/her stay in the U.S. is for other than a temporary purpose.
- For state aid eligibility, be either a 1) U.S. citizen or eligible non-citizen, or 2) be classified as an AB 540 student by your College's Admissions & Records Office
- Demonstrate financial need.
- Be making Satisfactory Academic 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 student loan such as Federal Perkins Loans, Federal Stafford Loans (subsidized and unsubsidized), Federal Direct Loans (subsidized or unsubsidized), Supplemental Loans to Assist Students (SLS), or FPLUS Loans (Parent Loans for undergraduate students) at any college attended.
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG) or

Academic Competitiveness Grant (ACG) or SMART Grant.

- Be registered with Selective Service, if required to do so.
- Be enrolled as a regular student in an eligible program.
- Have a valid Social Security Number (SSN).
- Not be convicted of possessing or selling illegal drugs while enrolled and receiving federal financial aid from any college or university.
- Demonstrate an Ability to Benefit as defined below.

ABILITY TO BENEFIT

Students who meet one of the qualifications listed below have demonstrated the ability to benefit from a college education in accordance with applicable Federal Regulations.

- Received a high school diploma; or
- Passed a high school proficiency examination; or
- Received a Certificate of General Educational Development (GED); or Prior to July 1, 2012

WHEN TO APPLY (TYPICAL DATES – CONTACT FINANCIAL AID OFFICE FOR EXACT DATES)

- **October 1** FAFSA application available on-line at www.fafsa.ed.gov. CA DREAM ACT application available on-line at www.caldreamact.org.
- **March 2** Cal Grant deadline and application priority deadline
- **April 1** Established priority funding deadline for limited funded financial aid programs
- **May 1** Established priority deadline to submit required documents to the Financial Aid Office
- **Sept 2** Extended competitive Cal Grant deadline for community college students

To receive Title IV Financial Aid as noted above, Los Angeles Valley College Financial Aid Office must have on file a valid Institutional Student Information Report (ISIR) by the last day of enrollment for a term/semester or by June 30th, whichever is earlier.

HOW TO APPLY

To apply for federal and state financial aid programs, complete and submit the Free Application for Federal Student Aid (FAFSA) at studentaid.gov or at www.caldreamact.org (for AB 540 students). The FAFSA is an all inclusive application form that allows students to apply for all programs.

Note: New to FSA? Create an FSA ID at fsaid.ed.gov. An FSA ID gives you access to Federal Student Aid's online systems and can serve as your legal signature.

Only create an FSA ID using your own personal information and for your own exclusive use. You are not authorized to create an FSA ID on behalf of someone else, including a family member.

You are not allowed to have an employee or agent of a commercial entity, or other third party, create an FSA ID for you for any purposes including but not limited to: payment reductions, debt consolidation or applying for aid. Misrepresentation of your identity to the federal government could result in criminal or civil penalties.

VERIFICATION POLICY

Federal verification requirements apply to the following programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study Program (FWS)
- Federal Perkins Loan Program
- Federal Direct Loan Program

If your application has been selected for verification by the federal processor, you will be required to provide additional documentation with a specific deadline. Failure to meet this deadline will result in the denial of financial aid. For verification deadline dates and further instructions on how to complete your financial aid file, visit the Financial Aid Office website.

For the Federal Direct Loan Program, verification must be completed 20 working days prior to the last day of enrollment period to allow for loan processing time.

Students whose applications are selected for verification may be paid on any corrected valid SAR/ISIR that is received within 120 days after the student's last day of enrollment.

If an applicant does not complete verification by the established deadline, all federal financial aid is forfeited for the award year. The Financial Aid Office maintains the right to request additional information which may be required to process your application. Those may include but are not limited to:

- Tax Return Transcript, and/or Tax Account Transcript, W-2's, or Non Filing Statement
- Verification of Untaxed Income
- Verification Worksheet
- Selective Service Certification
- Social Security Verification
- Permanent resident documents, if an eligible non-citizen

ENGLISH AS A SECOND LANGUAGE (ESL)

Students taking only ESL classes must submit both an ESL Certification Form and a Student Educational Plan to the Financial Aid Office within the first semester. Both forms must be signed by an academic counselor. ESL Certification Cards are available in the Financial Aid Office and in the Counseling Center.

CAMPUS SERVICES

AUDITED CLASSES

Students cannot receive financial aid, including the CCPG, for enrollment in audited classes. No exceptions to this policy can be made.

SUMMER FINANCIAL AID

(Special requirements apply - please contact the Financial Aid Office for more information)

ENROLLMENT AT OTHER LACCD COLLEGES

Consortium Agreements are in effect for all colleges within the Los Angeles Community College District. If you are attending more than one college within the District in the same academic period, payment will be based on all units taken. You must maintain at least a one (1) approved unit level of enrollment at the Home/ Primary campus (the college processing your financial aid) for the entire award period. For financial aid programs that are limited in funding, a six (6) approved unit minimum enrollment is required at the Home campus. Please note that if you are in an extension appeal due to Satisfactory Academic Progress, you must be enrolled in approved units, meaning classes listed in your Student Educational Plan (SEP) you submitted with your appeal to the Financial Aid Office. If you are enrolled in classes not listed in your SEP, the units will not be included in the calculation of approved units. An SEP is a plan written between a student and academic counselor. For further information, please contact the Financial Aid Office and/or the Counseling Office.

TAX CREDIT

American Opportunity Credit – Under the American Recovery and Reinvestment Act (ARRA), more parents and students qualify for a tax credit, the American opportunity credit, to pay for college expenses. The full credit is available to individuals whose modified adjusted gross income is \$80,000 or less, \$160,000 or less for married couples filing a joint return. Those who do not make enough money to have to file a tax return should also consider filing because they can get up to \$1,000 back. The new credit also adds required course materials to the list of qualifying expenses and allows the credit to be claimed for four post-secondary education years instead of two. Many of those eligible will qualify for the maximum annual credit of \$2,500 per student, which is \$500 more than the Hope Credit.

Lifetime Learning Credit – Families may be able to claim up to \$2,000 for tuition and required fees each year. The maximum credit is determined on a per-taxpayer (family) basis, regardless of the number of postsecondary students in a family. Students who 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 or consult the following website:

www.irs.gov/pub/irs-pdf/p970.pdf

Types of Financial Aid Available – Grants, Scholarships & Loans

FEDERAL REFUND REQUIREMENTS

Notice: Students who receive financial aid, and withdraw from ALL classes, may be obligated for repayment on some of the federal funds received prior to withdrawal.

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 by the student 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. Nonpayment of the unearned amount will be reported to the U.S. Department of Education for collection. The college is also required to report grant overpayments to the National Student Loan Data System.**

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 College Schedule of Classes or the College Catalog.

FEDERAL GRANTS

FEDERAL PELL GRANT PROGRAM

The Federal PELL Grant Program is a federally funded program that provides assistance to undergraduate students 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.

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. There is a six (6) approved unit minimum enrollment requirement with at least one (1) approved unit at the college processing the student's financial aid. Since this is a limited funded program, priority will be awarded to students who apply early and meet the 6 approved unit requirement. FSEOG awards range upward from \$100 to \$600 per year, depending on need and packaging policy.

STATE GRANTS

To qualify for any of the state-funded grants, a student must be a California resident and be attending (or planning to attend) an eligible college in California.

CALIFORNIA COLLEGE PROMISE GRANT

(formerly known as the Board of Governors Fee Waiver - BOGFW)

The California College Grant Program (CCPG) is offered by the California Community Colleges. Applicants do not have to be

enrolled in a specific number of units or courses to receive the CCPG. Please note that payment of health fees is no longer part of the fee waiver. All CCPG fee waiver recipients are required to pay the student health fee.

You are eligible to apply for a CCPG if you are:

- a California resident, and
- enrolled in at least one unit, and
- in good academic standing.
- Or Students who meet AB540 requirements. Assembly Bill 540 (AB 540) allows qualified students to be exempt from paying out-of-state tuition at public colleges and universities in California. Contact your Admissions & Records Office to determine if you qualify under this classification.

You may qualify for a CCPG if any of the following categories applies to you:

- A. At the time of enrollment you are a recipient of benefits under the TANF/CalWORKs Program (formerly AFDC), Supplemental Security Income/State Supplementary Program (SSI/SSP), or General Assistance Program (GA). You have certification from the California Department of Veterans Affairs or the National Guard Adjutant that you are eligible for a dependent's fee waiver. Documented proof of benefits is required.
- B. You meet income standards.
- C. You are a homeless youth under the age of 25.
- D. You are eligible if you have Certification from the California Department of Veterans Affairs or the National Guard Adjutant General that you qualify for a Dependent's CCPG.
- E. If you are a dependent of deceased law enforcement/fire suppression personnel killed in the line of duty, you must show documentation from the public agency employer of record. The documentation must specify eligibility for the 2020-2021 academic year.
- F. 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.
- G. 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.

If you qualify after you pay your enrollment fees, complete a "Request for Refund" form available in the college Business Office.

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.
- Meet the income and asset ceiling as established by CSAC
- Meet Selective Service requirements.

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

Students must submit a GPA Verification and FAFSA by the applicable deadlines 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 your 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 CA 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 \$1,672 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 may have their grant increased to include tuition and fees as well as subsistence.
- Cal Grant Transfer Entitlement Award is for eligible CA Community College students who are transferring to a four-year college and are under age 28 as of December 31 of the award year.

COMPETITIVE GRANTS

- Cal Grant A and B 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 college, in a course of study lasting from four months to two years. Cal Grant C awards may not be used to pursue a four-year degree program, graduate study, or general education.

CHAFEE GRANT

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

CAMPUS SERVICES

LAW ENFORCEMENT PERSONNEL DEPENDENTS GRANT PROGRAM (LEPD)

This grant program provides need-based educational grants to the dependents and spouses of California peace officers (Highway Patrol, Marshals, Sheriffs, Police Officers), Department of Corrections and California Youth Authority employees, and permanent/full-time firefighters employed by public entities who have been killed in the performance of duty or disabled as a result of an accident or injury caused by external violence or physical force incurred in the performance of duty. Grant awards match the amount of a Cal Grant award and range from \$100 to \$11,259 for up to four years. For more information and application materials, write directly to: California Student Aid Commission, Specialized Programs, P.O. Box 419029, Rancho Cordova, CA 95741-9029 or call (888) 224-7268 Option #3.

CHILD DEVELOPMENT GRANT PROGRAM

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 or call (888) 224-7268 Option #3.

FEDERAL STUDENT LOANS (MONEY YOU HAVE TO PAY BACK)

CAUTION ABOUT STUDENT LOANS. It takes approximately 4-6 weeks for a loan application to be processed, once a student submits all necessary documents and information. Student loan funds are delivered to the student after enrollment and satisfactory academic progress requirements have been verified.

All loans require a minimum of six (6) approved units. Check with the Financial Aid Office or visit the website at www.lavc.edu for deadlines for student loan requests.

FEDERAL DIRECT LOAN PROGRAM

The Federal Direct Loan Program is a loan program made to students who show financial need while attending college at least half-time. For 2020-2021, the interest rate is 4.53% for subsidized. Loans are made by the federal government. "Subsidized" means the government pays the interest while you are in college, in deferment status, or during your grace period. "Unsubsidized" means the government does not pay the interest while you are in college, in deferment status, or during your grace period. In addition to completing a FAFSA, an applicant must submit a separate Loan Request Form and complete a Loan Entrance Counseling to apply for a loan.

PART-TIME EMPLOYMENT

Federal Work-Study (FWS) - The FWS program enables students to earn part 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 a good academic standing while employed under the program. Students must be enrolled in a minimum of six (6) approved units at the home campus to be considered for this program; units from other campuses cannot be combined.

Since this is a limited funded program, priority will be awarded to students who are enrolled at least six (6) approved units at Los Angeles Valley College.

SCHOLARSHIPS

Throughout the year, the Financial Aid Office and the Foundation Office at Los Angeles Valley College posts announcements for scholarship opportunities. The criteria for scholarships differ so students should complete applications carefully. Please contact the Financial Aid Office (818.947.2412) and the Foundation Office (818.947.2618) for current scholarship opportunities.

HOW FINANCIAL AID IS "PACKAGED"

Once the student's financial aid eligibility is established, a "package" of aid is provided which may be a combination of grants, work-study, and loan funds. You will receive an email informing you of your award status. You can also visit mycollege.laccd.edu to check your award status.

DISBURSEMENT OF AWARDS

Students who submit their required financial aid documents by the May 1st priority deadline may expect to receive their first financial aid disbursement during the first week of the Fall semester, provided that all established deadlines have been met.

Disbursement dates and deadlines are determined by Federal, State, District and/or institutional regulations and policies. Students who are new to the LACCD will receive information by e-mail regarding the process to select their refund/disbursement preference. Students have two choices: have their refund routed to a currently-open bank account, or open an account through BankMobile Vibe. Students who open a BankMobile Vibe account will receive a myLACCDcard debit card and information on how to activate their card and account.

AB540 students who currently have an open bank account or are eligible to open an account will receive their funds electronically via BankMobile. All others will receive their disbursements by paper check.

It is critical that students update their address on file with the Admissions & Records Office to ensure receipt of their myLACCDcard. If a student has not received their myLACCDcard, he/she should contact their college Business Office.

Disbursements will be adjusted if enrollment is less than full-time. Supplemental disbursements occur throughout the academic year. If your enrollment status has increased and you are due an additional disbursement, it will be deposited to your account. Disbursements will be adjusted if enrollment increases or decreases. Payment of late-starting classes cannot be issued until the class begins. After the second disbursement date of each semester, no further award adjustments can be made based on late enrollment. (Exception: Short-term classes that start after the second disbursement date and winter classes.)*

Students are encouraged to log-on to the Student Information System (SIS) at mycollege.laccd.edu to view their disbursement information. Please note that if you have an approved Extension Petition, you must be enrolled in approved courses from your petition to receive payment.

* Courses taken during the winter session are defined as short-term courses. Students must complete their short-term courses that start after the second disbursement date to be eligible for disbursement.

Any outstanding institutional debt will be deducted from the financial aid disbursement.

Disbursements will be adjusted if enrollment increases or decreases. **Payment for late-starting classes will not be issued until the class begins.** After the second disbursement run date of the each semester, no further award adjustments can be made. Full –Time is considered 12 or more units per semester; Three Quarter Time is considered 9-11.5 units per semester; Half-Time is considered 6-8.5 units per semester; Less Than Half-Time is 1-5.5 units per semester.

- Federal PELL Grant is scheduled for payment twice a semester.
- FSEOG and Cal Grants are scheduled once per semester and require an enrollment of six (6) or more approved units.
- Federal-Work Study (FWS) is paid through payroll every two weeks.
- Federal Student Loans are disbursed in two equal payments, once per semester, for students attending two semesters in the academic year. Federal Student Loans require an enrollment of six (6) approved units. For students requesting a loan for one semester only, the loan will be disbursed in two equal payments within the one semester.

DETERMINING FINANCIAL NEED

Most financial aid awards are based on demonstrated financial need which is the difference between the Cost of Attendance (COA) and the Expected Family Contribution (EFC). $COA - EFC = \text{Financial Need}$

COST OF ATTENDANCE

In order to treat all students equally, standardized budgets (Cost of Attendance) are established and applied to all applicants. This means all students with similar circumstances will receive the same allowance for tuition and fees, books and supplies, room and board, personal expenses and transportation. Other expenses may include, but are not limited to, child care expenses, vocational/technical expenses, and handicapped expenses. Exceptions may be made to the budget in the cases where need can be shown and documented. The actual Cost of Attendance will be determined and provided to you in your Award Offer Letter. The Department of Education publishes the yearly Average Cost of Attendance.

EXPECTED FAMILY CONTRIBUTION

Students and/or their parent(s) are expected to contribute something to the cost of higher education. Parental and/or student contribution (EFC) are determined from the information reported on the FAFSA and take into account the resources available such as income, assets, liabilities, size of family, number in college, taxes paid, etc.

CHILD CARE EXPENSES

This is an adjustment to the Cost of Attendance provided to students with unusual and reasonable expenses for dependent/child care up to a maximum of \$1,000. If you are paying for Child Care expenses during the academic year, you must notify the Financial Aid Office in writing to request for an adjustment to your Cost of Attendance.

TECHNICAL /VOCATIONAL EXPENSES

Institutions may make adjustments for students in trade vocational programs that require supplies and equipment above and beyond the normal budgeted allowance for books and supplies. Some of these programs include: Registered Nursing, Physical Therapy, Animal Health Technology, Auto Mechanics, Photography and others where documentation is submitted to support the additional cost.

HANDICAPPED EXPENSES

As documented and in excess of amounts provided by other agencies.

2020-2021 Average Cost of Attendance Living At Home		
	9 MONTHS	12 MONTHS
Fees	\$1,222	\$1,830
Books & Supplies	\$1,080	\$1,620
Room & Board	\$8,780	\$11,707
Transportation	\$938	\$1,251
Misc.	\$3,225	\$4,300
Total	\$15,245	\$20,708
<i>Note: Non-Resident tuition is added to fees depending on the student's residency code.</i>		
2020-2021 Average Cost of Attendance Living Away From Home		
	9 MONTHS	12 MONTHS
Fees	\$1,222	\$1,830
Books & Supplies	\$1,080	\$1,620
Room & Board	\$16,580	\$22,107
Transportation	\$858	\$1,144
Misc.	\$3,784	\$5,045
Dependent Care	\$1,000	\$1,000
Total	\$24,524	\$32,746
<i>Note: Non-Resident Tuition is added to fees depending on the student's residency code.</i>		

CAMPUS SERVICES

STUDENT RIGHTS AND RESPONSIBILITIES

All Los Angeles Community College District students who apply for and receive financial aid have a right to the following:

- Information on all financial assistance available, which includes all federal, state, and institutional financial aid programs
- Application deadlines for all financial aid programs including deadlines for the submission of requested supporting documentation.
- Specific information regarding enrollment fees, tuition and refunds due from students who withdraw from school prior to the end of the semester.
- An explanation of how financial need is determined. This process includes establishing budgets for the 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. Financial need is determined by the Central Processor from the information provided on the FAFSA.
- Knowledge of what resources are considered in the calculation of student need.
- Knowledge of how a financial aid package is determined.
- 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. An explanation regarding requests for repayment of funds. This situation occurs when students withdraw prior to the end of the semester. Students must receive a clear explanation of the program funds that do not need to be repaid as well as the portion of the grant aid that the student is required to repay. If the student received a loan, the student is informed 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 during loan counseling sessions.
- Knowledge of how the Los Angeles Community College District determines whether students are making "satisfactory academic progress" and what happens if they are not.
- Knowledge of what facilities are available for handicapped students.

Students must take responsibility for:

- Reviewing and considering all information regarding the Los Angeles Community College District's academic programs prior to enrollment.
- Having a valid Social Security Number (SSN) on file in the Admissions and Records Office for the purposes of receiving financial aid, reporting a Cal Grant Grade Point Average, loan deferments, etc.
- Enrolling in an eligible program, which is defined as a Certificate, an Associate Degree (AA/AS), or a two-year academic Transfer Program that is acceptable for full credit toward a Baccalaureate Degree. Students must declare an eligible educational goal and major, and update changes

with the Admissions and Records Office. Students who do not have a valid educational goal will be notified at the time of review of financial aid application and if students do not provide a valid educational goal with Admissions and Records will not be processed their financial aid.

- Maintaining Satisfactory Academic Progress (SAP) to receive financial aid and meeting with an academic counselor to develop or review an Educational Plan (The SAP Policy is also in the college catalog.)
- Promptly returning all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency or agencies to which an application was submitted.
- Completing all required financial aid forms ACCURATELY AND COMPLETELY. If this is not done, aid could be delayed. Errors must be corrected before any financial aid can be received. Intentional misreporting of information and intentionally committing fraud on application forms for financial aid is a violation of the law and is considered a criminal offense subject to penalties under the U.S. Criminal Code, and the denial of the student's application. Additionally, regulations require that all cases of suspected fraud emanating from misrepresentation, be reported to the Office of Inspector General.
- Reading and understanding all financial aid forms and information. We advise students to retain copies of all documents submitted.
- Choosing a home school to process financial aid. Students MAY NOT receive financial aid from more than one institution at the same time or periods of overlapping terms.
- 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.
- **Repaying financial aid funds if it is determined that the student was ineligible to receive funds for any reason (i.e. Return to Title IV, overpayments, over-awards).**
- Performing the work that is agreed upon in accepting a work-study award.
- Knowing and complying with the deadlines for application or reapplication for financial aid.
- Knowing and complying with the Los Angeles Community College District Title IV Refund Policy.

SATISFACTORY ACADEMIC PROGRESS POLICY

GENERAL INFORMATION

In accordance with the Higher Education Act of 1965, as amended, the Los Angeles Community College District (hereinafter referred to as 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
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study (FWS)
- Federal Perkins Loan
- Federal Direct Loan
- Cal Grant B and C
- Child Development Teacher Grant

Professional Judgment may be exercised in applying these standards in accordance with Section 479A of the Higher Education Act of 1965, as amended. 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 colleges outside the LACCD, consortium classes will be included during satisfactory academic progress review by the home school, which is the college that processes the student's aid. Not all colleges participate in outside consortium agreements.

GENERAL REQUIREMENTS

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

- A Certificate Program that prepares a student for gainful employment in a recognized occupation.
- An Associate Degree (AA or AS), or,
- A two-year academic Transfer Program that is acceptable for full credit toward a Bachelor's Degree.

To meet satisfactory academic progress standards student must:

- Maintain a 2.0 cumulative GPA (Grade Point Average).
- Fewer than ninety (90) attempted units for students who indicated AA/AS Degree or transfer as their educational goal.

- 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 will need to follow the appeal procedure.
- In Progress (IP) grades count as attempted units in the maximum time frame only. It does not affect cumulative grade point average in the qualitative measure nor is it included as completed units in the quantitative measure.
- Completion of 67% cumulative units attempted.
 - Entries recorded in the student's academic record as Incomplete (INC), No Credit (NCR), and/or Withdrawal (W) are considered non-grades and must be 33% or less than the cumulative units attempted.

APPLICATION OF STANDARDS

- Satisfactory Academic Progress for financial aid applicants will be determined at the end of each payment period/semester.
- Students who were initially in good standing but now have a cumulative GPA of less than 2.0 and/or their successful completion rate is less than 67% will receive Warning notifications by email but remain eligible for the following term of enrollment in the LACCD.
- A student who has been disqualified at any college in the LACCD is disqualified at all colleges within the LACCD.
- A change of one (1) 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.
- **Disqualification**
 - Students will be disqualified if they have one or more of the following academic deficiencies at the end of Fall or Spring semester.
 - ✓ Total units attempted (excluding remedial ESL and other remedial classes) are equal to or greater than 150% of the normal length of their academic program.
 - ✓ Associate or higher degree has been earned.
 - ✓ Cumulative GPA is less than 2.0.
 - ✓ Cumulative Non-Grades are more than 33%.
- **Warning Letter**
 - Students will receive a Warning Letter at the end of the Fall semester if they have one or more of the following academic deficiencies:
 - ✓ Cumulative GPA is less than 2.0.
 - ✓ Cumulative non-grades are greater than 33%.
 - ✓ Number of units attempted reaches forty-five (45).

CAMPUS SERVICES

■ Advisory Letter

- Students whose number of units attempted reaches forty-five will receive a reminder/advisory letter.

MAXIMUM LENGTH OF TIME TO COMPLETE EDUCATIONAL OBJECTIVES

Students who are attending for the purpose of obtaining an Associate of Arts Degree (AA), an Associate of Science Degree (AS), a Certificate, or completion of requirements for Transfer to a four-year college are allowed 90 attempted units in which to complete their objective. Exceptions will be made only when the requirements of a student's objective cause the student to exceed the maximum time limit. Some certificate objectives in the Los Angeles Community Colleges may be completed in less time than that required for the Associate of Arts, Associate of Science and Transfer objectives. 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 A.A. or A.S. Degree, or to Transfer to a four-year school in addition to obtaining the certificate.

Units required for the Certificate Program	Normal Length	Maximum Length
10 to 24	2 semesters	3 semesters
25 to 36	3 semesters	5 semesters
37 to 48	4 semesters	6 semesters

SUMMER AND WINTER FINANCIAL AID

Summer and Winter terms are included in the evaluation of Satisfactory Academic Progress Standards.

APPEAL PROCEDURE FOR REINSTATEMENT OF FINANCIAL AID

Students who have been disqualified from receiving financial aid for unsatisfactory academic progress may appeal for reinstatement by submitting a formal Appeal Request Form to the Financial Aid Office along with any supporting documentation the student wishes to have considered. Students cannot be paid Pell Grant or campus-based financial aid retroactively on appeals that are approved after the payment period ends.

- The formal appeal must be submitted within 30 calendar days from the date of the disqualification letter or before the end of the semester, whichever is earlier.
- The Appeal Request Form should be completed in ink or typed and consist of a written statement. The Extension appeal form can only be submitted online. The appeal must include:

- Why the student failed to meet the SAP standards, and
- What has changed that will allow the student to make SAP at the next evaluation period.

Reinstatement may also be granted for reasons listed below:

- The death of a relative of the student;
- An injury or illness of the student;
- Other special circumstances.

If the appeal for unsatisfactory academic progress is denied or the student fails to submit the appeal within 30 calendar days from the date of the disqualification letter, the student may re-appeal after completing one semester in which all satisfactory academic progress standards have been met.

FRAUD

- A student who attempts to obtain financial aid by fraudulent means 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, to the Federal Government and the Office of Inspector General.
- Restitution of any financial aid received in such manner will be required.

OTHER INFORMATION YOU SHOULD KNOW

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 check run. 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 TO TITLE IV

The student's eligibility for financial aid is based upon enrollment. The Higher Education Amendment of 1998 governs the Return of Title IV funds policy for a student who completely withdraws from a period of enrollment (i.e. semester). These rules assume that a student "earns" aid based on his/her semester enrollment. "Unearned" aid, other than Federal Work-Study, must be earned. Unearned aid is the amount of federal financial aid received that exceeds the amount the student has earned. Unearned aid may be subject to repayment.

During the first 60% of the semester enrollment a student "earns" aid in direct proportion to the time of his/her enrollment.

The percentage of time the student remained enrolled is the percentage of aid for that period which the student earned. A student who remains enrolled beyond the 60% point of the semester earns all his/her aid for the period.

If you owe a repayment, students will be notified in writing by the Financial Aid Office. The student will have 45 calendar days from the date of notification to repay; otherwise, a hold will be placed on the academic and financial aid records which will prevent the student from receiving college services and will jeopardize future financial aid.

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 the students were ineligible to receive funds, have defaulted on a student loan, or owe other debts to the school.

Special Circumstances

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

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

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

FINANCIAL AID RELATED WEBSITES

1. FAFSA On the Web
www.fafsa.ed.gov
2. Sign up for the FSA ID to electronically sign into your FAFSA
fsaid.ed.gov
3. Information about the Cal Grant Program
www.calgrants.org
4. California Student Aid Commission
www.csac.ca.gov
5. Student Loans
studentloans.gov
6. National Student Loan Database System
<http://nslds.ed.gov/>

TELEPHONE NUMBERS

1. Los Angeles Valley College Financial Aid
(818) 947-2412
2. California Student Aid Commission
(888) 224-7268
3. Central Loan Administration Unit (Perkins Loan)
(800) 822-5222
4. Department of Veterans Affairs
(800) 827-1000

5. Direct Loan Servicing Center
(800) 848-0979
6. Federal Student Aid Information Center
(800) 433-3243

ANNUAL CAMPUS SECURITY REPORTS UNDER THE CLERY ACT

Colleges and universities that receive federal funding are required by the Jeanne Clery Act to disclose information about crime occurring on and in the immediate vicinity of campus. LAVC crime stats can be found online at www.lavc.edu/sheriff/Crime-Statistics.aspx, or at <https://ope.ed.gov/campusafety/>. A copy of the yearly report can be requested from the Los Angeles Valley College Sheriff's Office. <http://www.lavc.edu/sheriff/Campus-Safety-and-Clery-Act.aspx>

BUS ROUTES

Bus transportation is available to the campus by Metro bus lines, and is connected to Metro Rail (via the Red Line at the North Hollywood Station) by the Metro Orange Line, which stops at the Valley College Station. DASH and Commuter Express buses also serve the Van Nuys/Studio City area.

- For schedules of Metro bus lines 154, 156, 167, 656, the Orange Line and the Red Line, check the Metro Guide for Los Angeles Valley College webpage or call (323) GO-METRO.
- For schedules for the DASH Van Nuys/Studio City line and Commuter Express 549, check the L.A. Department of Transportation webpage at 1-800-2LA-RIDE.

LOST AND FOUND

Lost and Found is located in the **Campus Sheriff's Office** 5851 Ethel Avenue, Valley Glen, CA 91401 or Lot "D".
Phone Number: (818) 947-2911

STUDENT PARKING

The Campus Sheriff controls all parking lot security and parking citation issuance. At the beginning of each semester, all students are given a grace period (in the student lots only), two weeks for Fall and Spring, and one week for Summer and Winter, during which they can register for classes and purchase a parking permit from the business office. In the third week of Fall and Spring semester and the second week of summer and winter session, the Campus Sheriff's office will begin writing citations in the student parking lots. Parking violations are strictly enforced. All student parking lots are designated by a letter (A, B, D, E, F & G).

There is no student parking in the designated Staff Parking Areas at any time.

Your parking permit should be properly displayed, in plain view, either hanging from the rear view mirror or on the left side of the dashboard. Failure to do so will result in a parking citation.

CAMPUS SERVICES

Motorcycle riders may obtain a parking permit sticker (for the windshield) from the College Sheriff's office in Parking lot D upon showing proof of purchasing a parking permit from the business office.

Parking Pay-Station have been installed in lots A and D for students and visitors to purchase "Daily" permits. The cost of these daily are \$2.00 each. The machines only accepts cash and exact change is required. These permits are only good for the day it is purchased on and will enable the purchaser to park in any available student parking space on campus.

All vehicles must be driven forward into a clearly designated parking space. Vehicles may not park backward into stalls. (Violation 21113a C.V.C.)

No vehicle may be parked overnight on campus.

VISITOR PARKING

There are Parking Pay-Station in lot A, B, C, D, E, F, G, and the parking structure for students and visitors to purchase "Daily" permits. The cost of these daily permits is \$2.00 each. The machines in lot E and F only accept cash, and exact change is required. A permit is only good for the day it is purchased on and will enable the purchaser to park in any available student parking space on campus.

SPEED LIMIT

The speed limit on all campus roads and parking lots is 8 miles per hour. Violators of any traffic or parking regulations are subject to citations and fines.



ACCESSIBLE PARKING

Disabled Person Parking Placards issued by the Department of Motor Vehicles (DMV) are honored at any passenger vehicle parking space on LAVC property.

Designated accessible spaces are located in all student and staff lots. Students, faculty, and staff with vehicles displaying a valid DMV placard and a valid LAVC parking permit may park in any accessible parking space on campus.

Parking at no charge shall be available to persons with disabilities who are visitors, and to those providing transportation to such persons, in any accessible parking space.

A person shall not use a DMV placard for the purpose of parking unless the person is disabled, or the driver of a vehicle is with a disabled person who is a passenger. Misuse of the placard may result in, but not limited to, the confiscation, citation, and removal of the vehicle, and/or arrest. Misuse of the placard is defined in section 4461(c) of the California Vehicle Code and is classified as a misdemeanor.

HEALTH SERVICES CENTER

The Los Angeles Valley College Student Health Center, in partnership with Valley Community Healthcare, has designed student health services to contribute toward the educational aims of the students by promoting their physical and emotional well-being. In addition, it will foster responsibility for one's own health by encouraging healthy attitudes and behavior.

Los Angeles Valley College students can access the Student Health Center by presenting a picture ID and a current LAVC registration showing proof that their health fee has been paid. Whether you are not feeling well or you just want a physical exam, we are here for you. Medical assessments and short-term treatments for illness and minor medical problems are some of the services available to you. Consultations and physicals are at no additional cost to you. Services such as lab testing, TB skin testing, and immunizations are also offered at a low cost.

Medical appointments are highly recommended because of space and time limitations. Please call (818) 763-8836 to make an appointment, and we will try to accommodate you as soon as possible. Walk-ins are welcome only if our patient schedule permits.

We are located in the Student Union Building, 1st floor on the west side.

Our hours of operation are Monday - Thursday from 8:30 am - 5:00 pm. We are closed Friday - Sunday, holidays, and semester breaks.

Also visit our website for further information and valuable health resources: <http://www.lavc.edu/studenthealth>

The following Student Health Services are available:

- **General Health Services**
- **Preventive Health Screening – at no cost**
- **Lab Testing & Immunizations – at reduced cost**
- **Student Psychological Services**

When you have a personal crisis or need a professional ear, Psychological Services is here to help and to assist you in reaching your full potential. If you are dealing with depression, abuse, stress, anxiety, family conflict or other problems, you may schedule an appointment by calling us at (818) 763-8836.

A psychological counselor will discuss your problem with you, explore ideas for resolving your problem, and work with you as you attempt a resolution.

Available services include:

- Individual counseling
- Referrals to community resources
- Stress management

Your experience at Student Psychological Services will be private and confidential. No information regarding your counseling will be revealed to anyone without your permission, or as mandated by law. Our hours of operation are Monday-Thursday from 8:30 a.m.-5:00 p.m. We are closed Friday-Sunday, holidays, and semester breaks.

Also visit our website for further information and valuable health resources: www.lavc.edu/studenthealth/psychological-services.aspx

TAX CREDITS

AMERICAN OPPORTUNITY TAX CREDIT

The American Opportunity Tax Credit is a tax credit for qualified education expenses for an eligible student during the tax year. The tax credit is available to individuals whose modified adjusted gross income is \$90,000 or less, or \$180,000 or less for married couples filing a joint return.

AMERICAN OPPORTUNITY TAX CREDIT

Families may be able to claim up to \$2,000 for qualified education expenses. The maximum credit is determined on a per-taxpayer (family) basis, regardless of the number of post-secondary students in the family. Students whose fees are covered by a fee waiver, scholarship, or grant would not be able to include their costs for tax credit calculation. For more information on tax credit programs you should consult with your tax professional, the Internal Revenue Service (IRS) Publication 970 or the IRS website at www.irs.gov.

OFFICE OF THE OMBUDSPERSON STUDENT GRIEVANCE PROCEDURES

The purpose of Administrative Regulation E-55 is to provide students a prompt and equitable means for resolving student grievances. The grievance procedure may be initiated by one or more students who reasonably believe he/she/they have been subject to unjust action or denied rights involving their status or privileges as students. It is the responsibility of the student(s) to submit proof of alleged unfair or improper action. Grievances pertaining to grades are subject to the CA Education Code Section 76224(a). For any matters requiring the attention of the Ombudsperson, and for additional information or resources, please contact Florentino Manzano at (818) 947-2691 or email him at manzanf@lavc.edu for a confidential communication.

STUDENT GRADE GRIEVANCES, COMPLAINTS AND CONCERNS

For complaints surrounding issues of alleged discrimination on the basis of ethnic group identification, religion, age, sex, color, sexual orientation, physical or mental disability, retaliation, or non-sexual harassment, please contact the **Coordinator of Discrimination, Harassment (non-sexual) and Retaliation**, Dr. Annie G. Reed at (818) 947-2320 or reedaa@lavc.edu for private consultation.

<http://www.lavc.edu/student-services/office-of-ombudsperson.aspx>

For issues of alleged sexual misconduct under Title 9, please contact the **Title 9 Coordinator**, Dr. Elizabeth Negrete at (818) 947-2702 or negretme@lavc.edu. For additional information and resources, go to <http://www.lavc.edu/titleix.aspx>.



STUDENT ACTIVITIES

COLLEGE COLORS AND SYMBOL

The College colors are green and gold. The college symbol is the Monarch Lion.

SCHOLASTIC HONOR SOCIETIES

Tau Alpha Epsilon (TAE) is a scholastic honor society.

To be eligible a student must have attained a 3.3 GPA in 12 units or more the previous semester.

TAE is both a service-oriented and social organization, which provide support for such activities as the Dean's Reception and tutoring.

Phi Theta Kappa (PTK) is an international honor society for the two-year college. Founded in 1918, PTK recognizes and encourages scholarship, development of leadership and service, fellowship, and the pursuit of academic excellence. Eligibility in Los Angeles Valley College's chapter, Beta Delta Sigma, requires maintaining an over-all GPA of 3.5 or higher and completion of 30 or more semester units of accredited college courses while enrolled at LAVC.

ASSOCIATED STUDENT UNION (ASU)

The Associated Student Union is the core of the student government and activities program at Los Angeles Valley College. In existence since 1949, the Associated Student Union (ASU) is based on a concept of student participation in shared governance and campus activities.

The Associated Student Union at Los Angeles Valley College consists of two (2) branches: Executive Council and Inter Club Council (campus clubs).

EXECUTIVE COUNCIL

The responsibility of the Executive Council is to represent the student voice in the campus shared governance structure and sponsor events that promote cultural awareness, leadership development, academic improvement, student well-being and positive community relations. The Executive Council meets weekly throughout the fall and spring semesters. Each spring, elections are held for the following positions:

- President
- Vice President
- Treasurer
- ICC Rep
- Parliamentarian
- Commissioner of Campus Environment Affairs
- Commissioner of Ethnic & Cultural Affairs
- Commissioner of Fine Arts
- Commissioner of Health & Wellness
- Commissioner of Political Affairs
- Commissioner of Publicity & Social Media
- Commissioner of Student Life

Executive Council officers are responsible for representing the student voice by participating in the college's shared governance structure. Executive Council officers participate in various committees, such as Budget, Institutional Effectiveness, and Student Success committees: Budget, Curriculum, Student Discipline, Instructional Programs, Master Plan, Student Services, and Technology.

In addition, the ASU coordinates and/or assists with the following events:

- Armenian Genocide Remembrance
- Black Heritage Celebration
- Club Days
- Fine Arts Festival
- Latino Heritage Celebration
- Campus Cleanups

CAMPUS CLUBS (INTER CLUB COUNCIL)

The other branch of the Associated Student Union is the Inter Club Council (ICC). The responsibility of the ICC is to encourage student membership, facilitate efficient coordination, and protect and maintain the integrity of campus clubs. Like the Executive Council, representatives from each of the clubs meet weekly. The Executive Council Vice President chairs the meetings and ICC Representative acts as co-chair.

Campus clubs provide students with the opportunity to interact with their peers around a common cause or topic. To form a club, students must recruit ten students, draft a club constitution and have a faculty advisor. Some clubs which have been active during the year include the following:

- Black Student Union
- Abilities Club,
- Eco Advocates Club
- LGBTQ+ Club
- Psychology Club
- Tau Alpha Epsilon
- Valley Collegiate Players

ASU MEMBERSHIP FEE

Each student is encouraged to become a member of the Associated Student Union by paying their \$10.00 membership fee per semester. ASU membership enables students to join clubs, access our computer lab, print for free (up to 30 pages per month), attend conferences, and use the Lion's Den (game room).

A.S.U. MEMBERSHIP FEE REFUND

Students who withdraw from the college early in the semester will, on application to the college Business Office, receive refunds according to the following schedule:

Withdrawal from college during first week of instruction
- Refund 75%

Withdrawal from college during second week of instruction
- Refund 50%

Withdrawal from college during third week of instruction or later
- No Refund

First Week	Second Week
\$5.25	\$3.50

STUDENT REPRESENTATION FEE

The \$2 student representation fee provides independent support to student-elected governmental affairs representatives to express the opinions and viewpoints of community college students regarding education and social issues before city, county and district government offices and agencies at the local, state and federal level. This very modest fee helps ensure students have a voice in the government process.

If students wish to opt-out of paying the \$2 Student Representation Fee, they can either visit the Business Office at their home college or sign in to the MyCollege.laccd.edu student portal, click on the "Student Account" tile, followed by the "Account Services" drop down menu. Click on "ASO/Rep Fee Opt Out" link and then follow the instructions on the page.

QUALIFICATION FOR ASU OFFICERS

(Administrative Regulation S-9)

1. The following standards governing candidate and officer (as defined by the ASO constitution and by-laws) eligibility for appointed and elected Associated Student Organization officers (ASO) must be met:
 - b. The candidate or officer must be a currently paid member of the ASO, at the college where the election is being held and have successfully completed no more than 80 degree-applicable units in the District.
 - c. The candidate may seek only one campus office within the District.
 - d. The candidate or officer must have and maintain a cumulative and current GPA of at least 2.0 in units completed at all the colleges in the District during the semesters in which the student government office is applied for and held. Current means the most recently completed semester or session. The ASO Constitution may not set a higher GPA requirement.
 - e. The candidate or officer must not be on academic or progress probation, as defined by LACCD Board Rule 9100.10.
 - f. At the time of election, or appointment, and throughout the term of office, the candidate or officer must be actively enrolled in, and must successfully complete a minimum of five (5) units per semester. The ASO Constitution may not set a higher unit requirement. Units in which a student receives an Incomplete (INC) will not be counted in the determining the number of units completed. Students falling below this requirement will automatically forfeit their office. Students, who forfeit office for failing to meet this unit requirement, will not be reinstated if INC grades are converted to letter grades and units are awarded for those courses. Candidates may be enrolled in more than one college in the District, but the candidate must be currently enrolled in a minimum of five (5) units at the college where the candidate is seeking office. Officers must maintain that enrollment at the college where the office is held.
 - g. Exceptions on the maximum unit requirement in Section 1a of this regulation may be made for students enrolled in a college degree, certificate or transfer program where the combination of program requirements and prerequisites may result in the student exceeding the 80 degree-applicable unit limit.

Exceptions will be decided by the College President

STUDENT ACTIVITIES

based upon recommendations made by the Chief Student Services Officer.

In order to be considered for an exemption, a student, who exceeds the requisite 80 degree-applicable unit maximum, must satisfy at least one of the following conditions:

1. The requirements of the student's declared associate degree major, certificate and/or transfer objective, as specified in the college catalog, caused the student to enroll in courses that exceeded the 80 degree-applicable unit maximum.
 2. Program prerequisites, as specified in the college catalog, caused the student to exceed the 80 degree-applicable unit maximum.
2. A candidate or officer is ineligible for ASO office:
 - c. If he/she has served more than four (4) semesters in any one (1) or more student government elected or appointed offices in the District.
 - d. If a candidate or officer, who exceeded the unit maximum in Section 1a of this regulation and was granted an exception, fails to be enrolled in courses that are specifically required for his or her declared associate degree, certificate or transfer objective requirements, as specified in the college catalog.
 5. An officer may serve a fifth semester if eligible at the time of assuming office with the approval of the college president or designee (e.g., has served three semesters and is a candidate for an office with a one-year term).
 6. The Chief Student Services Officer and/or designee will verify a candidate or officer's eligibility. If the student should disagree with the findings of the Chief Student Services Officer and/or designee, he/she can appeal the decision through the student grievance procedures contained in LACCD Administrative Regulation E-55. Officers not adhering to the standards for office will be required to forfeit their positions.
 7. Candidates or officers must comply with the minimum standards of the District Code of Conduct. Failure to comply will result in forfeiture of the position if an ASO officer is suspended for more than ten (10) days from one or more classes, activities, services, programs, or specific locations at any college in the Los Angeles Community College District, under LACCD disciplinary provisions (Board Rule, Chapter IX, Article VIII, Sections 9801-9806).
 8. Any candidate or officer with a disability may request an accommodation for the requirements of Section 1e:
 - a. The approval of the accommodation for candidates with a disability will be made in individual instances on a case-by-case basis by the Chief Student Services Officer in consultation with the college Compliance Officer and/or the Director of the Disabled Student Program and Service (DSP&S) in compliance with Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities, as appropriate.
 - b. Qualification for an accommodation will be based on the impact of the disability on the candidate's/officer's ability to take 6 units. However, a candidate or officer must be enrolled in a minimum of five units throughout his/her term in accordance with Education Code section 76071.
 - c. Procedures for requesting an accommodation under E-22:
 1. Candidates/officers must complete a written request form for accommodation available in the college's Student Services Office, and return it to the Chief Student Services Officer.
 2. Each candidate or officer must present written documentation verifying the disability. Acceptable documentation includes, but is not limited to, written notice from the college SSD office or a certified or licensed professional, such as a doctor, psychologist, rehabilitation counselor, occupational or physical therapist.
 7. Students enrolled in college credit and/or non-credit courses are eligible to vote at the college of attendance. Enrollment in Community Services classes does not meet this requirement.

STUDENT TRUSTEE ELECTION PROCEDURE

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

The process contained in Board Rule 21001 provides for a thorough evaluation of the candidates qualifications and insures an equal opportunity for any individual from any District college seek the position of student representative to the Los Angeles Community College District Board of Trustees.

In accordance with the existing Board Rule 21001, candidates for Student Trustee must:

1. Be currently enrolled and in good standing (i.e., not on academic or progress probation) at one or more colleges in the District.
2. Be currently enrolled in 5 units.
3. Have completed a minimum of 12 units in the Los Angeles Community College District and a maximum of 80 transferable units of college work within the Los Angeles Community College District. Exceptions on the maximum unit requirement may be considered according to Board Rule 21001.

For more information, contact the Associated Student Union Office in Student Service Center 2nd floor.

INTERCOLLEGIATE ATHLETICS AND ELIGIBILITY

ATHLETIC PROGRAM

Los Angeles Valley College is a member of the Western State Conference (WSC) for men's and women's athletics and the Southern California Football Association (SCFA) for football.

Member colleges include:

- Allen Hancock College
- Antelope Valley College
- Bakersfield College
- Barstow College
- College of the Canyons
- Citrus College
- Cuesta College
- Glendale College
- Los Angeles Pierce College
- Los Angeles Valley College
- Moorpark College
- Oxnard College
- Santa Barbara City College
- Santa Monica City College
- Ventura College
- Victor Valley College
- West Los Angeles College

A full program of intercollegiate athletics is offered, including football, men's and women's basketball, baseball, men's and women's swimming, men's and women's water polo, softball, and women's soccer.

LAVC ATHLETICS

Los Angeles Valley College is proud to offer ten (10) inter-collegiate sports in our Athletic program, educating over 250 student athletes. Athletic team opportunities are Football, Women's Soccer, Men's and Women's Water Polo, Men's and Women's Basketball, Softball, Baseball and Men's and Women's Swimming! Athletics resides under the Kinesiology department and Academic Affairs office. Our athletic activities are administered by the California Community College Athletic Association, (CCCCAA), Southern California Football Association, (SCFA) and the Western State Conference. We recognize our student athletes for their achievements, accomplishments and transfer goals.

ATHLETIC ELIGIBILITY

Western State Conference eligibility rules and regulations, through the CCAA Constitution and Bylaws, provide that to participate in intercollegiate sports during the first semester of competition the student athlete must:

- Be registered, enrolled, and attending class no later than four weeks after the first day of class instruction, in order

to represent that California Community College in athletic competition during that season.

- Be enrolled in a minimum of 12 units, (full time) during competition in a sport, and remain full time throughout the season. (CCCCAA Constitution, Bylaw 1.3.8)
- Complete CCAA Form 1.
- Provide district insurance information and be cleared physically to participate in inter-collegiate activity.

Questions regarding eligibility should be directed to the Athletic Director or to the Office of Academic Affairs.

ALUMNI AND FRIENDS ASSOCIATION

VALLEY COLLEGE ALUMNI AND FRIENDS ASSOCIATION

All former Los Angeles Valley College students are eligible and encouraged to become members of the Los Angeles Valley College Alumni and Friends Association. Membership benefits include invitations to alumni events and networking opportunities, continued access to the Valley College Library, and more. For more information, please email foundation@lavc.edu or call (818) 947-2619.

JOURNALISM ALUMNI ASSOCIATION

The Los Angeles Valley College Journalism Alumni Association is open to former journalism students. It was founded in 1956 and has as its aims to foster professional standards and interests among its members. Membership consists of alumni, most of whom are now working journalists or are continuing their education at a university. Group projects include financial aid to deserving students and recognition of outstanding journalistic work done by alumni in the field and by high school students through their publications.

THEATER ARTS ALUMNI ASSOCIATION

The Theater Arts Alumni Association is open to former Los Angeles Valley College students who either have been enrolled in the Theater and Cinema Arts curriculum or have worked in a Theater or Cinema Arts production of the department and pay such annual dues as may be fixed from time to time by the Board of Governors of the alumni. The purpose of the association is the following: (1) To advance the study and enjoyment of the performing arts at Los Angeles Valley College; (2) To establish and maintain a scholarship fund for students of the Theater and Cinema Arts Department; (3) To contribute good fellowship to its members; and, (4) In all of its activities to support the goals of the department and of the college.

ESTATE PLANS

Please consider the **Los Angeles Valley College Foundation** as a beneficiary in your estate plans. Your planned gift can be made through an insurance policy, a will, or living trust. If you have already included the Foundation in your estate plans, you may be eligible to become a member of the Foundation's Legacy Society. As a member of the Legacy Society, you allow us to recognize your generosity now instead of your executor when you have passed on. For more information about Estate Plans or the Legacy Society, please call the LAVC Foundation at (818) 947-2618.

FULL-TIME FACULTY

The academic ranks indicated in this faculty roster are as of Fall 2020

Albarran-Duarte, Norma 2019

Assistant Professor of Nursing
A.A., Los Angeles Pierce College
B.S., California State University, Fullerton
M.S., California State University,
Dominguez Hills

Araujo, Jessica A. 2013

Associate Professor of Counseling
B.A., California State University, Northridge
M.S., University of La Verne

Arias, Rafael 2000

Professor of Spanish
B.A., University of Santiago, Spain
M.A., University of Kansas
M.A., Teachers College, Columbia University
M.Ed., Teachers College, Columbia University
Ed.D., Teachers College, Columbia University

Arrieta, Jose A. 2019

Assistant Professor of Chicano Studies
B.A., California State University, Los Angeles
M.A., California State University, Los Angeles

Arshagouni, Michael H. 2002

Professor of Music
B.A., University of California, Los Angeles
M.F.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Arutyunyan, Araksya 2019

Learning Disability Specialist
B.A., California State University, Northridge
M.A., California State University, Northridge
Psy.D., California School of Professional
Psychology

Baca, Tracey J. 1999

Professor of Child Development
B.A., University of Tennessee
M.S., University of Tennessee

Baghdaserians, Elmida 2001

Professor of Child Development
B.A., Pacific Oaks College
M.A., Loyola Marymount University
Ed. D., Pepperdine University

Baghumyan, Anzhela 2016

Associate Professor of Mathematics
B.S., Yerevan State University
M.S., California State University, Northridge

Baldwin, Suzanne L. 2010

Professor of Biology
B.A., California State University, Northridge
M.S., California State University, Northridge

Barakat, Mostapha (Steve) 2010

Professor of Mathematics
M.S., California State University, Los Angeles

Batty, Holly 2016

Associate Professor of English
A.A., Los Angeles Valley College
B.A., University of California, Los Angeles
M.A., California State University, Northridge

Beaton, Jason 2010

Professor of Media Arts/Broadcasting
A.A., Los Angeles Valley College

Behlendorf-Liu, Xiaoyang 2001

Professor of Library Science
B.A., Beijing University
M.A., Beijing University
M.A., Louisiana State University

Berenji, Nikoo 2016

Associate Professor of Business Administration
B.A., University of California, Los Angeles
M.A., New York University
J.D., University of California, Berkeley

Bishop, Carol L. 2010

Professor of Art
B.S., M.A., Northern Illinois University
Ph.D., Union University

Bland, James 2015

Associate Professor of English
B.A., Vassar College
Ph.D., Harvard University

Breckenridge-Jackson, Ian 2019

Assistant Professor of Sociology and Ethnic Studies
B.A., Occidental College
M.A., University of California, Riverside
Ph.D., University of California, Riverside

Briancesco, Kevin R. 2013

Associate Professor of Speech
B.A., San Francisco State University
M.A., Arizona State University

Brockmann, Erika 2012

Professor of Biology
B.S., College of William and Mary
M.S., University of Southern California,

Byrd-Williams, Pamela B. 2001

Professor of Biology
B.A., West Georgia College
M.A., Mississippi State University

Caleodis, George P. 2015

Associate Professor of Mathematics
B.S., The Ohio State University
M.S., The Ohio State University

Carbajal-Ramos, Javier 2019

Assistant Professor of Counseling
M.Ed., Point Loma Nazarene University

Carlos, Glenn, M. 2007

Professor of Music
B.M., Wayne State University
M.M., University of Southern California

Carter, Jamison, H. 2010

Professor of Art
B.F.A., University of North Carolina
M.F.A., Cranbrook Academy of Art

Carthew, Bret J. 2001

Professor of Mathematics
B.A., University of California, Santa Cruz
M.A., University of California, Santa Cruz
M.A., California State University, Hayward
M.A., California State University, Hayward

Casebolt, Elizabeth V. 2011

Professor of Dance
B.F.A., New York University
M.F.A., University of California, Riverside

Cason, Meghan 2014

Associate Professor of Library Science
B.A., Arizona State University
M.L.I.S., University of California, Los Angeles

Castillo, Steven J. 2000

Professor of Mathematics
B.A., University of California, Riverside
M.A., University of California, Berkeley
M.A., State University of New York

Cesario, AnneMarie 2016

Associate Professor of Sociology
B.A., DePaul University
M.A., City University of New York,
Graduate Center
Certification, Geographic Information
Systems, Pennsylvania State University
Ph.D., City University of New York,
Graduate Center

Chavez, Mario A. 2015

Associate Professor of Nursing
A.A., Los Angeles Valley College
B.S., Azusa Pacific University
M.S., University of California, Los Angeles

Chappell, Alexandra 2019

Assistant Professor of Library Science
B.A., Pomona College
M.L.I.S., San Jose State University

Christian-Brougham, Ruby R. 2010

Professor of Psychology
B.A., University of Southern California
Ph.D., University of Southern California

Chu, Wilson 2016

Associate Professor of Psychology
B.A., University of Southern California
Ph.D., University of Southern California

Chung, Siu N. 1995

Professor of Business Administration
B.S., California State University, Los Angeles

Clark, Gerald 2015

Associate Professor of Computer Science and Information Systems
B.A., Harvard College
M.B.A., Stanford University

Coddington, Chris R. 2008

Professor of Theater Arts
B.A., Occidental College, Los Angeles
M.A., Occidental College, Los Angeles

Cohen, Cynthia M. 2015

Associate Professor of Library Science
B.S., University of California, Berkeley
M.A., California State University, Northridge
M.L.I.S., San Jose State University

Coney, Elliott 2019

Assistant Professor of Counseling
Coordinator of Umoja Black Scholars
B.S. Hampton University
M.Ed University of Southern California
Ed.D San Diego State University

Cruzalegui, Andres 2015

Associate Professor of Counseling
B.A., California State University, Northridge
M.S., University of La Verne

Daims, Gloria San José 2013

Associate Professor of Child Development
A.A., ANDE Teachers College
B.A., National University
M.S., California State University, Northridge

Dauber, William J. 2001

Professor of Journalism
B.A., University of California, Irvine
M.A., University of California, Berkeley

Davoyan, Lilit 2009

Professor of Continuing Education
B.A., Yerevan State Linguistic University
M.A., California State University, Northridge

Du, Ashley T. 2015

Associate Professor of Counseling
B.A., University of California, San Diego
M.S., California State University, Los Angeles

DuFour, Wendy J. G. 2001

Professor of Nursing
B.S.N., Loyola University
M.N., University of California, Los Angeles

Faina, Joseph 2016

Associate Professor of Communication Studies
B.A., California State University, Long Beach
M.A., Arizona State University
Ph.D., University of Texas

Falk, David J. 1996

Professor of Astronomy
A.S., Los Angeles Valley College
B.S., California State University, Northridge

Fanelli, Liliana V. 2015

Associate Professor of Counseling
A.A., Los Angeles Valley College
B.A., California State University, Northridge
M.S., National University

Fenwick, Jim C. 2009

Professor of Physical Education
B.A., Wichita State University
M.A., California Lutheran University

Fickel, Theodore E. 1995

Professor of Chemistry
B.A., Rice University
M.A., Princeton University
Ph.D., Princeton University

FitzGerald, Michael 2015

Associate Professor of Library Science
B.A., University of California, San Diego
M.L.I.S., San Jose State University

Fornataro, Gayle L. 1999

Professor of English
B.A., California State University, Long Beach
M.A., Humboldt State University
Ph.D., State University of New York

Frances-Benitez, Maria Elena 1989

Professor of Spanish
B.A., Mount St. Mary's College
M.A., University of California, Los Angeles

Frank, Rebecca E. 2010

Professor of Anthropology
B.A., University of California, San Diego
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Fusilero, Victor M. 2009

Professor of German
B.A., Princeton University
M.A., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Gan, Marichu S. 2015

Associate Professor of Nursing
B.S.N., Aquinas University of Legazpi
M.A.N., Universidad de Santa Isabel

Garcia, Frances R. 2002

Professor of Kinesiology
A.A., Fullerton College
B.A., California State University,
Dominguez Hills
M.A., California State University,
Dominguez Hills

Getskow, Veronica A. 2015

Associate Professor of Child Development
B.S., Winona State University
M.A., California State University, Northridge
Ph.D., University of California, Los Angeles

Ghassemi, Ali R. 2000

Professor of Psychology
A.A., Los Angeles Valley College
B.A., California State University, Northridge
M.A., California School of Professional
Psychology
Psy.D., California School of Professional
Psychology

Gika, Edward A. 2019

Assistant Professor of Humanities
B.A., California State University, Northridge
M.A., California State University, Northridge

Gold, Michael C. 1988

Professor of Counseling
B.A., University of California, Los Angeles
Ed.M., Harvard University
Ph.D., University of Southern California

Goldberg, Barbara A. 1996

Professor of Counseling
B.A., Indiana University Pennsylvania
M.A., California State University, Northridge

Gordon, Clive A. 1996

Professor of Counseling
B.A., California State University, San
Bernardino
M.S., California State University, Northridge

Gratreks, Rodney R. 2015

Associate Professor of Developmental Communications
A.A., Los Angeles Valley College
B.A., California State University, Northridge
M.A., California State University, Long Beach
Ph.D., University of California, Los Angeles

Green-Marroquin, Becky L. 1999

Professor of Biology
B.S., M.S., Western Kentucky University
Ph.D., Mississippi State University

Guevara, Jennifer 2019

Assistant Professor of Child Development
B.A., California State University, Northridge
M.A., Brandman University

Hajjawi, Amer 2016

Associate Professor of Chemistry
B.S., Applied Science Private University,
M.A., San Diego State University
Ph.D., University of California San Diego

Haley, Estenia 2015

Associate Professor of Biology
B.A., California State University, Northridge
M.S., California State University, Northridge

Haley, Lucas L. 2010

Professor of Physics
B.S., California State University, Northridge
M.S., University of California, Riverside

Hams, Jacquelyn E. 2002

Professor of Earth Science
B.A., California State University, Los Angeles
M.S., California State University, Los Angeles

Hang, Monica 2010

*Professor of Kinesiology,
Head Woman's Basketball Coach*
B.S., Cumberland College
M.S., California State University, Los Angeles

Harfouche, Youssef 2016

Associate Professor of Biology
B.S., California State Polytechnic University,
M.S., California State Polytechnic University,

Hasenhuttl, Claudia 2016

Associate Professor of Geography
B.A., California State University, Northridge
M.A., California State University, Northridge

Hendricks, William 2008

Professor of Administration of Justice

Hito, Mary 1989

Professor of Mathematics
B.A., Boston University
M.S., University of Southern California

Hollingshead, Kim E. 2004

Professor of Nursing
B.S.N., California State University, Northridge
M.S.N., California State University,
Dominguez Hills

FACULTY

Hu, Yih-Mei 2010

Professor of Music
B.A., University of Victoria
M.M., Eastman School of Music
M.A., Eastman School of Music
D.M.A., Eastman School of Music

Huang, Songqiao Sara 1996

Professor of Biology
B.S., Capital Normal University
M.S., Appalachian State University

Hubbard, Reginald S. 1996

Professor of English as a Second Language
B.A., Boston University
M.S., University of Southern California
M.S., Kennington University
Ph.D., Budapest University of Technology and Economics

Hunter, Patrick B. 2010

Professor of English
A.A., Los Angeles Valley College
B.A., California State University, Northridge
M.A., California State University, Northridge

Huynh, Phung X. 2009

Professor of Art
B.F.A., Art Center College of Design
M.F.A., New York University

Jeffries, Alison T. 2015

Associate Professor of English
B.A., Occidental College
M.A., University of Southern California
Ph.D., University of Southern California

Kahn, Richard N., 2000

Professor of Music
B.A., Washburn University
M.A., California State University, Los Angeles

Karapetyan, Karapet 2016

Associate Professor of Physics
B.S., Devry University
M.S., California State University, Northridge

Kawai, John K. 2010

Professor of Mathematics
B.S., University of California, Los Angeles
M.S., California State University, Los Angeles
PhD., University of Utah

Knorr, Zachary D. 2009

Professor of Philosophy
B.A., Willamette University
M.A., University of Idaho
Ph.D., University of California, Riverside

Leonard, Meredith L. 2005

Professor of Environmental Science
B.A., University of California, Los Angeles
M.A., California State University, Northridge

Levine, Howard J. 2015

Associate Professor of Accounting and Business Administration
B.S., San Diego State University

Lewis, Michelle V. 2005

Professor of History
A.A., Orange Coast College
B.A., University of California, Los Angeles
M.A., University of California, Riverside

Littig, Adam H. 2010

Professor of Mathematics
B.S., University of California, Irvine
M.A., University of California, Los Angeles
M.B.A., Santa Clara University

Lopez, Peter J. 1997

Professor of Chicano Studies
B.A., Loyola Marymount University
M.A., California State University, Los Angeles

Lyons, Patrick J. 2016

Associate Professor of Biology
B.S., University of Rhode Island
Ph.D., Stony Brook University

Maceyko, Eric E. 2016

Associate Professor of Reading
A.A., Valencia Community College
B.A., Florida State University
M.A., Ibaraki University
Ph.D., Carnegie Mellon University

Maddren, Chauncey 2015

Associate Professor of Music
A.A., Los Angeles Valley College
B.A., California State University, Northridge
M.A., University of California, Riverside

Mallas, David C. 2008

Professor of Adapted Physical Education
B.A., California State University Chico
M.ed., Azusa Pacific University

Manoukian, Hourii 2016

Associate Professor of Biology
B.S., University of California, Los Angeles
D.C., Cleveland Chiropractic College,

Marquez, Carlos R. 2016

Associate Professor of Counseling
A.A., Santa Monica College
B.A., University of California, Irvine
M.S., California State University, Northridge

Martinez, Anita 2002

Professor of Counseling
A.A., Santa Monica College
B.A., California State University, Northridge
M.S., California State University, Northridge

Mathieu, Raymond 2016

Associate Professor of Business Administration
B.S., San Diego State University
M.A., University of Phoenix, Pasadena, CA

McMillan, James M. 2004

Professor of Kinesiology
A.A., Santa Ana Community College
B.A., Pepperdine University
M.A., Azusa Pacific University

Melody, Patty E. 2001

Professor of Physical Education
B.A., California State University, Northridge
M.A., California State University, Northridge

Miller, Joshua E. 2002

Professor of Speech-Forensics
A.A., Los Angeles Valley College
B.A., California State University, Los Angeles
M.A., California State University, Los Angeles

Milligan, John A. 1996

Professor of Chemistry
B.S., University of Illinois
M.S., University of California, Los Angeles
Ph.D., University of California, Los Angeles

Mintz, Jessica L. 2001

Professor of English
B.A., University of California, Los Angeles
M.A., California State University, Northridge

Miyasaki, June 2005

Professor of French
B.A., University of California, Berkeley
M.A., Middlebury College
Ph.D., University of Wisconsin

Mo, Bingli 2019

Assistant Professor of Chemistry
M.Sc., Imperial College of London
Ph.D., Imperial College of London

Morris, Keidra 2009

Professor of African American Studies
B.A., University of California, Los Angeles
M.A., Ph.D., University of California, Los Angeles

Morrison, Gregory S. 2004

Professor of Respiratory Therapy
A.S., Pierce College
B.S., California State University, Northridge

Mossler, Ronald A. 1999

Professor of Psychology
B.A., University of California, Los Angeles
M.A., California State University, Northridge
Ph.D., University of California, Los Angeles

Mossman, Thomas L. 1977

Professor in Art
B.F.A., Kent State University
M.A., California State University, Los Angeles

Murray, Rick F. 2009

Professor of History
A.A., Moorpark College
B.A., University of California, Los Angeles
M.A., California State University, Northridge

Nagy, Jenene 2016

Associate Professor of Art
BFA, University of Arizona
Graduate Certificate, University of Oregon
MFA, University of Oregon

Natian, Albert 1987

Professor of Mathematics
Two B.Ss, M.S., Northern Illinois University
Two M.Ss, University of Southern California
M.S., California State University, Northridge

Nielsen, Chris 2016

Associate Professor of History
B.A., University of California, San Diego
M.A., University of California, Santa Barbara
Ph.D., University of California, Riverside

Nikoghosyan, Verzhine 2019

Assistant Professor of English
M.A., Arizona State University
M.A., Brusov State Linguistic University
Teaching of Writing Graduate Certificate,
Minnesota State University
Teaching ESL Certificate, UCLA Extension

Nova, Christian P. 2005

Professor of Music
B.A., Pomona College
M.F.A., University of California, Los Angeles
D.M.A., University of California, Los Angeles

Novick, Ashley 2017

Instructor, Child Development Center
B.A., University of La Verne
M.A., Brandman University

Nuyda, Hermel C. 2011

Professor of Nursing
A.A., Los Angeles Valley College
B.S.N., University of Phoenix
M.S.N.Ed., University of Phoenix

Oliphant, Wesley 2016

Associate Professor of Economics
B.A., University of California, Berkeley
M.S., University of Birmingham
Ph.D., University of California, Irvine

Olivares-Luera, Alma 1997

Professor of Counseling
B.A., University of California, Los Angeles
M.S., California State University, Northridge

O'Regan, Anthony 2000

Professor of Political Science
B.A., University of California, Los Angeles
M.A., University of California, Santa Barbara
Ph.D., University of California, Santa Barbara

Pallotti, Christopher 2010

Professor of Philosophy
B.A. University of Pittsburgh
M.A., California State University,
Los Angeles
M.A., Duquesne University

Pearson, Cheryl 2012

Professor of Respiratory Therapy
B.S., Indiana University of Pennsylvania
M.A., University of Redlands

Pellisery, Bilma 2019

Assistant Professor of Nursing
D.N.P., Grand Canyon University
M.S.N., University of Phoenix
M.H.A., University of Phoenix

Perez, Edgar 2017

Associate Professor of English as a Second Language
B.A., California State University, Los Angeles
M.A., University of Southern California

Perry, Sandra 2019

Assistant Professor of Kinesiology
B.S., Notre Dame de Namur University
M.S., Azusa Pacific University

Peter, Christina R. 2015

Associate Professor of Psychology
B.A., San Francisco State University
M.A., San Francisco State University
M. Ed., University of Illinois
Ph.D., University of Illinois

Petrini, Christopher 2018

Assistant Professor of Counseling
A.A., Los Angeles Pierce College
B.A., University of California, Los Angeles
M.S., California State University, Los Angeles

Placencia, Nathan 2010

Professor of Philosophy
M.A., Westminster Seminary
M.A., University of California, Riverside
Ph.D., University of California, Riverside

Pogosyan, Andranik 2016

Associate Professor of Mathematics
B.S., Yerevan State University
M.A., University of California, Los Angeles

Polasek, Lynn 1989

Professor of Microbiology
B.A., California State University, Northridge
M.T. (ASCP), St. Johns Hospital and Health Center
M.A., University of California, Los Angeles

Prante, Tyler C. 2010

Professor of Economics
B.A., San Diego State University
M.A., University of New Mexico, Albuquerque
Ph.D., University of New Mexico

Puthiakunnel, Preethamol J. 2012

Professor of Nursing
B.Sc. (Hons) Nursing R.A.K.
College of Nursing
M.N., R.A.K., College of Nursing

Pyles, Cathy 2004

Professor of Theater
B.F.A., West Virginia University
M.F.A., University of Minnesota

Queen, Kathryn T. 2015

Associate Professor of Art
B.F.A., Kansas City Art Institute
M.F.A., Kansas City Art Institute

Quilici, Amadeo W. 2009

Professor Continuing Education
A.A., Butte Community College
B.A., University of California, Santa Barbara
M.F.A., Mills College
T.E.S.L., California State University,
Northridge

Rabani, Ellie 1989

CalWORKS Director
A.S. Los Angeles Valley College
M.S. Counseling, California Lutheran University
M.A. Public Administration, California State University, Northridge

Rahni, Michael 2015

Associate Professor of CAOT
B.S., Tehran University,
M.S. West Coast University
M.B.A., West Coast University

Raskoff, Sally A. 2002

Professor of Sociology
B.A. and M.A., California State University,
Northridge
Ph.D. and Graduate Certificate in Gender Studies, University of Southern California

Raya Mendoza, Humberto A. 2013

Associate Professor of Mathematics
B.A., California State University, Northridge
B.S., California State University, Northridge
M.S., California State University, Northridge

Read, Jennifer L. 2012

Professor of Theatre Arts
B.A., University of California, Santa Barbara
M.F.A., Florida State University

Reed, Reginald K. 1996

Professor of Counseling
B.A., University of California, Riverside
M.A., Point Loma College

Robeson, Kimberly 2016

Associate Professor of English
B.A., San Diego State University
M.A., San Diego State University

Rodriguez, Arantzanu 1997

Professor of Cinema Arts
B.A., Universidad Complutense
M.F.A., University of California, Los Angeles

Romero, Joyce I. 2012

Professor of Counseling
B.A., California State University, Northridge
M.S., California State University, Northridge

Ross, Josephine 1995

Professor of Nursing
A.A., El Camino College
B.S.N., California State University,
Long Beach
M.N., University of California, Los Angeles

Rosow, LaVergne, D. 1999

Professor of English
A.A., Orange Coast College
B.A., Chapman University
M.A., California State University, Long Beach
M.S. TESL, University of Southern California
Ed.D., University of Southern California

FACULTY

Ruiz, Jessica 2015

Counselor

B.A., California State University Northridge
M.S., California State University, Northridge

Sabol, Caroline 2017

Associate Professor of Mathematics

B.S., California State Polytechnic University,
Pomona
M.S., California State Polytechnic University,
Pomona

Sanford, Kevin 2015

*Associate Professor of Business
Administration*

A.A., Palomar Community College
B.S., California State University, San Marcos
M.B.A., Sam Houston State University

Sarkissian, Scarlet 2015

Associate Professor of Math

B.S., University of California, Los Angeles
M.S., University of Chicago

Sarkisyan, Margaret 2013

Associate Professor of Counseling

A.A., Los Angeles City College
B.A., California State University,
Northridge
M.S., California State University,
Northridge

Scott, Eugene S. 2001

Professor of Anthropology

B.A., University of La Verne
M.A., California State University, Fullerton

Scott, Laura 2010

Professor of Sociology

B.A., University of California, Los Angeles
M.A., California State University, Northridge

Sefiani, Sako 1998

*Professor in Computer Science Information
Technology*

B.S., University of Wisconsin
M.S., Azusa Pacific University

Shin, Luzviminda V. 1989

Professor of Mathematics

B.S., Philippine Normal College
Ph.D., Ateneo de Manila University

Shvetsov, Vitaly 2016

Associate Professor of Mathematics

B.A., University of California, Los Angeles
M.S., California State University, Northridge
M.S., University of the District of Columbia,
Washington DC

Sims, James A. 2002

Professor of Physical Education

A.A., American River College
B.A., Azusa Pacific University
M.S., California State University,
Dominguez Hills

Sioukas, Anastasios V. 2005

Professor of Business Administration

B.S., Aristotle University of Thessaloniki
M.S., University of California, Berkeley
Ph.D., University of Southern California

Smith, Duane W. 2001

Professor of Communication Studies

A.A., Los Angeles Valley College
B.S., Northern Arizona University
M.A., California State University, Los Angeles

Smith, Shawn 2016

*Associate Professor of English as a
Second Language*

A.A., Moorpark College
B.A., University of California, Los Angeles
M.A., California State University, Northridge

Sokolovskiy, Yuriy 2015

Associate Professor of Mathematics

B.A., University of California, Berkeley
M.S., California State University, Los Angeles

Southgate, Darby 2010

Professor of Sociology

B.A., California State University, Long Beach
M.A., California State University,
Dominguez Hills
Ph.D., The Ohio State University

Stein, Rebecca L. 2001

Professor of Anthropology

B.A., University of California, Los Angeles
M.A., University of California, Los Angeles

Sumnik-Levins, Eugenia 1989

Professor of Art

B.A., Oakland University
M.A., University of California, Los Angeles

Sustin, Chad 2016

Associate Professor of Film Studies

B.A., California State University, Northridge
M.F.A., National University

Sutcliffe, Teresa V. 1999

Professor of Mathematics

B.S., M.S., Ph.D., University of the Philippines

Swelstad, Eric J. 2001

Professor of Media Arts

B.A., Ohio State University
M.A., Ohio State University

Tejeda-May, Katherine M. 2002

Professor of Counseling

A.A., Los Angeles Valley College
B.A., Cal State University of Northridge
M.S., Cal State University of Northridge

Thornock, Roana M. 2010

Professor of Communication Studies

B.A., University of Colorado, Boulder
M.A., University of Denver

Thornton, Elizabeth 2019

Assistant Professor of English

B.A., Agnes Scott College
M.A., University of California, San Diego
Ph.D., University of California, Los Angeles

Towns III, Lester 2019

Assistant Professor of Kinesiology

B.A., University of Washington
M.S., Emporia State University

Touloumdjian, Talar J. 2018

Disability Specialist

B.A., California State University, Northridge
M.S., California State University, Northridge

Trombley, Cherine M. 2000

Professor of Psychology

B.A., California State University, Long Beach
Ph.D., California Graduate Institute

Traugher, Lucinda 2006

Professor of Nursing

B.S.N., University of Phoenix
M.S.N., University of Phoenix

Trujillo, Ana 2016

Associate Professor of Mathematics

A.S., East Los Angeles College
B.A., California State University, Los Angeles
M.S., California State University, Long Beach

Uzunyan, Eliza 2008

Professor of SSD

B.S., California State University, Los Angeles
M.S., California State University, Los Angeles

Vasquez, Ruth B. 2018

Assistant Professor of Counseling

B.A., California State University, Northridge
M.S., California State University, Northridge

Vo, Susan H. 2009

Professor of Mathematics

B.SC., National University of Singapore
M.SC., California State University, Northridge

Waddell, Joanne S. 1979

Professor of Physical Education

B.A., University of California, Santa Barbara
M.A., California State University, Long Beach

Watson, Virgil E. 2006

Professor of Physical Education

B.A., California State University Northridge
M.A., Azusa Pacific University

Weber, Geraldine A. 2014

Associate Professor of Nursing Science

B.S.N., Mount Saint Mary's College
M.S.N., Azusa Pacific University

Weigand, Scott M. 2007

Director, Academic Resource Center,

Professor of English

B.A., California State University, Northridge
M.A., California State University, Northridge

Yasuda, Phyllis, J. 2000

Professor of English

A.A., Los Angeles Mission College
B.A., University of California, Los Angeles
M.A., University of California, Northridge

Yegoryan, Kristina 2016

Associate Professor of English
 A.A., Los Angeles Valley College,
 B.S., California State University, Northridge
 M.A., California State University, Northridge

Yermian, Jaklin 2016

Associate Professor of French
 A.A., Glendale Community College,
 B.A., University of California, Los Angeles
 M.A., University of California, Los Angeles

Zamudio, Maria 2015

Associate Professor of Spanish
 A.A., Shasta College
 B.A., University of California, Davis
 M.A., University of California, Los Angeles

Zung, Lisa L. 2015

Associate Professor of Biology
 B.S., University of California, Los Angeles
 M.S., University of California, Northridge

ADMINISTRATORS
Daar, Karen L. 2012

Vice President, Academic Affairs
 B.A., California State University, Northridge
 M.A., University of New Mexico

diCesare, Deborah 2001

Dean, Academic Affairs
 B.B.A., Pace University
 M.A., Antioch University
 Ed.D., University of LaVerne

Fowles, Michelle R. 2008

Dean, Institutional Effectiveness
 B.A., Stanford University
 M.A., Princeton University

Green, David M. 2008

Associate Dean, Services for Students with Disabilities
 B.A., University of California, Los Angeles
 M.S. Ed., University of Southern California

Gribbons, Barry 2019

President
 A.A., College of the Canyons
 B.A., California State University, Northridge
 M.S., University of Southern California
 Ph.D., University of Southern California

Hernandez, Sorangel P. 2018

Dean, Student Success and Support Services
 A.A., East Los Angeles College
 B.A., University of California, Irvine
 M.A., University of Southern California
 Ed.D., University of Southern California

Jordan, Matthew T. 2015

Dean, Academic Affairs
 B.A., Yale University
 M.F.A., University of California, Los Angeles
 Ed.D., University of California, Los Angeles

Lee, Mike 2014

Vice President, Administrative Services
 B.A., University of California, Los Angeles
 M.A., University of California, Los Angeles
 M.B.A., Claremont Graduate University

Manzano, Florentino 1999

Vice President, Student Services
 B.A., California State University, Northridge
 M.A., California State University, Northridge

Marriott, Doug 2017

Dean of Adult/ Community Education and Workforce Development
 B.A., University of Washington
 M.A., Chapman University
 Ed.D., University of California, Los Angeles

Martin, Llanet 2016

Associate Dean, Student Equity
 B.A., University of California, Los Angeles
 Ed.M., Harvard University
 Ph.D., University of California, Los Angeles

Nalepa, Laurie L. 2002

Dean, Academic Affairs
 B.A., University of California, Los Angeles
 M.B.A., University of Southern California
 Ed.D., Nova Southeastern University

Negrete, Elizabeth 2008

Dean, Student Life
Associated Student Union (ASU) Advisor
 B.S., University of Southern California
 M.P.A., University of Southern California
 Ed.D., University of California, Los Angeles

Pipkins, Jermain 2016

Dean, Academic Affairs
 A.S., Dallas County Community College
 District
 B.A., University of Texas
 M.S., Capella University

Reed, Annie G. 1995

Associate Dean, Student Services
 M.A., Pepperdine University
 J.D., West Los Angeles School of Law

Rodriguez, Sherri 2001

Dean, Special Programs
 B.A., California State University, Fullerton
 Ed.D., University of California, Los Angeles

Song, Sarah CPA 2015

Associate Vice President, Administrative Services
 B.S., California State University, Sacramento

FACULTY

EMERITI

Akers, Kathryn R., 1965-1980 Professor of English	Brown, Marion C., 1969-1989 Professor of Office Administration	Economides, Frances C., 1950-1980 Professor of Speech
Aksoy, Ercument, 1995-2016 Professor of Economics	Buchanan, David, 1982-2020 Professor of Physical Education	Edler, William C., 1981-2003 Professor of Speech
Alaniz, Victoria C., 1971-1985 Professor of Office Administration	Calder, Pat P., 1980-2017 Professor of Speech	Elias, Woodrow, 1992-2016 Associate Professor of Chemistry
Albert, Leon, 1989-2008 Professor of Anthropology	Campbell, James L., 1955-1995 Professor of Biology	Erhardt, Rosanne H., 1969-1989 Professor of Office Administration
Allen, Sylvia E. W., 1992-2015 Professor of Business	Carleo, A. Susan, 2008-2013 Professor of Family and Consumer Studies	Esten, Dora, 1995-2017 Professor of Library Science
Ardavany, Juanita., 1976-2011 Professor of Business Administration	Chookolingo, Evamarie R., 1957-1983 Professor of Chemistry	Ettinger, Virginia M., 1976-2004 Professor of Respiratory Therapy
Arnot, Jack, 1988-2006 Professor of History	Christian, Bernie, 1969-2012 Professor of Physical Education	Fay, Gordon S., 1952-1977 Associate Professor of Earth Science
Attarian, George J., 1980-1999 Professor of Music	Ciufu, Leonard A., 1978-2015 Professor of Business	Fielding, Robert A., 1995-2013 Instructor of Physics
Auerbach, Milton, 1975-1985 Professor of Mathematics	Clarke, Philip S., 1949-1995 Professor of Mathematics	Fink, Harry A., 1994-2020 Professor of Psychology
Avila, Michael, 2004-2016 Instructor of Technology	Colichman, Eugene L., 1964-1983 Professor of Chemistry	Feldman, Beverly N., 1975-1987 Professor of Child Development
Bertholdo, Robert, 1954-1985 Professor of Law	Cooney, Robert L., 1965-1981 Professor of Geology	Follosco, Raymond C., 1958-1993 Professor of Physical Education
Ballew, Betty A., 1989-2017 Professor of Speech	Cowen, Alan, 2000-2015 Professor of Fire Technology	Fontaine, Helen 1996-2018 Professor of Speech
Biermann, June A., 1949-1981 Professor of Library Science	Cox, Mary A., 2000-2017 Professor of Nursing	Foster, Ellis S., 1959-1978 Professor of Engineering
Birenbaum, Betti H., 1969-1983 Professor of Nursing	Curtis, Steven J., 1960-1987 Professor of German	Frantz, Joseph C., 1981-2014 Professor of Biology
Bjornsen, Betty Kay, 1974-2009 Professor of Nursing	Cutler, Sylvia S., 1967-1980 Professor of Nursing	Fraser, Owen H., 1962-1989 Professor of Mathematics
Blakeslee, Pat T., 1965-1991 Professor of Psychology	Dacurso, Joseph A., 1978-2012 Professor of Cinema Arts	Freeman, Margaret H., 1989-2002 Professor of English
Blyth, Marion D., 1963-1972 Associate Professor of English	Davis, Doris M., 1987-1995 Associate Professor of Family and Consumer Studies	Friedman, Elizabeth S., 1984-2017 Professor of Chemistry
Broslawsky, Farrel., 1970-2009 Professor of History	Dea, Fay S., 1988-2017 Professor of Counseling	Fujii, Gertrude S., 1966-1985 Professor of English
Brossman, Richard S., 2002-2020 Professor of History	Deutsch, Maurice N., 1955-1984 Associate Professor of Engineering	Fulkerson, M. Dale, Jr., 1969-2013 Professor of Art
Brotherton, Winifred G., 1970-1987 Professor of Nursing	DeWitt, Eugenia B., 1966-1982 Professor of Biology	Garber, Zev, 1970-2007 Professor of Jewish Studies
Brower, Lynne, 2001-2016 Professor of Counseling	Dowlin, John L. Jr., 1965-1987 Professor of Mathematics	Gardner, Michael A. 1974-2010 Professor of Psychology
Brown, Helen L., 1967-1975 Associate Professor of Nursing	Drummond, Rose B., 1991-2017 Professor of History	Gauthier, Donald J., 2001-2017 Professor of Geography
Brown, I. Jack, 1950-1995 Professor of Accounting	Duncan, Lydia M., 1968-1975 Instructor of Nursing	Gilbert, Samuel D., 1965-1987 Professor of Psychology
	Dunn, William C., 1965-1978 Professor of Mathematics/Counselor	Giovinazzo, Nick V., 1962-1985 Professor of Physical Education
		Gish Persi, Catherine L., 2008-2017 Instructor, Child Development Center

Glater, Julius, 1954-1991 Professor of Chemistry	Jennings, Annette H., 1989-2015 Professor of Computer Applications and Office Technology	Lash, Dorothy M., 1965-1977 Professor of Art
Goffredo, Samuel P., 1970-2010 Professor of Art	Johnson, Charles S., 1985-2017 Professor of Mathematics	Levine, Allen M. 1966-2006 Professor of Psychology
Golz, Gladys, 1954-1970 Associate Professor of Nursing	Johnson, Christopher, 1989-2020 Professor of Physical Education	Lewis, Ian D., 1996-2014 Professor of Music
Gordon, Louis, 1954-1985 Professor of Chemistry	Johnson, Ernest Y., 1949-1964 Associate Professor of Physical Education	Liang, Shui-Tain Chen, 1999-2020 Professor of Mathematics
Graham, Roger J., 1968-1993 Professor of Journalism Professor of Photography	Johnson, Mae M., 1963-1979 Professor of Nursing	Lopez, Mary G., 1976-2013 Associate Professor of Child Development
Griner, Verda M., 1959-1989 Professor of Counseling	Jones, Linda, 1979-2012 Instructor, Child Development Center	Lubow, Dana N., 1999-2015 Professor of Library Science
Hastings, Elizabeth S., 1963-1980 Professor of Nursing	Jorgenson, Ethel K., 1966-1982 Professor of Business Administration	Lundgren, Tirezah G., 1958-1978 Professor of Physical Education
Havenhill, Roy M., 1971-2007 Professor of Biology	Julian, Michael J., 1997-2017 Instructor in Music	Lyons, Roderick J. 2000-2020 Professor of Photography
Heister, Cynthia, 1991-2017 Professor of Nursing	Jur, Chester, 1963-1982 Associate Professor of Electronics	Maddox, John S., 1965-2008 Professor of History
Hernandez, Librada, 1997-2017 Professor of Spanish	Kaspin, Solomon, 1977-1984 Professor of Physics	Maguire, Patrick D., 1965-1984 Professor of Philosophy
Heyn, Marion G., 1994-2014 Professor of English	Kent, Devvie Schneide, 1989-2016 Professor of Computer Science	MakhluF, Rafiq A., 1986-2014 Instructor of Mathematics
Hittleman, Martin L., 1988-2003 Professor of Mathematics	Kent, Jeffrey, 1999-2016 Professor of Computer Science	Maltese, Adrienne, 1992-2016 Professor of Nursing
Holdredge, Richard E., 1980-2011 Professor of Instructional Media	King, Ruth L., 1964-1975 Associate Professor of English	Mann, Charles W., 1950-1982 Professor of Physical Education
Holloway, George L., 1967-1989 Professor of Mathematics	Kinstad, Conrad G., 1960-1985 Professor of History	Mann, Myron A., 1964-1995 Professor of Physics
Holton, Judith Ann Gavin, 1978-2003 Professor of Nursing	Klein, Henry F., 1979-2008 Professor of Art	Marteney, James I., 1977-2010 Professor of Speech
Holtzman, Natalie F., 1989-1995 Assistant Professor of Journalism	Kopoulos, George T., 1970-1991 Professor of Counseling, Assistant Dean of Administration	Martin, Ann D., 1959-1977 Professor of Mathematics
Honjio, Gary, 1976-2013 Professor of Kinesiology	Kovnat, Gary D., 2000-2020 Professor of Biology	Marzillier, Leon F., 1971-2007 Professor of Mathematics
Hoyer, Pavla., 1995-2015 Professor of Biology	Kraus, Joseph, 1965-1989 Professor of German	Masse, Socorro O., 1970-2005 Professor of Nursing
Hyek, James L., 1965-1989 Professor of Business Administration	Kuhner, Merle L., 1962-1989 Professor of Anthropology	Mauk, E. Peter Jr., 1960-1987 Professor of Theater Arts
Ingram-Cotton, Brenda, 1996-2010 Professor of CAOT	Kuljian, Martha W., 1973-1985 Professor of Library Science	May, David., 1976-2011 Professor of Library Science
Irwin, Edward A., 1961-1984 Professor of Journalism	Kurz, Meredith J., 2001-2017 Professor of English	Mayers, Jackson, 1954-1982 Professor of Sociology
Iyer, Kalavathi K., 1988-2015 Professor of Computer Applications and Office Technology	Labok, Joseph A. Jr., 1959-1989 Professor of Electronics	Mayo, Samuel H., 1965-1995 Dean of Student Services, Professor of History
Jaqua, Ida C., 1963-1984 Professor of Family and Consumer Studies	Lalane, Henry A., 1967-1983 Professor of Journalism	McCarthy, James E., 1956-1987 Professor of Philosophy
	Lane, Fredric V., 1956-1999 Professor of Mathematics	Merrill, Dominique L., 1999-2015 Professor of French

FACULTY

McCurry, Spencer L., 1989-2008 Professor of Business	Pope, Irvin A., 1971-1995 Professor of Music	Sampler, Georgianna, 1985-2013 Professor of Library Science
McGuire, Thomas G., 1954-1981 Professor of English	Porges, Irwin, 1961-1973 Associate Professor of English	Saul, Martha S., 1969-1984 Professor of English
Merson, Jay R., 1962-1989 Professor of French	Potsic, George M., 1973-2008 Professor of Speech	Shields, Nancy L., 1960-1975 Assistant Professor of English
Metzger, Dianna P., 1966-1979 Professor of English	Pottharst, Barbara, Ph.D., 1965-1993 Professor of Psychology	Shipman, Amanda M., 1994-2013 Associate Professor of Child Development
Milner, Glenn., 1973-2009 Professor of Economics	Pritchard, Robert L., 1967-2007 Professor of History	Siever, Norman., 1968-2009 Professor of Mathematics
Mohan, Richard D., 1956-1982 Professor of Library Science	Raskoff, Richard M. 1963-2002 Professor of Geography	Sinsheimer, Frank A., 1974-2008 Professor of Health Sciences
Moore, Rod, 1988-2016 Associate Professor of English	Rathbone, Rowena T., 1959-1973 Professor of Psychology	Snider, Kathleen E., 1994-2012 Professor of Nursing
Munns, Virginia, 1959-1979 Assistant Professor of Business Admin.	Ravise, Juliette S., 1965-1977 Professor of French	Soper, Vera R., 1955-1976 Professor of German
Mushegyan, Anaid, 2001-2020 Professor of Counseling	Raxten, Eugene D., 1958-1982 Professor of Psychology	Spingarn, Lawrence P., 1959-1985 Professor of English
Nakamura, Larry 1996-2016 Professor of Microbiology	Reed, Dennis J., 1980-2012 Professor of Art	Stark, Diedra K., 1975-2012 Professor of Physical Education
Nastasia, Gail M., 1996-2017 Professor of Broadcasting	Reis, Ronald A. 2006-2017 Professor of Technology	Stark, Jacqueline M., 1968-2013 Professor of English
Neal, Earl B., Jr., 1992-2013 Associate Professor of Business	Rice, Joan K., 1993-2013 Professor of Nursing	Statham, Stephen H., 1962-1987 Professor of English
Nelligan, Don, 1968-1990 Professor of Music	Roberts, Neil C., 2002-2017 Professor of Counseling	Stearns, Jean E. 1989 Professor of English
Nelson, William A., 1969-1989 Professor of Speech	Rodriquez, Sylvia H., 2001-2017 Professor of Counseling	Stern, Broncha S., 1967-1993 Professor of Family and Consumer Studies
Nery, Josefina, 1961-1985 Professor of Nursing	Rogers, Eileen P., 1965-1984 Associate Professor of Nursing	Stoneham, Cheryl A., 2001-2017 Professor of English as a Second Language
Nordman, Joseph B., 1950-1978 Professor of Chemistry	Rosillo, Ramiro S., 1974-2006 Professor of Counseling	Sugarman, Elien M. 1979 Professor of Computer Science
O'Connell, Marla Professor of Kinesiology	Ross, Martin N., 1982-1987 Professor of Electronics	Sullivan, Kathleen., 1985-2011 Professor of Counseling
Ogawa, Ann H., 1988-2017 Professor of Counseling	Roy, Karen I., 1977-2011 Professor of Biology	Tan, Karlyne, 1970-2003 Professor of Physical Education
Okayama, Lauren, 1998-2013 Professor of Child Development	Russell, James A., 1983-2012 Assistant Professor of Developmental Communications	Thomas, Bruce J., 1976-2011 Professor of Counseling
Olson, Velma Jewett, 1949-1961 Counselor	Sachs, Steven M., 1989-2013 Professor of Computer Applications and Office Technology	Thomas, George L., 1976-1981 Instructor of Administration of Justice
Pablico-Holm, Maria, 1988-2014 Professor of Nursing	Salazar, Carmen, 1973-2007 Professor of Spanish	Tinei, Joan B., 1977-1980 Professor of Nursing
Paget, Glen J., 1985-2017 Professor of Mathematics	Saltoun, Synthia., 1976-2011 Professor of Counseling	Toohy, Barbara M., 1959-1983 Professor of Library Science
Parada, Raymond, J. 1982-2005 Professor of Psychology	Saltzman, Stephen M., 1993-2004 Professor of Psychology	Toon, Ernest R., 1955-1983 Professor of Chemistry
Polak-Recht, Jeanne, 1975-1998 Professor of Family & Consumer Studies	Saluzzi, Michael, 1974-1995 Professor of Counseling	
Pollyea, Sharlene, 1972-1995 Professor of Office Administration		

Trombetta, Giovanni N., 1989-2017
Professor of Italian

Valdez, Michael, 1969-1985
Professor of English

Villa, Maryamber S., 1966-1989
Professor of History

Vivian, Michael, 1976-2016
Professor of Sociology

Wade, Nicholas M. 1999-2019
Assistant Professor of Administration of
Justice

Wallis, William G. 1988-2019
Professor of English

Warren, Lepka M., 1970-1983
Professor of Philosophy

Weinman, Ernest O., 1956-1992
Professor of Chemistry

West, Harrison N., 1959-1987
Professor of English

Weyman, Charles F., 1966-1991
Professor of Political Science

Whitten, Elizabeth B., 1953-1974
Counselor

Wojcik, Gerald F., 1966-1989
Professor of English

Wood, Jan M., 1969-1986
Professor of Physical Education

Wood, Mary T., 1949-1972
Associate Professor of Secretarial
Science

Wright, George Anne, 2001-2016
Professor of Dance

Zahler, Adrienne C, 1970-2006
Professor of Speech

Zentz, George H., 1955-1977
Professor of Spanish

Zuckerman, Marvin S., 1975-2002
Dean of Academic Affairs,
Professor of English

IN MEMORIAM

ANNETTE H. JENNINGS

**PROFESSOR OF COMPUTER
APPLICATIONS AND OFFICE
TECHNOLOGY**

1989 - 2015

DEPARTMENTAL ORGANIZATION

ACADEMIC RESOURCE CENTER

AREAS:

GENERAL TUTORING/MATH LAB/
WRITING CENTER

DIRECTOR:

SCOTT WEIGAND,
LIBRARY AND ACADEMIC RESOURCE
CENTER 213, EXT 2811

ANTHROPOLOGY

SUBJECT FIELDS:

ANTHROPOLOGY

CHAIRPERSON:

REBECCA L. STEIN,
ALLIED HEALTH & SCIENCES
CENTER 305, EXT. 2538
DR. REBECCA E. FRANK
EUGENE S. SCOTT

ADJUNCT:

TONI R. EDGE
KENNETH J. FELDMEIERS
SASHUR HENNINGER-RENER
OSCAR HERNANDEZ
AMANDA KEATING
JACLYN MAGGINETTI
JESSICA PROCTOR
MICHELLE RALEIGH
DR. GIL RAMOS
ELIZABETH RICH
DR. BENJAMIN SHEPARD
DR. ELEANOR M. STRAUSS
JEFFREY SNYDER
ALBERTO VIGIL

ART

SUBJECT FIELDS:

ART

CHAIRPERSON:

EUGENIA SUMNIK-LEVINS,
ART 108C, EXT. 2780
DR. CAROL L. BISHOP
JAMISON CARTER
PHUNG X. HUYNH
THOMAS MOSSMAN
JENENE NAGY
KATHERYN QUEEN

ADJUNCT:

JOSEPH J. BAVARO
MERWIN BELIN
ANNA B. BONDS
THOMAS FOLLAND
MARTINA HESSER
DEANA M. HIGHT
WALTER W. IMPERT
KATRINA KLAASMEYER
JASON E. KUNKE

SAM B. LEE
ALEXANDRA L. LEZO
WALTER MEYER
LYNSEY PHILLIPS
ERICA RYAN STALLONES
DENNIS REED

BIOLOGICAL SCIENCES

SUBJECT FIELDS:

ANATOMY, BIOLOGY, BIOTECHNOLOGY,
MICROBIOLOGY, PHYSIOLOGY

CHAIRPERSON:

DR. BECKY GREEN-MARROQUIN
ALLIED HEALTH & SCIENCES
CENTER 227 EXT. 2878

SUZANNE L. BALDWIN
ERIKA H. BROCKMANN
PAMELA B. BYRD-WILLIAMS
DR. BECKY GREEN-MARROQUIN
ESTENIA HALEY
YOUSSEF HARFOUCHE
SARA HUANGE
DR. PATRICK LYONS
DR. HOURI A. MANOUKIAN
LYNN M. POLASEK
LISA L. ZUNG

ADJUNCT:

DR. CHANDER P. ARORA
DR. SHAHRAM BAKHTIARI
DR. JOSEPH C. FRANTZ
KEN HOANG
DR. KATHY HOSSEINI
DR. GARY KOVNAV
DR. PAUL D. LONQUICH
DR. LARRY NAKAMURA
ANTONIA RIZO
BARBARA SANCHEZ
SIMON WAHLA

BUSINESS ADMINISTRATION

SUBJECT FIELDS:

ACCOUNTING, BUSINESS, FINANCE,
INTERNATIONAL BUSINESS, LAW,
MANAGEMENT, MARKETING, REAL ESTATE

CHAIRPERSON:

DR. ANASTASIOS SIOUKAS,
BUSINESS-JOURNALISM 102B,
EXT. 5597
DR. NIKOO BERENJI
SIU N. CHUNG
HOWARD J. LEVINE
RAYMOND MATHIEU
DR. KEVIN SANFORD

ADJUNCT:

VIOLET AMRIKHAS
SHELDON J. BURGH
JACK CONDON

DR. ADELIN C. ENGLUND
STEPHEN GORDON
MARYJANE GREENE
DEAN L. GOINGS
ALICIA L. HAMNER
MURRAY JOHANNSEN
STEVEN Z. KALLER
DR. ALI NADDAPOUR
DR. STEPHANIE O' NEAL
DR. BRANDI PAYNE
DEAN PILLER
JAMES M. POWDER
DR. PAUL C. SABOLIC
DR. KIMBERLEY SHEDIAK
SUSAN S. SINGER
RACHEL ZACHARIA

CALWORKS/HISET

DIRECTOR:

ELLIE RABANI,
ADMINISTRATION & CAREER
ADVANCEMENT 1101
EXT. 2976, 4042

CHEMISTRY AND PHYSICS

SUBJECT FIELDS:

CHEMISTRY, PHYSICAL SCIENCE, PHYSICS

CHAIRPERSON:

LUCAS L. HALEY
ALLIED HEALTH & SCIENCES
CENTER 326 EXT. 2831
DR. THEODORE FICKEL
DR. AMER HAJJAWI
KARAPET KARAPETYAN
DR. JOHN MILLIGAN
DR. BINGLI MO

ADJUNCT:

JOHN H. ALTOUNJ
EDMOND ANDERIANIAN
HENRY CHOI
ROBERT A. FIELDING
DR. ROBERT J. FRISBEE
ANTHONY HAYFORD
MORSHED KHANDOKER
DR. KAVEH KOKABI
NAVNITA KUMAR
ALEXANDER LEE
KARARA MUHORO
SARKHADOUN YADEGAR

DEPARTMENTAL ORGANIZATION

CHILD DEVELOPMENT

SUBJECT FIELDS:

CHILD DEVELOPMENT

CHAIRPERSON:

DR. VERONICA A. GETSKOW
CHILD DEVELOPMENT & FAMILY
COMPLEX 175, EXT. 8094
TRACEY BACA
DR. ELMIDA BAGHDASERIAN
GLORIA S. DAIMS

ADJUNCT:

MADLEN ASLANIAN
RENEE L. BERG
LISA BRAUER
LUCY CHAKERIAN
VARTUHE DRMANDJIAN
SHOSHANA GRATTIDGE
LA TANGA G. HARDY
JOAN M. IACCINO
DANA KALEK
DEBRA POURROY
NANCY L. RAMSEY
CARRIE REED
MARNI L. ROOSEVELT
HRIPSIME H. TAGLYAN KOUROUYAN
CAROLINA VALDOVINOS
MICHELLE I. VENTIMIGLIA
MELISSA S. YSAIS

CHILD DEVELOPMENT CENTER

DIRECTOR:

JENNIFER L. GUEVARA
CHILD DEVELOPMENT & FAMILY
COMPLEX, EXT. 5551
ASHLEY NOVICK

ADJUNCT:

SHANNA BIGLEY
AMILSA V. HERNANDEZ
ANAHIT KATRJYAN
CARMEN G. PONCE
MARIKO T. SELL
OLGA L. SERRATO
BRITTANY VALDEZ

COMMUNICATION STUDIES

SUBJECT FIELDS:

COMMUNICATION STUDIES

CHAIRPERSON:

JOSHUA MILLER
HUMANITIES 108C, EXT. 2981
KEVIN BRIANCESCO
DR. JOSEPH FAINA
ROANA THORNOCK
DUANE SMITH

ADJUNCT:

ROBERT K. ALLEN
REMY ASHE
JASON A. BAUMWIRT
BONNIE H. BIZOZA
YANCY A. DUNCAN
ANN H. GELLER
MICHAEL GOODWYN

VIRGINIA A. GREEN
THOMAS O. KARLSEN
JESSICA KELPINE
DENISE E. LERETTE
LINDA S. LUGER
JAMES MARTENEY
SUZANNE H. MARTENEY
JACK STERK
ANDRES R. TORRES
DR. LYNDA L. TOTH
ARTHUR VALENZUELA

COMPUTER SCIENCE INFORMATION SYSTEMS

SUBJECT FIELDS:

COMPUTER APPLICATIONS OFFICE
TECHNOLOGIES, COMPUTER INFORMATION
SYSTEMS, COMPUTER SCIENCE
INFORMATION TECHNOLOGY

CHAIRPERSON:

MICHAEL RAHNI
BUSINESS-JOURNALISM 102D,
EXT. 2364
GERALD B. CLARK
SAKO SEFIANI

ADJUNCT:

ZAREH AGAZARYAN
EVA BITAR
CHARLES COLTON
JACK CONDON
NAJA R. EL KHOURY
PAT W. FRANCO
ISAAC A. FUKUDA
SHIRIN HERRINGTON
GINA S. JERRY
CLARISSA LEIVA
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PETER MOJASSAMIAN
JANET D. PAKES
LYNN A. ROBINSON
CASSIE ROCKWELL
DR. STEVEN MARK SACHS
ROBERT SAMBRANO
JOSEFINA P. STEIN
HANH TRAN
ODEMARIS VALDIVIA

CONTINUING EDUCATION

SUBJECT FIELDS:

BASIC SKILLS, ENGLISH AS A SECOND
LANGUAGE - NONCREDIT, ESL CIVICS,
LEARNING SKILLS, PARENTING,
VOCATIONAL EDUCATION

CHAIRPERSON:

LILIT V. DAVOYAN
ADMINISTRATION & CAREER
ADVANCEMENT (ACA) 140, EXT. 5665
AMADEO W. QUILICI

ADJUNCT:

MARIAM AINTABLIAN
VARDUI AYDEDJIAN
RENEE S. BAEZ
KEVIN A. BUTLER

ROSA CHIRISHYAN
ANDRES E. CRUZ
ASYA DAVTYAN
LILIT GEVORGIAN
GREGORY L. KAPPY
JOSE P. MONTES
BONNIE M. RAPP
SEAN SALY
SHELLEY W. SELTZER
REBECCA L. STEINBERG
MAGDA WALSH

COOPERATIVE EDUCATION

SUBJECT FIELDS:

COOPERATIVE EDUCATION

DEAN:

DOUGLAS C. MARRIOTT
ADMINISTRATION & CAREER
ADVANCEMENT 1301, EXT 2929

ADJUNCT:

STACY KESNER
PAUL SABOLIC

COUNSELING

SUBJECT FIELD:

COUNSELING, INSTRUCTIONAL
COUNSELING

CHAIRPERSON:

CLIVE A. GORDON
STUDENT SERVICES ANNEX,
EXT. 5576

JESSICA ARAUJO
JAVIER CARBAJAL-RAMOS
ELLIOTT CONEY
ANDRES CRUZALEGUI
ASHLEY DU
LILLIANA FANELLI
DR. MICHAEL GOLD
BARBARA GOLDBERG
CARLOS MARQUEZ
ANITA MARTINEZ
ALMA OLIVARES-LUERA
CHRISTOPHER PETRINI
REGINALD REED
JOYCE ROMERO
JESSICA RUIZ
MARGARET SARKISYAN
KATHERINE TEYEDA-MAY
ELIZA UZUNYAN
RUTH VASQUEZ

COUNSELING, INSTRUCTIONAL

ADJUNCT:

ANDRES CRUZALEGUI
CLIVE GORDON
CARLOS MARQUEZ
CHRISTOPHER PETRINI
JESSICA RUIZ
SYNTHIA SALTOUN
KATHERINE TEJEDA-MAY
RUTH VASQUEZ

DEPARTMENTAL ORGANIZATION

EARTH SCIENCE

SUBJECT FIELDS:

ASTRONOMY, ENVIRONMENTAL SCIENCE, ENVIRONMENTAL STUDIES, GEOGRAPHY, GEOLOGY, METEOROLOGY, OCEANOGRAPHY

CHAIRPERSON:

JACQUELYN HAMS
ALLIED HEALTH & SCIENCES
CENTER 307, EXT. 5566
DAVID FALK
CLAUDIA HASENHUTTL
MEREDITH LEONARD

ADJUNCT:

DONALD GAUTHIER
JOAN H. HACKELING
HAROLD R. JANDORF
JACK KRANZ
GEORGE S. LEDDY
MUSSIE OKBAMICHAEL
TONY ROWE
JOHN SEPIKAS

EMERGENCY SERVICES

SUBJECT FIELDS:

ADMINISTRATION OF JUSTICE,
FIRE TECHNOLOGY

CHAIRPERSON:

JENNIFER L. READ
THEATER ARTS 100, EXT. 2786
WILLIAM S. HENDRICKS

ADJUNCT:

GORDON T. ARMSTRONG
JOHN E. BROWN
DAVID R. CASTANEDA
RICO A. CASTRO
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ALAN COWEN
MICHAEL D. FRIAS
PHILLIP GIBSON
MARK A. KLECKNER
RICHARD B. MC COMBS

ENGLISH

SUBJECT FIELDS:

EDUCATION, ENGLISH

CHAIRPERSON:

PATRICK B. HUNTER
HUMANITIES 109, EXT. 2800, 2586
HOLLY BATTY
JAMES C. BLAND
DR. GAYLE L. FORNATARO
DR. ALISON T. JEFFRIES
JESSICA L. MINTZ
VERZHINE NIKOGHOSYAN
KIMBERLY ROBESON
DR. LAVERGNE ROSOW
DR. ELIZABETH THORNTON
PHYLLIS YASUDA
KRISTINA YEGORYAN

ADJUNCT:

ABRAM ANTLER
DYLAN ALTMAN
DUSTIN ATKINSON
TRACEY J. BACHMAN
FATEMA BALDIWALA
JONATHAN BERLINER
RUDOLPH BESIKOF
VANESSA BISHOP
TARA R. BOTEL
BETH M. BROWN
NANCY CARROLL
GLEN COLLINS
DR. ANWAR S. ELISSA
STEPHAN FLORIAN
IDA GHAFARI
JESSICA GLICK
AZURE S. GLOVER
DEBORAH D. HALL
DEBORAH L. HARRINGTON
JACKLYN HYMES
BARBARA IGE
ROBERT M. KANE
DEBORAH R. KAYE
EVELYN M. LAGER
SUSANA MARCELO
LILA W. MAYER
EILEEN MCGARRY
MILLIE MONCADA
JENNIFER NIWA
TRACEY J. OBERMAN
TRISTA PAYTE
SOPHIA PETKOVIC
REBECCA PINCOLINI
VIRGINIA L. REQUA
PADMA SAHGAL
LAUREN SAKOVICH
KELLY SALTER
MARTIN J. SHEA
MARCIA W. SIBONY
JENNIFER A. SMITH
JEFFREY A. SOSNER
JACQUELINE M. STARK
R. WORLEY THORNE
VITA WATKINS
SCOTT WEIGAND
BRIAN A. YABLON

ENGLISH AS A SECOND LANGUAGE

CHAIRPERSON:

DR. REGINALD HUBBARD
HUMANITIES 109, EXT. 2525
EDGAR PEREZ
SHAWN SMITH

ADJUNCT:

KOMFORT AKYEMPON-ARCHER
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Photo courtesy of Dale Beck

GLOSSARY OF TERMS

Academic Probation: After attempting 12 units, a student whose cumulative grade-point-average (beginning Fall 1981) falls below 2.0 is placed on academic probation. A student whose cumulative grade-point-average falls below 2.0 for three 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 students demonstrated ability.

Add Permit: A card issued by an instructor upon presentation of a valid ID Card (Registration Fee Receipt) 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 and staff that admits a student and certifies his/her legal record of college work and maintains all student records.

Administration: Officials of the college who direct and supervise the activities of the institution.

Advisory: An advisory is a recommendation that a student is advised (but not required) to meet before, or in conjunction with, enrollment in a course.

Application for Admission: A form provided by the college on which the student requests admittance to a specific semester or session. A student may not register and enroll in classes until the application has been accepted.

Articulation Agreement: An established course agreement that enables transfer students from a community college to receive credit for their academic progress at the University of California, the California State University, and private post-secondary colleges/universities.

Assessment: Assessment is the process the college uses to evaluate skills prior to registering, which are used to recommend students to the appropriate class level in English and Math.

A.S.U.: Organization to which all enrolled students are eligible to join called the Associated Student Union.

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 a minimum of 60 semester units.

Associate Degree for Transfer (AA-T or AS-T): A degree (Associate in Arts for Transfer or Associate in Science for Transfer) intended for students who plan to complete a Bachelor's degree in a similar major at a California State University and is an organized program of study consisting of 60 semester units.

Audit: A student's attendance in a class with permission of the instructor and payment of a fee. No college credit nor grade is given.

Bachelors 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 a minimum of 120 to 130 semester units.

Catalog Rights: Catalog rights refer to the right of every continuing student to choose one, and only one, catalog under whose course requirements the student is to be evaluated for the purposes of determining whether the student meets the requirements for LAVC graduation.

The continuing student may select the catalog that was in effect when the student initially enrolled at LAVC, or any catalog in effect thereafter through and including the semester when the student petitions for graduation or transfer certification.

Certificate of Achievement: A certificate granted by a community college which recognizes a student's satisfactory completion of a state approved organized program of study.

C-ID: State level course identification numbers that link to campus course numbers indicating approval for the use in the Associate Degrees for Transfer.

Class Section: A group of registered students meeting to study particular courses at a defined time. Each class has a section number listed in the Schedule of Classes before the scheduled time of class meeting.

College Catalog: A comprehensive publication containing general information about the college; procedures for admission and registration; information about student services, academic resources, student

activities, and academic policy; descriptions of the different educational programs and courses offered at the college; and a listing of the college faculty and departmental organization.

Community College: A two-year college offering a wide range of programs of study, many determined by local community need.

Concurrent Enrollment: Enrollment in one or more classes by students still in high school.

Continuing Student: A student registering for classes who was active in the college during one of the two immediately preceding regular semesters. For example, a student registering for the fall semester is a continuing student if he or she was active in the college during the previous spring or fall semester.

Corequisite: A requirement that must be satisfied at the same time a particular course is taken.

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 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. Any student who is dismissed may petition for reinstatement, but if denied, 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.

Educational Program: A planned sequence of credit courses leading to a defined educational objective such as a Certificate or Associate Degree.

Electives: Courses which a student may choose without the restriction of a particular major program-curriculum.

Enrollment: That part of the registration process during which students select classes by section number to reserve a seat in a selected class and be 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.

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, and 6 units during the summer session.

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, and transfer; the GPA is determined by dividing the total grade points earned by the number of attempted units.

Grade Points Earned: Grade points times the number of units for a class.

Incomplete (I): The grading symbol I is recorded on the students permanent record in situations in which the student has not been able to complete a course due to circumstances beyond the students 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 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.

In Progress (IP): 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.

Military Withdrawal (MW): This 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 withdrawal symbol may be assigned at any time after the last day of the fourteen week of instruction or 75% of the time the class is schedule to meet, whichever is less.

Non-Degree Applicable (NDA): Credit courses that do not apply toward a degree and are not transferable.

Non-penalty Drop Period: The first two weeks of a regular semester during which a students enrollment in a class is not recorded on the students permanent record if the student drops by the deadline. This deadline will be different for short-term and summer session courses.

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. P is assigned for class work equivalent to a grade of C or above.

Prerequisite: A requirement that must be satisfied before enrolling in a particular course.

Progress Probation: After enrolling in 12 units a student whose total units for which a W, NC, 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, NC, or I has been assigned equals 50 percent or more for three consecutive semesters is subject to dismissal from the college.

Report Delayed (RD): This temporary administrative symbol is recorded on the students 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.

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 and receives an ID card (Registration Fee Receipt). The student may enroll in open classes as part of the registration process.

Returning Student: A student who at one time attended the college and is registering for classes, but was not active in the college during the previous two semesters.

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.

Section Number: A term used interchangeably with Class Section Number; See Class Section, above.

Semester: One-half of the academic year, usually 16 weeks.

Skills Certificate: A certificate granted by a community college which recognizes a student's satisfactory completion of a locally approved organized program of study.

Student Education Plan (SEP): This is a student's written plan of courses to take in order to meet his or her educational goals.

Subject: A division into which knowledge customarily is assembled for study, such as Art, Mathematics, or Zoology.

Subject Deficiency: Lack of credit for a course or courses required for some particular objective, such as graduation or acceptance by another institution.

Substandard Grade: An earned grade of "D" or "F".

Transcript: An official list of all courses taken at a college or university showing the final grade received for each course.

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.

Transfer course: 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 the courses for which a student received a grade of A, B, C, D, or F.

Units Completed: Total number of units in the courses for which a student earned credit.

Units Enrolled: Total number of units in which the student is enrolled at any point during the semester, determined by the total number of units for all courses appearing on the students transcript.

W: A grading symbol assigned to a students 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.

Withdrawal: The action a student takes in dropping all classes during any one semester and discontinuing coursework at the college.

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Approval of Updated Health and Safety Policy and Injury and Illness Prevention Plan (IIPP) COVID-19 Addendum

Section: III. Action Items
Item: C. Approval of Updated Health and Safety Policy and Injury and Illness Prevention Plan (IIPP) COVID-19 Addendum
Purpose: Vote
Submitted by:
Related Material:
Updated MPS Health and Safety Policy and IIPP COVID-19 Addendum.pdf



Board Agenda Item #	III C: Action Item
Date:	April 22, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS Human Resources Director
RE:	Updated MPS Health and Safety Policy and Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum

Proposed Board Motion

I move that the board approve the updated MPS Health & Safety Policy alongside the IIPP COVID-19 addendum.

Introduction

- The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

Background

- The board had approved the IIPP COVID-19 addendum and the MPS health and safety policy during the August 2020, and September 2020, February, March, and April 2021 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

Analysis (If applicable)

- This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA).

MPS Health and Safety Policy for COVID-19 updates is in the following section:

- COVID-19 testing and reporting: Magnolia Science Academy-Santa Ana will follow the CDPH testing cadence guidance for students and employees.
- Youth sports and physical education: both participants and coaches in high-contact sports activities will require weekly testing. If competing, the test result will need to be presented to the school within the 24 hours of play.

Budget Implications

- To be determined at a later date.

Exhibits (attachments):

1. Updated MPS Health and Safety Policy
2. Injury and Illness Prevention Program (“IIPP”) COVID-19 Addendum



Updated on 04/21/2021

HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19, to be used when the Charter School is allowed to resume in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing the other measures can make up for the absence of another. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and several county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health order. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with any potential resumption or expansion of in-person instruction on the Charter School campus. Any reopening of Charter School campuses will use a thoughtful, phased return to in-person instruction.

This Policy constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

School Name	Staff Members	Phone Number
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925
Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634

	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

The Charter School offers distance learning as an alternative to in-person instruction. Distance learning will also remain available for students who would be put at risk by an in-person instructional model once in-person instruction resumes. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or individuals, or are otherwise identified as “at-risk” by the parents or guardians are students whose circumstances otherwise merit distance learning.

1. Limited campus access:

- The Charter School will allow only necessary visitors and volunteers on the Charter School campus and limit the number of students and staff with whom they come into contact.
- Charter School parents are highly encouraged to conduct any necessary business with Charter School personnel virtually, whenever possible.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms shall be provided with distance learning opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify their teacher or the principal, respectively, and the Charter School will work with them to ensure that CDC-recommended precautions are followed.
- Pursuant to local guidance, the Charter School will not currently allow use of Charter School facilities for non-school purposes.
- If allowed on campus, any community groups and other third-party users of campus facilities shall be subject to applicable health and safety plans and restrictions.
- Pursuant to current guidance, Campus tours for prospective students are permitted if the

tour is limited to one family or household unit only; the tour is held outside of regular school hours (evening or weekend) when enrolled students and staff are not present; and all social distancing strategies are observed including proper physical distancing, face coverings worn by all parties at all times, and other infection control measures as applicable.

- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- The Charter School will minimize close contact between students, staff, families, and the broader community at arrival and departure through one or more of the following methods:
 - Designate routes for entry and exit, using as many entrances and exits as can be supervised appropriately to decrease crowding at entry and exit points.
 - Instruct drivers to remain in their vehicles, to the extent possible, when dropping off or picking up students. When in-person drop-off or pick-up is needed, only a single parent or caregiver should enter the facility to pick up or drop off the child.
 - Require adults entering campus for in-person pick-up or drop-off to wear a face covering.
 - Provide supervision to disperse student gatherings during school arrival and departure.
 - Maximize space between students and between students and the driver on school buses and open windows to the greatest extent practicable. The Charter School will ensure each bus is equipped with extra unused face coverings on school buses for students who may have inadvertently failed to bring one.
 - Minimize contact at school between students, staff, families and the community at the beginning and end of the school day. The Charter School will prioritize minimizing contact between adults at all times.
 - Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
 - Designate routes for entry and exit, using as many entrances as feasible.
 - Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
 - Non-parental visitors will be allowed on campus via appointment only.
 - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
 - Non-parental visitors will only be allowed to enter specific areas to conduct their

business. Non-parental visitors will not be allowed to interact with any cohorts.

- In the event that any Charter School campuses do not offer in-person instruction, all employees will be allowed to work on-campus, where feasible, and where consistent with this policy, public health guidance, and applicable law.

2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- In-person wellness checks administered under this Policy shall:
 - Confirm that the subject has not experienced COVID-19 symptoms in the prior 24 hours or potentially been exposed to COVID-19, by soliciting the following information:
 - Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting

- Diarrhea
 - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means being within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the person is isolated.¹
 - Be conducted safely and respectfully, and in a manner that maintains physical distancing within lines, by providing multiple screening entries into the campus if possible.
- *Home Screening (Students)*. Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms, including a new cough, diarrhea, or vomiting.
 - Any student who has a fever of 100.4 degrees Fahrenheit or greater, a new cough, ~~diarrhea, or vomiting~~ or other COVID-19 symptoms upon a home screening should remain home, isolate, and consult with a medical provider for further evaluation and possible COVID-19 testing. Should the student test negative for COVID-19, the student should stay home until fever free without fever reducing medication for 24 hours and improved symptoms. If the student tests positive, the student stays isolated at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset. If a student exhibits symptom consistent with COVID-19 upon home screening ~~and~~ does not test for COVID-19 or consult with a medical professional, the student must still isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
- *Home Screening (Staff)*. All employees who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work.

¹ The CDC's updated definition of "close contacts" includes the following additional clarification: "Individual exposures added together over a 24-hour period (e.g., three 5-minute exposures for a total of 15 minutes) . . . 15 cumulative minutes of exposure at a distance of 6 feet or less can be used as an operational definition for contact investigation. Factors to consider when defining close contact include proximity (closer distance likely increases exposure risk), the duration of exposure (longer exposure time likely increases exposure risk), whether the infected individual has symptoms (the period around onset of symptoms is associated with the highest levels of viral shedding), if the infected person was likely to generate respiratory aerosols (e.g., was coughing, singing, shouting), and other environmental factors (crowding, adequacy of ventilation, whether exposure was indoors or outdoors)."

Active symptom screening shall be conducted at the worksite if required by local order.

- Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
- If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
- The Charter School may initiate temperature checks for all staff entering campus.
- *Campus Screening (Students)*. Staff shall actively monitor students for COVID-19 symptoms when the student enters the school site, which shall include a visual wellness check and a temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - Complete an in-person wellness check for signs and symptoms of COVID-19.
 - If student answers “no” to all questions and appears well, student will be allowed to proceed onto campus.
 - If the student answers “yes” to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student’s temperature should be taken, preferably using a touchless infrared thermometer.
 - If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms, have them don a surgical facemask and go to the isolation area; have office staff contact the parent to pick up the student.
 - If a student has had close contact with an individual who has screened positive for COVID-19 symptoms, the student will be accompanied to a preselected quarantine space until they can safely return home. This quarantine space should be separate and apart from the space set aside for symptomatic students.
 - Screening for Charter School students of middle-school and high-school age should include a question about close contact with anyone at home, school, or elsewhere that the student has been told has tested positive for COVID-19.
- *Campus Screening (Staff and Visitors)*. Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - Per San Diego Public Health Order: Ask employees about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had they have had close contact with anyone who has COVID-19 symptoms or a positive test. Complete temperature check (confirming temperature below 100.4 degrees Fahrenheit) using a no-touch thermometer, to the extent feasible.
 - The staff member who greets the visitor at the entrance shall administer an in-person

wellness check prior to escorting the visitor to his or her destination:

- If the visitor answers “no” to all questions, he or she may enter the school.
 - If the visitor answers “yes” to any of the questions, he or she may not enter the school.
- Screening for adult visitors and staff should include a question about close contact with anyone at home, school, or elsewhere that the student has been told has tested positive for COVID-19.
 - Adult visitors and staff who have had close contact with an individual who has screened positive shall return home to self-quarantine as per CDPH and local guidance.
- *Campus Screening Logistics:* In-person wellness checks do not need to be performed by a nurse or other health professional.
 - ⊖ Temperature and wellness screenings will be performed by Certified Nursing Assistants, Registered Nurses (“RN”), and/or trained school employee at all Charter School Campuses.
- *Bus Screening (Students).* The bus operator, a staff member or a volunteer shall conduct a wellness check of each student prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.
- To prevent stigma and discrimination in the school setting, student and employee health screenings should be kept as private as possible to maintain the confidentiality of student and employee medical and student records. Race, nationality, country of origin and other protected characteristics should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible and when required, a no-touch thermometer should be used for temperature checks if possible.
 - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.
 - Thermometers must be properly cleaned and disinfected after each use.
- The Charter School will not penalize students and families for missing in-person instruction due to COVID-19.
- Any student or staff member who develops any COVID-19 signs or symptoms shall stay home, unless and until all conditions have been met pursuant to CDPH and local guidance. These

may criteria include but are not limited to a negative PCR COVID-19 viral test.²

3. COVID-19 Compliance Task Force and Compliance Officer

- The Charter School will comply with and implement the “Protocol for COVID-19 Exposure Management Plan in K-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”)
- The Charter School will establish a Compliance Task Force (“CTF”). The CTF is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all CTF members are referenced above on pages one and two of this policy.
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak³ at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.

4. COVID-19 Testing and Reporting:

- Consistent with California’s “Safe Schools for All” Reopening Plan, Current CDPH Guidance, AB 86, local public health guidance, and applicable legal authority, the Charter School may

² For San Diego Charter School locations, please specifically refer to the San Diego County Public Health Services’ “COVID-19DecisionTree”:

https://www.sandiegocounty.gov/content/dam/sdc/hhsa/programs/phs/cahan/communications_documents/Decision%20Tree%20chart.pdf

³ The Charter School will apply the definition of outbreak as stated by the LAC DPH: “At least 3 laboratory-confirmed cases with symptomatic or asymptomatic COVID-19 within a 14- day period in a group with members who are epidemiologically linked, do not share a household, and are not a close contact of each other outside of the campus. School groups include persons that share a common membership at school (e.g., classroom, school event, school extracurricular activity, academic class, sport teams, clubs, transportation). Epidemiological links require the infected persons to have been present at some point in the same setting during the same time period while infectious.”

test both employees and students based entering campus for any period. When implemented, testing will be applied on symptomatic⁴, response⁵, and asymptomatic⁶ bases.

- Currently, testing will occur on the following cadences:
 - All students and employees must undergo symptomatic and response testing for COVID-19, as needed.
 - Pursuant to San Diego County Public Health Services (“SDCPHS”) guidance, the School will strongly recommend, but not require, Magnolia San Diego students be tested for COVID-19 on response and symptomatic bases. However, the School reserves the right to exclude students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this policy.
- Unless directed otherwise by local public health guidance or local authorizer’s testing cadences, the School will align and revise its testing cadences as recommended by the CDPH, which are as follows:
 - **If the Charter School’s County is in the Yellow or Orange Tiers:** Symptomatic and response testing.
 - **If the Charter School’s County is in the Red or Purple Tiers:** Symptomatic testing, response testing, and asymptomatic testing every two weeks.
 - **If the Charter School’s County’s case positivity rate is greater than 14 per 100 population per day:** Symptomatic testing, response testing, and asymptomatic testing every week if using PCR testing, or twice weekly if using Antigen testing.

⁴ Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

⁵ Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

⁶ Asymptomatic testing is “used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- Currently, testing will occur on the following cadences:
 - In the seven (7) days prior to the reopening of the Charter School, all students and employees who will be returning to campus must test for COVID-19 as a baseline test at Magnolia Science Academy (MSA) 1, 2, 3, 4, 5, 6, 7, and 8. ~~and Santa Ana.~~
 - Thereafter, all students and employees continuing to be present on campus or otherwise interacting with Charter School student and employees must undergo for COVID-19 testing every two weeks for school sites Magnolia Science Academy (MSA) 1, 6, ~~and 7, and Santa Ana;~~ and weekly testing for MSA 2, 3, 4, 5, and 8.
 - All students and employees must undergo symptomatic and response testing for COVID-19, as needed.
 - Pursuant to San Diego County Public Health Services (“SDCPHS”) guidance, the School will strongly recommend, but not require Magnolia Science Academy- San Diego (“MSA-SD”) students be tested for COVID-19 on response and symptomatic bases. However, the School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy.
 - MSA-SD employees must continue to comply with symptomatic and response testing cadences, consistent with public health guidance and legal authority, and as stated in this Policy.
 - **MSA-SA will follow the CDPH testing cadence guidance for students and employees.**
- When testing students or employees for COVID-19, the Charter School will require PCR testing.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance.
 - For staff and student-wide testing, all staff and students shall be tested, other than any staff and students who have no contact with others and do not report to campus. However, the ability to test all staff and students may not be possible if laboratory capacity is limited (see below).
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.

- If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials.
- **Student consent for testing:**
 - **Students age 12 and under:** For Charter School Students age 12 and under, the Charter School will require parental consent for COVID-19 testing.
 - **Students age 13 to 17:** Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students ages 13 to 17 may consent to COVID-19 testing on their own.
 - **Students age 18 and older:** Charter School students age 18 and older do not need parental consent for COVID-19 testing.
- Staff and students who refuse to take a test or to report the test results to the Charter School will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
 - Pursuant to applicable guidance from the SDCPHS, the Charter School will not exclude MSA-SD students who refuse (or via their parents or guardians) to test for COVID-19. However, the School reserves the right to exclude MSA-SD employees who refuse to comply with the COVID-19 testing cadences indicated in this policy.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of either remote work or in-person instruction as an accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School

will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- The families of students and staff who will return to in-person instruction at the Charter School campus are highly encouraged to be tested for COVID-19 before their student or family member returns to campus, and regularly thereafter.
- Visitors to the Charter School campus are highly encouraged to undergo COVID-19 testing prior to entering the Charter School campus.
- In the event of a positive test result of a student or family member:
 - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
 - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.
- ~~Follow the process set forth in Section 5 upon receipt of test results.~~

- **Vendors**

- All vendors' employees who regularly enter the Charter School Campus must comply with this entire Policy, including any and all COVID-19 testing and screening requirements.
- For the purposes of this Policy, vendors include but are not limited to the Charter School's contracted partners who provide limited and specialized services on Charter School campuses.

Consistent with this Policy, any vendor's employee who either refuses to test for COVID-19 or refuses to provide COVID-19 testing results will be excluded from the Charter School campus, to protect the health and safety of all Charter School students, employees, and the community. Similarly, any vendor's employee who screens or tests positive for COVID-19 prior to campus entry must follow all protocol in this Policy, including but not limited to temporary campus exclusion, COVID-19 testing, and any other protocol required by public health guidance. Vendor's employees who test negative must still follow all protocol in this Policy, and consistent with public health guidance.

5. Exposure Management Planning and Response to Suspected or Confirmed Cases and Close Contacts:

- The Charter School will comply with the “Protocol for COVID-19 Exposure Management Plan in K-12 Schools”, as promulgated by the LAC DPH, in response to suspected or confirmed cases and close contacts. In the event that local guidance provides more stringent directives in response to suspected or confirmed cases and close contacts, the Charter School will follow such local guidance. In addition, the Charter School will follow the following protocols, except to the extent they conflict with the EMP, in which case the EMP will prevail.
- Potential Exposure: In the event of notice of potential exposure,⁷ the Charter School will take the following actions within one (1) business day of the notice of potential exposure:
 - Provide a written notice to all employees who were on the premises in the same worksite⁸ as the qualifying individual⁹ within the infectious period¹⁰ that they may have been exposed to COVID-19.¹¹

⁷ Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

⁸ The “worksite” does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the Charter School must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁹ A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) an individual who has died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

¹⁰ The “infectious period” means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

¹¹ Written notice will be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text

- Provide a written notice to the exclusive representative, if any, of the above employees.¹²
- Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers' compensation, and options for exposed employees, including California Supplemental Paid Sick Leave pursuant to SB 95, emergency paid sick leave and extended family and medical leave pursuant to the Families First Coronavirus Response Act ("FFCRA), Charter School sick leave, state-mandated leave, other supplemental sick leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the Charter School plans to implement and complete per the guidelines of the CDC.
- Records of the above notices shall be retained for a minimum of three (3) years.
- If the event of a suspected COVID-19 case(s):
 - The Charter School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should immediately be required to wear a face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
 - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student or employee who was present on a

message if it can reasonably be anticipated to be received by the employee within one (1) business day of sending and shall be in both English and the language understood by the majority of the employees.

¹² Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the Charter School. This requirement does not apply if the Charter School's employees do not have an exclusive representative.

Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.

- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- The notification to the local public health department must include:
 - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
 - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
 - 3) The full name, address, and telephone number of the person making the report.
 - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at www.coronavirus-sd.com. The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
 - For Los Angeles County Charter School locations: The Charter School will contact the LAC DPH as consistent with its "Protocol for COVID-19 Exposure Management Plan in K-12 Schools,"¹³ and either by:
 - 1) Using the LACDPH reporting portal, or:
 - <http://www.redcap.link/lacdph.educationsector.covidreport>
 - 2) Downloading and completing the COVID-19 Case and Contact Line List for the Education Sector and sending it to ACDC-Education@ph.lacounty.gov.
 - For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at epi@ochca.com.

¹³ This document may be found at:
http://publichealth.lacounty.gov/media/Coronavirus/docs/protocols/ExposureManagementPlan_K12Schools.pdf

- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection. Follow cleaning and ventilation procedures in Section 7 and 8.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, California Supplemental Paid Sick Leave, emergency paid sick leave and extended family and medical leave pursuant to the FFCRA, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- Recommend testing for all students and employees in close contact with the confirmed COVID-19 case, consistent with recommendations from the CDPH and local public health departments.
- For all settings: Provide information regarding close contacts to the county public health department via secure fax or email.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using distance learning. Consistent with the Charter School’s adopted Distance Learning Policy and Procedures, distance learning shall include all of the following:
 - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
 - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
 - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
 - Special education, related services, and any other services required by a student’s individualized education program, with accommodations

- necessary to ensure that individualized education program can be executed in a distance learning environment;
- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
 - Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness in the form of internet or telephonic communication, or by other means permissible under public health orders; and
 - Continuing to provide school meals.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - The Charter School will review exposures in a cohort, stable group, or classroom to assess which persons need quarantine including the possibility of quarantining all individuals in the same cohort, stable group, or classroom as necessary.
 - If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 10 days from COVID-19 symptom onset, or if asymptomatic, 10 days from the date the specimen was collected for the positive COVID-19 test.
- In the event of a cluster (three or more cases within 14 days), the Charter School will contact local county public health officials, as necessary, and work closely with such officials to determine whether the cluster is an outbreak, requiring outbreak response.¹⁴
 - In the event of an outbreak or cluster at a Charter School:
 - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.¹⁵

¹⁴ In the event of a “cluster,” Los Angeles County Charter Schools must specifically report such information to the LAC DPH at LADPH at ACDC-Education@ph.lacounty.gov or by calling (888) 397-3993.

¹⁵ In the event of an outbreak, all Charter School locations will comply with guidance titled “Management of Outbreaks of COVID-19,” issued by the LAC DPH. This protocol can be found at: http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf. In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

- The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
- The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of SARS-CoV2 at the school or in the general community.
- The Charter School will identify absenteeism among those in affected classes or stable groups and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the cases infectious period.
- Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
- Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- Identify absenteeism among affected classes or stable groups and contact those absentees to screen for COVID-19 symptoms.
- Close contacts to laboratory confirmed COVID-19 case(s):
 - Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately and instructed to get COVID-19 testing five (5) to seven (7) days from the last exposure. Even if they test negative, they should remain in quarantine for a full 10 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation.
 - No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
 - Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
- Returning to school after home isolation/quarantine:
 - Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
 - Documentation of a negative test result should be provided to school administrators.

- In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
 - Symptomatic individuals who test positive for COVID-19 can return 10 days after the symptom onset, are fever free for 24 hours without the use of fever reducing medication and have improved symptoms.
 - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
 - Individuals who test positive for COVID-19 test but who remain asymptomatic must still follow all public health guidance before returning to campus, including a full 10-day quarantine following the date of the positive test result.
 - Asymptomatic individuals who test positive for COVID-19 and who later develop symptoms should follow all applicable quarantine and isolation guidelines, including quarantining for 10 days after the onset of symptoms, 24 hours with no fever without the use of fever-reducing symptoms, and when symptoms have improved.
 - Students with close contacts exposure to confirmed COVID-19 cases who test positive can return to school after isolating at home until fever free without fever reducing medication for 24 hours, improved symptoms, and 10 days from beginning of symptoms (or 10 days from test date if no symptoms).
 - Students with close contacts exposure to confirmed COVID-19 cases who test negative can return to school after quarantining for 10 days from the last exposure to the infectious person.
 - Pursuant to Cal/OSHA regulations, the School will exclude employees with close contacts exposure from campus for 14 days from their last exposure to the infectious person.
- **Subsequent School Closure Criteria:**
 - Charter School campuses that are open for in-person instruction may subsequently and temporarily close for in-person instruction based on the following criteria:
 - 1) An outbreak has occurred in 25% or more stable groups at the Charter School in 14-day period,
 - 2) 3 outbreaks have occurred in a 14-day period AND 5% of school population is infected, or
 - 3) As determined by the local health department

- After closure, the Charter School may reopen after 14 days, cleaning, disinfection, public health investigation, and local health department consultation.

6. Sanitizing/hygiene materials and practices:

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- The Charter School will schedule frequent, mandatory handwashing breaks for younger students at regular intervals, including but not limited to: Before and after eating, after toileting, after outdoor play, as well as before and after any group activity.
- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals to avoid congregating in restrooms.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

- 7. Routine cleaning and disinfecting:** The Charter School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.
- Custodial staff will perform thorough cleaning when students are not present. When cleaning, the space will be aired out before children arrive.
 - Staff should wait twenty-four (24) hours before cleaning and disinfecting any area that was used by a person who was experiencing COVID-19 symptoms. If it is not possible to wait twenty-four (24) hours, then staff should wait as long as possible.
 - The Charter School will ensure proper ventilation during cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
 - The Charter School will ensure the HVAC system is in good, working order.
 - All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
 - Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible. When shared use is allowed, the items and equipment will be cleaned between uses.
 - Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
 - When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions.
 - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
 - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.

- Staff shall follow label directions for appropriate dilution rates and contact times.
- The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.
- Drinking fountains will not be used and replacement items (e.g., reusable water bottles) will be used instead.
- Each student's belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.

8. Facility measures: The Charter School will incorporate CDE guidance for maintaining a healthy facility, to include some or all of the following:

- While providing specialized services, the total on-site student population at Charter School will not exceed 25% of the School's total student enrollment number total student capacity. Upon re-opening for in-person instruction, the Charter School will comply with all state and local guidance regarding capacity of the site.
- Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.

- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

9. Cohorts and Stable Groups

- The Charter School will implement the use of cohorts¹⁶ and stable groups¹⁷ for in-person education services. Cohorts will be utilized where providing specialized services. The Charter School will utilize stable groups for in-person instruction for all elementary grade levels, and to the maximum extent possible in all middle and high school grade levels.
- **Stable Groups:**
 - Elementary Schools:
 - Stable groups in elementary schools will stay together all day with their core teacher. Any electives of counseling should be conducted virtually to the maximum extent practicable.
 - Stable groups should complete daily activities together, including lunch and recess, and should be staggered from other groups.
 - The Charter School will consider rotating groups which are present on campus at any one time, including staggering attendance on certain days, or during different parts of the day.
 - The Charter School will allow teachers in elementary settings to be assigned to no more than three (3) different stable groups during the course of a single school day or school week.
 - Middle and High Schools:
 - To the maximum extent possible, the Charter School will place students in groups that remain together all day for in-person instruction.
 - The Charter School will consider implementing the following strategies to separate stable groups:
 - Rotating teachers between stable groups,

¹⁶ Cohorts are defined by the CDPH as “a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.”

¹⁷ A “stable group” is defined as “a group with fixed membership that stays together without mixing with any other groups for any activities.”

- Implementing block schedules to reduce the number of courses students take in any one day,
 - Offering electives virtually,
 - Dividing the school year into smaller time units, such as four (4) to eight (8) week periods, where students intensively student one or two subjects during that period.
- The Charter School will limit cohorts to 14 students.
- To enforce and promote physical distancing, no child may be part of more than one (1) cohort or stable group. However, a student may leave a cohort or stable group temporary and as needed basis to receive individualized, one-on-one services, provided that the one-on-one services are provided in a secure space, apart from other staff and students.
- Pursuant to CDPH guidance, students, and supervising adults in any one cohort must not interact with students and supervising adults in any other cohort at the Charter School. However, supervising adults may be assigned to no more than two (2) cohorts, if the supervising adult is serving children five years of age or younger or if the adult offers specialized services or support that cannot be offered by another supervising adult.
- Substitute supervising adults are permitted. However, any substitute may serve no more than one (1) cohort per day.
- To the extent possible, the Charter School will strive to provide outdoor space for 50% of cohort activities and instruction.
- The Charter School will take special precautions related to meals for cohorts, as referenced below in Section 12.
- Visitors to the Charter School will not be allowed to interact with cohorts.
- Each cohort will be assigned a designated restroom. In the event that more than one cohort is required to use the same restroom, the Charter School will implement a color-coding system to minimize student and cohort interactions in restrooms.
- During extracurricular activities such as art, music, and exercise, cohorts will be kept separate.
- During recess and playground time, cohorts and stable groups will not be allowed in the same place at the same time. The Charter School may implement a schedule to ensure physical distancing during recess and playground times.
- In assigning and arranging cohorts and stable groups, and to limit physical interactions between cohorts and stable groups, the Charter School will use the following best practices:
 - To the extent feasible, assign children and youth who live together or carpool together, in the same cohort or stable group;

- Avoid moving children and youth between cohorts and stable groups, absent a concern for the child's overall safety and wellness.
- Staff Meetings: Meetings among staff from different cohorts and stable groups must be conducted remotely, outdoors, or in a large room in which all providers wear cloth face coverings and maintain at least 6 feet distance from other providers. Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed.

10. Physical distancing (staff): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between employees, to include some or all of the following:

- The Charter School will consider arranging work schedules and providing telework options to limit the total number of staff on campus each day.
- The Charter School will additionally consider implementing staggered shift schedules, where practicable, to encourage physical distancing. This includes potential staggering of break times, where practicable, to ensure physical distancing in break rooms and staff lounges.
- The Charter School will arrange desks and workspaces to create a minimum of six (6) feet between individuals, including those employed in administrative positions.
- Break rooms, staff rooms and conference rooms will have posted occupancy limits. Staff should minimize use of staff rooms, break rooms and other indoor settings. Staff are encouraged to eat meals outdoors or in large, well ventilated spaces. In such locations, the Charter School will ensure staff can maintain six (6) feet of physical distancing.
- Where possible, trainings and other meetings will be conducted virtually or in a manner that accommodates physical distancing.
- For Charter School staff employed in food service and preparation operations, the Charter School will implement, where practicable, physical distancing requirements, such as floor markings.

11. Physical Distancing (Elevator(s)):

- The Charter School will implement and enforce physical distancing in all elevators, to ensure a maximum of four (4) riders at any one time, if consistent with six (6) feet of physical distancing within that elevator. If the elevators cannot accommodate four (4) riders consistent with six (6) feet of physical distancing, the Charter School will limit the maximum number of riders to conform to six (6) feet of physical distancing.

12. Physical distancing (students): The Charter School will incorporate CDPH and CDE guidance with respect to physical distancing between students on campus, to include some or all of the following:

- The Charter School will consider different options for instructional scheduling models, including using a blended learning model to limit the total number of students on campus each day.
- The Charter School will establish a maximum occupancy of each classroom. Desks will be arranged to minimize face-to-face contact and maintain a minimum of six (6) feet between students and teacher.
- The Charter School will implement measures to maintain physical distancing of six (6) feet between students in the following settings, as practicable. Where six (6) feet of physical distancing cannot be maintained, the Charter School may allow no less than three (3) feet of physical distancing between student chairs. The Charter School will focus on high mask adherence; enhancing other mitigation layers; and maintaining 6 feet of distancing as much as possible during times when students or staff are not masked (e.g., due to eating or drinking). If the Charter School determines in good faith that six (6) feet cannot practicably be maintained, The Charter School will document the reasons physical distancing is not practicable for each setting and describe the measures that will be used to maximize the space between students:
 - School bus stops
 - School buses
 - During daily symptom and temperature screening of students
 - While students are entering campus and waiting for their first class to begin
 - During meal periods
 - During recess
 - During passing periods
 - Classrooms and other instructional spaces
 - Restrooms
 - Locker rooms
 - While students are exiting the campus
 - School buses
 - Before- and after-school programs
 - Extracurricular and co-curricular programs
- To reduce possibilities for infection, students must remain in the same space and in cohorts or stable groups as small and consistent as practicable, including for recess and lunch.

- Ensure students and staff remain in stable classroom cohorts by keeping the same students and teacher or staff together for the entire school day. Students should not mix with other stable classroom cohorts.
- Prioritize the use and maximization of outdoor space for activities where practicable.
- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
- In secondary schools or in situations where students have individualized schedules, plan for ways to reduce mixing among cohorts and to minimize contact.
- Maximize space between seating and desks. Distance teacher desks at least six feet away from students. Consider ways to establish separation of students through other means if practicable, such as, **three to** six feet between desks, where practicable, ~~partitions between desks~~, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- A supervising adult may be assigned to a maximum of two (2) cohorts, if the adult is serving children five years-of-age and younger, or if the adult offers specialized services or support that cannot be offered by another supervising adult.
- The Charter School will implement measures to maintain physical distancing while students move between classrooms that are easy for students to understand and are developmentally appropriate, including potentially one or more of the following recommendations. In common areas, the school will adjust schedules to ensure that only one cohort moves through common areas such as hallways and restrooms at one time. Other measures to maximize physical distancing between cohorts in common areas includes but are not limited to:
 - Hallways: The Charter School will ensure only one cohort moves through a hallway at any given time. For example, the Charter School may establish more ways to enter and exit a campus, and stagger passing times when necessary.
 - Lockers: Minimize use of lockers to avoid unnecessary mixing and congregation of students in hallways.
 - Restrooms: Stagger restroom use by groups of students to the extent practicable, and/or assign certain groups of students to use certain restrooms. Individual cohorts will be assigned a designated restroom. If more than one cohort is required to use

the same restroom, the Charter School will implement a color-coding system to minimize interactions in restrooms.

- Libraries: Stagger group use of libraries.
- Outdoors: Consider holding recess activities in separated areas designated by class.
- The Charter School will implement physical barriers between food service workers and students, where necessary and appropriate.
- Outdoor and large format spaces (e.g., auditoriums) may be used for instructional activities where physical distancing cannot be maintained in classrooms.
- Activities where there is increased likelihood for transmission from contaminated exhaled droplets such as band (i.e., wind instruments) and choir practice and performances are not permitted, or under circumstances as allowed by state or county guidance.
- The Charter School will implement procedures for turning in assignments to minimize contact.
- The Charter School will implement a plan to maintain physical distancing during meals, included but not limited to the following:
 - Food will be distributed in single-service meals instead of buffet, salad bar or family-style formats.
 - The Charter School will tape or measure six-foot intervals for food lines to ensure physical distancing between students while picking up meals.
 - If meals take place in the cafeteria, only one cohort will be allowed to eat in the cafeteria at any one time. Table and/or chairs will also be spaced at six-foot intervals to ensure physical distancing between students.
- The Charter School will implement appropriate physical distancing measures during physical activities.
 - Sporting Events and Gatherings: Outdoor and indoor sporting events and competitions, assemblies, dances, rallies, field trips, and other activities that require close contact or that would promote congregating are not permitted except as allowed by state and county guidance.
 - Playgrounds and Recess: The Charter School will consider holding recess activities in separated areas designated by class and/or staggered throughout the day and limiting use of shared playground equipment in favor of physical activities that require less contact with surfaces and allow for greater physical distancing.
 - Youth Sports and Physical Education: The Charter School will conduct sports and physical education classes only when the following can be maintained (1) physical distancing of at least six (6) feet, and (2) a stable group or cohort, such as a class, that limits the risk of transmission. All sports will take place in compliance with

then-current state and county guidance for youth sports. Activities should take place outside to the maximum extent practicable.

- If any students participate in a Charter School-sanctioned outdoor high-contact or moderate contact sport, participants (via their parent/guardian) and coaches must sign the School's Youth Sports Informed Consent Form, prior to participation,
- If any students participate in a Charter School-sanctioned outdoor high-contact sport, the Charter School will strongly recommend COVID-19 testing.
 - Both participants and coaches in high-contact sports ~~football, rugby, and water polo~~ activities are required to undergo weekly COVID-19 testing. If competing, testing will be performed with test results made available within 24 hours of play.
- When equipment is shared during an activity, participants perform hand hygiene (wash hands with soap and water or use an alcohol-based hand sanitizer) before play, during breaks, at half time, and after the conclusion of the activity.
 - Balls or other objects or equipment can be touched by multiple players during practice and play if the above hand hygiene practices are followed.
- Face coverings should be worn by participants during practice, conditioning, and competition, even during heavy exertion as tolerated,
- Participants should maintain at least six (6) feet of distance from other participants to the maximum extent possible,
- Coaches and participants should maintain six (6) feet of distance to the maximum extent possible
- Face coverings must be worn when not participating in the activity,
- Coaches, support staff, and observers must wear a face covering,
- The Charter School will not allow the sharing of drink bottles nor other personal items and equipment,
- Any indoor sports activities will comply with capacity limits indicated in CDPH guidance for gyms and fitness facilities,
- Physical conditioning, practice, skill-building, and training that can be conducted outdoors, with 6 feet of physical distancing, and within stable cohorts are authorized regardless of case rate or sport. Such activities may be conducted indoors consistent with LAC DPH and CDPH restrictions.

- Locker Rooms: The Charter School will enforce physical distancing in locker rooms by offering locker room access only when staff supervision is available so as to stagger locker room access, as well as by creating alternative storage solutions for students' clothing, books, and other necessary items. All Charter School students must maintain six (6) feet of social distancing while using locker rooms.
- College Admissions Testing on Charter School campuses:
 - Charter Schools may administer college admissions testing (i.e., SAT, PSAT, ACT).
 - If a Charter School administers college admissions testing, the Charter School will ensure that students are appropriately cohorted for the entire duration of the testing.
 - College admissions testing cohorts will consist of no more than 14 students in each classroom, with a distance of at least six (6) feet between students and between students and teachers/test proctors.
 - The Charter School will also ensure proper physical distancing and infection control throughout the duration of any college admissions testing, including:
 - All students and staff involved in college admission testing shall wear face coverings during the entire time they are present on the Charter School campus.
 - Gatherings at arrival times, dismissal times, and break times are prohibited.
- The Charter School will consider and implement where practicable any teaching methods designed to encourage and promote physical distancing.

13. Physical distancing (buses): The Charter School will incorporate CDE guidance with respect to physical distancing between students on buses (if bus transportation is provided).

- The Charter School will limit the total number of students on each bus. Younger students and students with disabilities will be given highest priority.
- Seats on buses will be marked to require students to provide physical distancing on buses. Seating will be staggered in accordance with CDE guidance.
- The Charter School will allow a maximum of one child per bus seat. When feasible, the Charter School will also use alternating rows on such busses.
- All persons on Charter School busses, including students, are required to wear face masks at all times.
- If feasible, consist with air quality and ride safety, Charter School busses will attempt to keep bus windows open.

14. Use of face coverings: The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

- Until such time as the statewide order is lifted, all individuals two years of age and older must wear a cloth face covering at all times while on campus, except while actively eating or drinking, or as exempted under state guidance.
 - Staff excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Employees should wear a clean face mask to work every day.
- Employees should avoid touching the mask and should wash their hands frequently, including after removing the mask.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- The Charter School will post signs regarding the proper use, removal, and washing of face coverings.
- The Charter School will post signs to remind employees that CDC recommends maintaining social distancing of at least three (3) to six (6) feet, and that the State of California currently requires face masks to be worn in public settings with certain limited exceptions.
- All student age two and older who are not prevented from doing so by a breathing problem or disability shall wear a clean cloth face covering at all times, including:
 - While waiting to enter the school campus.
 - In any area outside of the classroom (except when eating or drinking).
 - While leaving school.
 - While waiting for or riding on a school bus.

- Proper use of cloth face coverings will be strictly enforced. The Charter School will exclude from campus anyone who refuses to wear a face mask, and who is not prevented from doing so due to a documented disability or legally recognized accommodation, consistent with this Policy.
- The Charter School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- A cloth face covering or face shield may be removed for meals, snacks, naptime, or outdoor recreation, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- For Charter School staff working with sick children or with children who are precluded from wearing a cloth face covering due to a medical condition, the Charter School will provide a medical grade face mask to that employee.
- Employees working in a cubicle must wear a face covering.
- A face shield may be an acceptable alternative for children who cannot wear a face mask due to a documented disability or who cannot wear a face mask properly.
- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- **Accommodations for Students:**
 - Any student who cannot wear a facial covering and/or face shield due to a documented disability must provide a doctor's note which justifies the need for an accommodation from the facial covering requirement.
 - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
 - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
 - For special education/504 students:
 - Appropriate determinations will be made during IEP team meetings.

- When considering potential accommodations, SPED/504 teams will use the following criteria:
 - 1) Does the student have a medical condition, mental health condition, or disability that prevents wearing a face covering. This includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance and
 - 2) When deciding if students with certain disabilities should wear a mask, determine if they can:
 - Use a mask correctly,
 - Avoid frequent touching of the mask and their face,
 - Limit sucking, drooling, or having excess saliva on the mask,
 - Remove the mask without assistance.
 - Pursuant to applicable legal guidance, and for students who cannot wear a mask, the Charter School will not place them with a cohort or group of students in the classroom. A student who cannot wear a mask can receive necessary services in a one-to-one setting with staff wearing appropriate PPE. The Charter School may also accommodate such students via distance learning.

15. Use of gloves and PPE: The Charter School requires employees to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following standards.

- The Charter School will provide surgical masks, face shields, and disposable gloves for employees engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The Charter School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.
- The Charter School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
 - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.

- All cleaning and disinfecting products must be kept out of children's reach and stored in a space with restricted access.
- As required by Cal/OSHA, the Charter School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

16. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education ("FAPE") in the least restrictive environment ("LRE") for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.
- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE

supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.

- Evaluations and Timelines:
 - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
 - Students attending in-person instruction will receive services as outlined in their IEP.
 - Where possible, each student will be included into the LER. Special education teachers supporting students in the general education setting will provide services either remotely, or in person within the student's established cohort or on a one to one in-person basis.
 - Related service providers will provide services to students remotely via distance learning, or on a one to one in-person basis as appropriate.
 - Students from different cohorts will not be grouped together for pull-out services.
 - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
 - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
 - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
 - Staff will be supplied with protective equipment as appropriate, including masks, shields, gloves and gowns.
 - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of

becoming infected or having unrecognized illness include the following:

- Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
- Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
- Individuals who may not be able to communicate symptoms of illness.

17. Maintaining Healthy Operations: The Charter School will follow all Orange, Los Angeles, and San Diego County Public Health Orders and CDPH Guidance for maintaining healthy operations, including the following practices.

- Monitor on a weekly basis, COVID-19 guidance from CDPH, and County Offices of Education.
- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly as needed.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Workers should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records.
- Implement routine COVID-19 testing of staff and students as directed by local county health officers and pursuant to CDPH guidance. Encourage students and families to receive testing from community testing sites before returning to school for in-person instruction and regularly while attending school in person.
- Support students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as virtual learning or independent study.

18. Protection of higher risk employees:

- The Charter School recognizes that older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.¹⁸
- Consistent with operational needs, the Charter School shall support options to telework, if available and reasonable.
- The Charter School shall attempt to limit vulnerable employees' duties to minimize their contact with visitors and other employees.

19. COVID-19 Vaccinations:

- **Purpose:**
 - Consistent with the Charter School's legal duty to maintain a safe and healthy workplace and to limit the spread of COVID-19, the Charter School has adopted the following COVID-19 employee vaccination policy ("Vaccination Policy"). The purpose of this Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission ("EEOC"), Centers for Disease Control and Prevention ("CDC"), the California Department of Public Health ("CDPH"), and local health authorities.
- **Policy:**
 - Pursuant to this Vaccination Policy, the Charter School strongly encourages all employees to receive a COVID-19 vaccination at the first available opportunity. The Charter School will notify all employees upon learning of any vaccination opportunities and will regularly provide a list of local facilities offering the vaccine. Upon request, the Charter School will promptly provide any Charter School employee with an employment verification letter, as well as any other documentation required to secure vaccination pursuant to federal, state, or local law.

¹⁸ This includes employees with any one or more of the following high-risk factors: age 65 years and older, chronic lung disease, moderate to severe asthma, serious heart conditions, immune deficiency, severe obesity (body mass index of 40 or higher), diabetes, chronic kidney disease undergoing dialysis, or liver disease.

- Employees who choose to get vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated during working hours may use either COVID-19 Supplemental Paid Sick Leave or accrued sick leave to for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- Employees who voluntarily vaccinate for COVID-19 are not to provide any proof of vaccination information to the Charter School. However, such employees must retain proof of vaccination should the Charter School elect to mandate vaccinations and request proof of COVID-19 vaccination status at a later date.
- Employees who experience symptoms related to a COVID-19 vaccine that prevent the employee from being able to work or telework may be entitled to COVID-19 Supplemental Paid Sick Leave.
- **Non-Discrimination:**
 - The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine.
- **Disclaimer:**
 - As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Vaccination Policy. Such a revision may include but is not limited to mandating all employees vaccinate for COVID-19, absent a legally-recognized accommodation. Upon any revision to this Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.

Employee with any questions regarding the Charter School's Vaccination Policy may contact Human Resources Department at hr@magnoliapublicschools.org.

20. Communications to the Charter School community:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Beginning March 15, 2021, every Charter School campus shall report identifying

information about its operations to the CDPH. Every Charter School campus shall thereafter report such information to the CDPH on the second and fourth Monday of each month.

- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - Enhanced sanitation practices
 - Physical distancing requirements and recommendations
 - Proper use, removal and washing of face coverings.
 - Screening practice.
 - How COVID-19 is spread.
 - COVID-19 specific symptom identification.
 - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
 - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
 - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
 - Guidelines for families about when to keep students home from school.
 - Systems for self-reporting symptoms.
 - Criteria and plan to close schools again for physical attendance of students.
 - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
 - Charter School policies regarding parental visits to Charter School campuses, reiterating options for contacting the school remotely.
 - Contact information at the Charter School for students who may have been exposed to COVID-19.
 - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will train staff and students on protocols for physical distancing for both indoor and outdoor spaces.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- COVID-19 protocol will be posted at all public entrances to the Charter School campus.

- Communications will be targeted to the most vulnerable members of the Charter School community.
- The Charter School will develop a communications plan for implementation if the school has a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix

Site Specific Planning Form

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: _____

Date Last Revised: _____

School Address: _____

Location Code: _____

School Phone Number: _____

Campus Density

- Approximate Square Footage open: _____
- Maximum Student Capacity: _____
- Maximum Number of Staff with physical distancing: _____
- Total Number of Students Enrolled: _____
- 25% of Total Number of Students Enrolled: _____
- In-person class size is limited to: _____
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

Specialized Services for defined subgroups of children (T1)			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:
1:	5:	7:	11:

2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: _____
- Address _____

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: _____
- Address: _____

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

Health Office Set-up and Staff

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					
Quarantine Area					

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed <input type="checkbox"/>	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms – or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options



INJURY AND ILLNESS PREVENTION PROGRAM (“IIPP”) COVID-19 ADDENDUM

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Charter School has adopted this addendum to accommodate reopening school for in-person instruction in accordance with the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year from the California Department of Public Health (CDPH). This document additionally complies with the temporary Cal/OSHA regulations issued November 30, 2020 which require a “written COVID-19 prevention plan.” Resumption of in-person instruction presumes that the Charter School has complied with all applicable requirements pursuant to California’s Blueprint for a Safer Economy Program, as well as the “Safe Schools for All Plan.” Charter School and worksite administrators should coordinate with state and local health officials to obtain timely and accurate information about the level of disease transmission in the local community before resuming any on-site work practices. Local conditions will influence the decisions that public health officials make regarding community-level strategies.

This addendum contains three parts. Part one contains background information regarding COVID-19, including known symptoms, emergency warning signs and high-risk factors. Part two provides guidelines for implementation of a COVID-19 Infection Control Plan, which includes short-term measures to implement while COVID-19 remains endemic in states and communities. Part three contains measures to maintain a healthy workforce until herd immunity in the population is achieved or the global incidence of COVID-19 comes under control.

Background

In November 2019, a novel coronavirus (SARS-CoV-2) was discovered in Wuhan, China, which was found to cause a viral respiratory illness (coronavirus disease 2019, or “COVID-19”) leading to severe injury and death in certain populations, particularly elderly persons and persons with underlying health conditions.

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COVID-19 was declared a pandemic by the World Health Organization on March 11, 2020. In response to the COVID-19 Pandemic, public health officers in many states and counties ordered all individuals to stay home or at their place of residence (i.e., “Shelter in Place”), except as needed to maintain continuity of operations of certain critical infrastructure sectors. Across the nation, public schools and most other government offices and private businesses were closed in order to slow the spread of the coronavirus in the community. Many states and localities have now commenced phased reopening.

In 2020, the CDC identified the following symptoms of COVID-19, which typically appear within 2-14 days after exposure to the virus:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The CDC also recommends that, if a person shows any of the following emergency warning signs, * he or she should seek emergency medical care immediately:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*Please note that this is not a complete list of all possible symptoms. Anyone experiencing any other symptoms that are severe or concerning should contact a medical provider.

Certain people are at higher risk for severe illness from COVID-19, including:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
 - People with chronic lung disease or moderate to severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
 - Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune

deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications

- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease

Decisions to resume operations should be based on both the level of disease transmission in the community and the capacity to protect the safety and health of staff and students at each school site. By providing guidelines for the design of a control plan for COVID-19, part two of this addendum is intended to allow for the resumption of school by implementing measures to prevent and slow the spread of COVID-19 within the workplace.

COVID-19 Infection Control Plan

Before resuming normal or phased school activities after a Shelter in Place order is lifted, prepare and implement a COVID-19 preparedness, response, control and prevention plan (i.e., COVID-19 Infection Control Plan). Federal, state, and local public health communications must be monitored to keep up with information available about COVID-19 regulations, guidance, and recommendations, to ensure that workers have access to the timeliest information.

1. Design, implement, update and maintain a COVID-19 Infection Control Plan:

The overall goal of the COVID-19 Infection Control Plan is to decrease the spread of COVID-19 and lower the impact of the disease in the workplace. This includes the following objectives:

- Prevent and reduce transmission among employees;
- Maintain healthy school operations; and
- Maintain a healthy work environment.

All site administrators should implement and update as necessary a control plan that:

- Is specific to your workplace;
- Identifies all areas and job tasks with potential exposures to COVID-19; and
- Includes control measures in this policy to eliminate or reduce such exposures

COVID-19 Infection Control Plans should consider that employees may be able to spread COVID-19 even if they do not show symptoms, which is a source of anxiety in the workforce, particularly among higher-risk individuals. Therefore, it is important to have discussions with workers about planned changes and seek their input. Additionally, collaboration with workers to effectively communicate important COVID-19 information.

2. Adjust operations to slow the spread:

- Employees who have COVID-19 symptoms should notify their supervisor and stay home as directed.
- Sick employees should follow CDC-recommended steps for self-quarantine. Employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their supervisor, local health departments and healthcare providers.
- Employees who appear to have symptoms upon arrival at work or who become sick during the day should immediately be separated from other employees, students, and visitors, and sent home.
- Adopt a procedure for the safe transport of an employee who becomes sick while at work. The employee may need to be transported home or to a healthcare provider.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- If implementing in-person health checks, conduct them safely and respectfully. Protect the screener using social distancing, barrier or partition controls, or personal protective equipment (“PPE”). However, reliance on PPE alone is a less effective control and is more difficult to implement, given PPE shortages and training requirements.
- Complete the health checks in a way that helps maintain social distancing guidelines, such as providing multiple screening entries into the building.
- Follow guidance from the Equal Employment Opportunity Commission regarding confidentiality of medical records from health checks.
- To prevent stigma and discrimination in the workplace, make employee health screenings as private as possible. Do not make determinations of risk based on race or country of origin or any other protected characteristics, and be sure to maintain confidentiality of each individual’s medical status and history.

3. Conduct a Workplace Hazard Assessment:

The purpose of a hazard assessment of the workplace is to identify where and how workers might be exposed to COVID-19 at work. Combinations of controls from the hierarchy of controls are used to limit the spread of COVID-19 (see Controls Table in Appendix A). These include engineering controls, workplace administrative policies, and personal protective equipment (PPE) to protect workers from the identified hazards.

- Conduct a thorough hazard assessment to determine if workplace hazards are present, or are likely to be present, and determine what type of controls are needed for specific job duties, including:
 - Evaluating potential workplace exposures which employees or other persons at the Charter School campus may encounter.
 - Evaluating places where Charter School employees or others may congregate on campus, such as hallways, bathrooms, and break rooms.
 - Reviewing and incorporating all applicable federal, state, and local public health guidance related to COVID-19, as well as any other industry-specific guidance.
 - From time to time, evaluate existing COVID-19 health and safety measures to determine whether additional or different measures are necessary.

- Periodically conduct inspections to identify any potential COVID-19 unhealthy conditions, work practices, procedures, and to ensure compliance with all COVID-19 health and safety measures.
- Encouraging employees and their exclusive representative, if any, to participate and assist the Charter School in identifying and evaluating potential COVID-19 workplace hazards. The School will do so by:
 - Before implementing this plan, the School will consult with employees' exclusive representatives and coordinate a virtual safety meeting in February 2021. At the safety meeting, the School will discuss the components of the COVID-19 Prevention Plan with employees and exclusive representatives. The School will additionally seek input from employees and exclusive representatives regarding potential COVID-19 hazards. In advance of the virtual safety meeting, employees and exclusive representatives are encouraged to consider areas on campus which they believe pose a high-risk of COVID-19 transmission, as well as activities on campus that are difficult to complete while complying with all health and safety guidance.
 - In consultation with employees' exclusive representatives, the School will create a rotating team of employees to participate in hazard assessments on campus. These assessments will occur virtually to the greatest extent practicable. These assessments will occur weekly. All employees are encouraged to volunteer for participation in hazard assessments, and the School will rotate teams of employees, ensuring all groups of School personnel are equally represented to the greatest extent possible.
 - If employees and/or exclusive representatives have specific COVID-19 hazard concerns, they may contact the school site principals (Chief Compliance Officer) to discuss such concerns, who may be reached at:

School Name	School Site Principal	Phone Number
Magnolia Science Academy-1	Mustafa Sahin	818-609-0507
Magnolia Science Academy-2	David Garner	818-758-0300
Magnolia Science Academy-3	Zekeriya Ocel	310-637-3806
Magnolia Science Academy-4	Musa Avsar	310-473-2464
Magnolia Science Academy-5	Brad Plonka	818-705-5676
Magnolia Science Academy-6	John Terzi	310-842-8555
Magnolia Science Academy-7	Meagan Wittek	818-886-0585
Magnolia Science Academy-8	Jason Hernandez	323-826-3925
Magnolia Science Academy-Santa Ana	Steven Keskindurk	714-479-0115
Magnolia Science Academy-San Diego	Gokhan Serce	619-644-1300
MPS Home Office	Suat Acar	213-628-3634

- If a hazard assessment reveals any potential COVID-19 hazards, the Charter School will immediately act to correct the hazard. The school site principal (Chief Compliance Officer) will be responsible for responding to and correcting any potential COVID-19 hazards.
- When engineering and administrative controls cannot be implemented or are not fully protective:
 - Determine what PPE is needed for each workers' specific job duties,
 - Select and provide appropriate PPE to the workers at no cost, and
 - Train their workers on its correct use.

4. Take action if an employee is suspected or confirmed to have COVID-19 infection:

Current Cal/OSHA Regulations

- Effective immediately, upon one (1) “COVID-19 case”¹ in the workplace, the Charter School will:
 - Investigate the COVID-19 case, determine the day and time the COVID-19 case was last present on the Charter School campus, the date of the positive test and/or diagnosis, and the date the case has one (1) or more COVID-19 symptoms, if any.
 - Investigate whether other Charter School employees or any other third parties may have had a COVID-19 exposure by evaluating the activities of the COVID-19 case at the Charter School campus during the “high-risk exposure period”².
 - Give notice of potential exposure, within one (1) business day, and without revealing any personal identifying information³ of the COVID-19 case, to:
 - 1) All employees and their authorized representatives, if any, who may have had COVID-19 exposure, and
 - 2) Independent contractors and other employers present at the workplace during the high-risk exposure period.
 - Offer testing for COVID-19 to all employees with potential COVID-19 exposure in the workplace, at no charge and during working hours, as well as:
 - Information regarding COVID-19-related benefits under all applicable federal, state, and local laws, as well as potential salary continuation rights during any period of exclusion due to the COVID-19 exposure.
 - Investigate the potential that workplace conditions contributed to the risk of COVID-19 exposure, as well as remedial steps that could have been taken to reduce the risk of COVID-19 exposure.

- Effective immediately, and pursuant to current Cal/OSHA regulations:
 - All employees with COVID-19 exposure shall be excluded from the Charter School campus for fourteen (14) days from the last known exposure to a COVID-19 case.
 - Charter School employees with confirmed COVID-19 must not return to the Charter School campus as follows⁴:
 - For Employees who test positive and have symptoms consistent with COVID-19:
 - 1) At least twenty-four (24) hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications,
 - 2) COVID-19 symptoms have improved, and
 - 3) At least ten (10) days have passed since COVID-19 symptoms first appeared.
 - Employees who test positive but remain asymptomatic shall not return to the Charter School campus until at least ten (10) days have passed since the date

¹ Cal/OSHA regulations define a “COVID-19 case” as a person who: 1) Has a positive COVID-19 test, 2) is subject to a COVID-19 related order to isolate issued by a local health department or state health official, or 3) has died due to COVID-19, in the determination of a local health department or per inclusion in the COVID-19 statistics of a county.

² “High-risk exposure period” is defined by Cal/OSHA as: 1) For individuals with COVID-19 symptoms, from two (2) days before the symptoms first develop until ten (10) days after symptoms first appeared, and 24 hours have passed with no fever, without the use of fever-reducing medications, and symptoms have improved; or 2) for asymptomatic individuals who test positive for COVID-19, from two (2) days before until ten (10) days after the first positive COVID-19 test specimen was collected.

³ All personally identifying information related to COVID-19 cases or those with COVID-19 symptoms shall be kept confidential. However certain information may be provided to public health authorities, as required by law.

⁴ The Charter School will not require a negative test prior to an employee returning to work. 8 CCR 3505(c)(11)(D).

- of specimen collection of their first positive COVID-19 test.
- Employees excluded from work due to COVID-19 exposure may be entitled to salary continuation during the fourteen (14) day exclusion period. The Charter School will provide employees with California COVID-19 Supplemental Paid Sick Leave or emergency paid sick leave pursuant to the Families First Coronavirus Response Act (“FFCRA”), if available, during this period. If an employee is not eligible for California COVID-19 Supplemental Paid Sick Leave or otherwise has no such leave available, the Charter School may elect to provide paid sick leave during this period. Any salary continuation benefits will account for funds received from public sources during this period, as well as any indemnity benefits as part of any workers’ compensation claim related to the employee’s COVID-19 exposure.
 - If a COVID-19 case is not work-related pursuant to all applicable workers’ compensation laws, Charter School employees are not entitled to salary continuation during the fourteen (14) day exclusion period. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period.
 - If a Charter School employee is unable to work for reasons other than protecting other employees or students at the Charter School campus from possible COVID-19 transmission, the employee is not entitled to salary continuation during the fourteen (14) day exclusion period. However, the employee may still be eligible for California COVID-19 Supplemental Paid Sick Leave during this period.
 - Effective immediately, and in the event of a confirmed COVID-19 case at the Charter School campus, the Charter School will notify the local public health department, as required by law.
 - Effective immediately, upon notice any COVID-19-related serious illnesses or death⁵ of an employee occurring in a place of employment or in connection with any employment, the Charter School will immediately report such information to Cal/OSHA.

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Effective January 1, 2021, employers are required to provide certain notices in response to a “notice of potential exposure to COVID-19,” in accordance with Labor Code section 6409.6. A “notice of potential exposure” means any of the following:

- (a) Notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite;
- (b) Notification from an employee, or their emergency contact, that the employee is a qualifying individual;
- (c) Notification through the school’s testing protocol that the employee is a qualifying individual; or
- (d) Notification from a subcontracted employer that a qualifying individual was on the schoolsite.

⁵ Pursuant to 8 CCR §330(h), “Serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement.”

Upon receipt of a “notice of potential exposure,” the Charter School must take the following actions within one (1) business day of the notice:

- (a) Provide a written notice to all employees who were on the premises in the same worksite⁶ as the qualifying individual⁷ within the infectious period⁸ that they may have been exposed to COVID-19.⁹
- (b) Provide a written notice to the exclusive representative, if any, of the above employees.¹⁰
- (c) Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding COVID-19-related benefits to which employees may be entitled under applicable federal, state, or local laws.
 - Information regarding COVID-19-related benefits includes, but is not limited to, workers’ compensation, and options for exposed employees, including California COVID-19 Supplemental Paid Sick Leave-related leave, emergency paid sick leave pursuant to the FFCRA, Charter School sick leave, state-mandated leave, or negotiated leave provisions, as well as antiretaliation and antidiscrimination protections applicable to employees.
- (d) Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, on the disinfection and safety plan that the employer plans to implement and complete per the guidelines of the federal Centers for Disease Control.

Records of the above notices must be retained for a minimum of three (3) years.

Effective January 1, 2021 the school must also take the following responses in the event of a COVID-19 “outbreak,” as defined by CDPH:

- Within forty-eight (48) hours, the Chief Executive Officer or designee shall notify the county public health department of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual.¹¹

⁶ The “worksite” does not include buildings, or floors within multistory buildings, that a qualifying individual did not enter. If the Charter School operates multiple worksites, the school must only notify employees who worked at the same worksite as the qualified individual. (Labor Code § 6409.6, subd. (d)(5).)

⁷ A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

⁸ The “infectious period” means the time a COVID-19-positive individual is infectious, as defined by the State Department of Public Health. (Labor Code § 6409.6, subd. (d)(2).)

⁹ Written notice must be provided in the same manner that the Charter School ordinarily uses to communicate employment-related information. Written notice may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending and shall be in both English and the language understood by the majority of the employees.

¹⁰ Written notice to the exclusive representative must contain the same information as required in an incident report in a Cal/OSHA Form 300 injury and illness log unless the information is inapplicable or unknown to the school. This requirement does not apply if the school’s employees do not have an exclusive representative.

¹¹ A “qualifying individual” means (a) a laboratory-confirmed case of COVID-19, as defined by the State Department of Public Health; (b) a positive COVID-19 diagnosis from a licensed health care provider; (c) a COVID-19-related order to isolate provided by a public health official; (d) died due to COVID-19, in the determination of a county public health department or per inclusion in the COVID-19 statistics of a county. (Labor Code § 6409.6, subd. (d)(4).)

- The Chief Executive Officer of designee shall also report the address and NAICS code of the worksite where the qualifying individuals work.
- Additional notice will be provided of any subsequent laboratory-confirmed cases of COVID-19 at the worksite.

Other Relevant Public Health Guidance

Specific guidelines for responding to suspected and confirmed cases of COVID-19 in schools are also found in the COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year, issued January 14, 2021. In most cases, you do not need to shut down the facility. If it has been less than seven (7) days since the sick employee has been in the facility, close off any areas used for prolonged periods of time by the sick person:

- Wait twenty-four (24) hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting twenty-four (24) hours is not feasible, wait as long as possible.
- During this waiting period, open outside doors and windows to increase air circulation in these areas.

If it has been seven (7) days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.

Follow the CDPH and CDC cleaning and disinfection recommendations:

- Clean dirty surfaces with soap and water before disinfecting them.
- To disinfect surfaces, use products that meet EPA criteria for use against SARS-Cov-2, the virus that causes COVID-19, and are appropriate for the surface.
- Always wear gloves and other PPE appropriate for the chemicals being used when you are cleaning and disinfecting.
- You may need to wear additional PPE depending on the setting and disinfectant product you are using. For each product you use, consult and follow the manufacturer's instructions for use.

Determine which employees may have been exposed to the virus and may need to take additional precautions:

- Inform employees of their possible exposure to COVID-19 in the workplace but maintain confidentiality as required by the Americans with Disabilities Act (ADA).
- Follow the public health recommendations for community-related exposure and instruct potentially exposed employees to stay home for fourteen (14) days, or such period as established by local health order, telework if possible, and self-monitor for symptoms.

Measures to Maintain Healthy Ongoing School Operations

- 1. Identify a workplace coordinator.** The School Compliance Task Force Team will be responsible for COVID-19 issues and their impact at the workplace.

2. **Protect employees at higher risk for severe illness through supportive policies and practices.** Older adults and people of any age who have serious underlying medical conditions are at higher risk for severe illness from COVID-19.
 - Provide options to telework, if available and reasonable.
 - Offer vulnerable workers duties that minimize their contact with students and other employees, if the worker agrees to this.
 - Offer flexible options such as telework to employees where available and reasonable to eliminate the need for employees living in higher transmission areas to travel to workplaces in lower transmission areas and vice versa.

3. **Communicate supportive workplace policies clearly, frequently, and via multiple methods.** Employers may need to communicate with non-English speakers in their preferred languages.
 - Train workers on how implementing any new policies to reduce the spread of COVID-19 may affect existing health and safety practices.
 - Communicate to any contractors or on-site visitors about changes that have been made to help control the spread of COVID-19. Ensure that they have the information and capability to comply with those policies.
 - Create and test communication systems that employees can use to self-report if they are sick and that you can use to notify employees of exposures and closures.
 - Use a hotline or another method for employees to voice concerns anonymously. They may call the Home Office hotline line 213-293-7068. Consistent with the Employee Handbook and all applicable policies, the Charter School will not tolerate discrimination, harassment, or retaliation against any employee who reports COVID-19 symptoms or hazards.

4. **Establish policies and practices for social distancing.** Where possible and reasonable, alter your workspace to help workers and students maintain social distancing and physically separate employees from each other and from students, such as:
 - Implement flexible worksites (e.g., telework).
 - Implement flexible work hours (e.g., rotate or stagger shifts to limit the number of employees in the workplace at the same time).
 - Increase physical space between employees at the worksite by modifying the workspace.
 - Increase physical space between employees and students (e.g., physical barriers such as partitions).
 - Use signs, tape marks, or other visual cues such as decals or colored tape on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
 - Implement flexible meeting and travel options (e.g., postpone non-essential meetings or events in accordance with state and local regulations and guidance).
 - Close or limit access to common areas where employees are likely to congregate and interact.
 - Prohibit handshaking.
 - Deliver services remotely (e.g., phone, video, or web).
 - Adjust school practices to reduce close contact with and among students — for example, by using larger formal spaces (e.g., auditoriums) or outdoor areas for instruction.

- When it is not possible to maintain a distance of at least six (6) feet, individuals shall be as far apart as possible.
 - In this situation, the Charter School will evaluate the need for additional eye protection and respiratory protection, consistent with CCR Title 8, section 5144.

5. Facial Coverings

- Until lifted, the CDPH has ordered that all persons must wear a cloth face covering at work if the hazard assessment has determined that they do not require PPE (such as a respirator or medical facemask) for protection.
 - A cloth face covering contains the wearer's respiratory droplets to help protect their co-workers and others.
 - Cloth face coverings are not considered PPE. They help prevent those who do not know they have the virus from spreading it to others, but do not offer the same level of protection for wearers from exposure to the virus that causes COVID-19 as PPE.
- Remind employees that CDC recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission. Wearing a cloth face covering, however, does not replace the need to practice social distancing.
- As necessary, the Charter School will provide clean and undamaged face coverings.
- All face coverings must be worn, cleaned, and replaced as needed, and unless an applicable exception to wearing a facial covering applies, consistent with the Charter School's COVID-19 Health and Safety Policy.
- If an employee cannot wear a face covering, face shield with a drape, respiratory protection, or another effective alternative to a facial covering, the employee shall be kept at least six (6) feet apart from all other employees, students, and persons, unless the unmasked employee is tested at least twice per week for COVID-19. However, testing an employee twice per week is not an alternative to wearing a facial covering where otherwise required.

6. Engineering Controls

- To the maximum extent feasible, the Charter School will implement all appropriate actions to protect employees where six (6) feet of physical distancing cannot be maintained, consistent with the COVID-19 Health and Safety Policy, as well as this Plan.
- To the maximum extent feasible, the Charter School will ensure maximize the quantity of outside air in buildings or by natural ventilation systems, except when the United States EPA Air Quality Index is greater than one hundred (100) for any pollutant, or if opening windows or doors would cause additional hazards to employees.
- Conducting bimonthly inspections of the HVAC system.
- To the extent feasible, the Charter School will increase the filtration efficiency of its existing ventilations systems to the highest level that is safely allowable.

7. Give employees and students what they need to clean their hands and cover their coughs and sneezes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace. If soap and water are not readily available, use

alcohol-based hand sanitizer that is at least 60% alcohol. Ensure that adequate supplies are maintained. All employees are encouraged to wash their hands frequently and will be provided ample time to do so. Employees should wash their hands for at least twenty (20) seconds each time.

- To the extent feasible, dependent on a hazard assessment, and consistent with the Charter School's COVID-19 Health and Safety Plan, the Charter School will consider providing additional handwashing facilities.
- Ideally, place touchless hand sanitizer stations in multiple locations to encourage hand hygiene.
- Place posters that encourage hand hygiene to help stop the spread at the entrance to your workplace and in other workplace areas where they are likely to be seen. This should include signs for non-English speakers, as needed.
- Direct employees to visit CDC's coughing and sneezing etiquette and clean hands webpage for more information.

8. Limit Sharing of Tools, Equipment, and PPE

- The Charter School will not allow any employees, students, or any other persons to share any form of PPE, including but not limited to: Gloves, facial coverings, masks, and goggles.
- To the maximum extent feasible, the Charter School will prohibit the sharing of tools and equipment, including: Phones, headsets, desks, keyboards, and writing materials. Where sharing is required, the School will follow all cleaning and disinfection procedures, consistent with this Plan.
- On any Charter Schools busses or other vehicles which are otherwise shared, the high touch points such as steering wheels, seatbelt buckles, armrests, and seats will be disinfected between uses, consistent with this Plan.

9. Perform routine cleaning:

- Incorporate the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Routinely clean and disinfect all frequently touched surfaces in the workplace, such as workstations, keyboards, telephones, handrails, and doorknobs.
 - If surfaces are dirty, clean them using a detergent or soap and water before you disinfect them in accordance with Healthy Schools Act protocols.
 - For disinfection, most common, EPA-registered, household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time).
- Discourage workers from using each other's phones, desks, offices, or other work tools and equipment, when possible.
- Provide disposable disinfecting wipes so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Do not mix bleach or other cleaning and disinfection products together. This can cause

fumes that could be very dangerous to breathe in.

- Advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting and that they may need additional PPE based on the setting and product.

10. Perform enhanced cleaning and disinfection after persons suspected/confirmed to have COVID-19 have been in the facility:

- In the event of a suspected or confirmed COVID-19 case at the Charter School, the Charter School will determine all areas, materials, and equipment used by the case during the high-risk exposure period.
- Once identified, the Charter School will follow all CDC cleaning and disinfection recommendations of all pertinent areas.
- The Charter School custodian and a third-party custodial services vendor will work in conjunction to complete post-exposure cleaning and disinfection in accordance with CDC protocol and public health guidance.

11. Minimize risk to employees when planning meetings and gatherings:

- Use videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Cancel, adjust, or postpone large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, hold meetings in open, well-ventilated spaces continuing to maintain a distance of six (6) feet apart and wear cloth face coverings.

12. COVID-19 Testing:

- Consistent with Cal/OSHA regulations, in the event of one (1) COVID-19 case, an outbreak¹², or a major outbreak at the Charter School campus, the Charter School will offer COVID-19 testing to employees with exposure at no charge, and during working hours.
- In the event of one (1) COVID-19 case in the workplace, COVID-19 testing will be offered to all employees who have had potential COVID-19 exposure.
- In the event of a COVID-19 outbreak pursuant to Cal/OSHA regulations:
 - The Charter School must provide testing to all employees who were present in the exposed workplace.
 - Pursuant to Cal/OSHA regulations, “employees in the exposed workplace shall be tested and then tested again one week later.”¹³
 - After the first two (2) COVID-19 tests, the Charter School must provide continuous COVID-19 testing of employees remaining at the workplace at least once per week, until outbreak criteria are no longer met.
- In the event of a “major COVID-19 outbreak,”¹⁴ the Charter School will provide COVID-19

¹² An outbreak is defined by Cal/OSHA as one that is declared by the local public health department, or where there are three or more cases on campus within a 14-day period. 8 CCR §3205.1(a)(1).

¹³ 8 CCR §3205.1(b)(2)A).

¹⁴ Cal/OSHA defines a major outbreak as “20 or more COVID-19 cases in an exposed workplace within a 30-day period.”

testing at least twice per week to all employees present at the exposed workplace during the thirty (30) day period, and who remain at the workplace. This testing regimen will continue until there are no new COVID-19 cases in the workplace for a fourteen (14) day period.

- Consistent with current Cal/OSHA regulations, the School will require certain frequencies of COVID-19 testing before allowing employees with COVID-19 exposure to return to campus.
- In the event that COVID-19 testing is mandated by Cal/OSHA regulations, all Charter School employees should be able to secure testing through their local county, free of charge and during working hours. The Charter School is currently working on arranging additional COVID-19 testing for all employees with a contracted testing vendor. As soon as more information is available, the Charter School will notify all employees as to further details.
- If COVID-19 is not mandated by Cal/OSHA regulations, but testing is otherwise needed, employees may procure testing, likely free of charge, through their local county or from their health provider.
- Any employees who have questions regarding COVID-19 testing may contact the MPS Human Resources Department at hr@magnoliapublicschools.org.

Record Keeping and Availability of Plan

- The Charter School will maintain records of the steps taking to implement this Plan for at least one (1) year, consistent with 8 CCR §3202(b).
- This Plan shall be made available at the workplace to all Charter School employees, authorized representatives, and Cal/OSHA representatives immediately upon request.
- The Charter School will track all COVID-19 cases, by keeping a record of the employee's name, contact information, occupation, location where the employee worked, the date of the last day at the workplace, and the date of a positive COVID-19 test. Medical information shall be kept confidential. The information shall be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

The CEO/Superintendent is authorized to implement changes or additions to this addendum in order to ensure compliance with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”) and/or the facts of a specific circumstance, and to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy. The CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

Appendix A

Controls Table

The following table presents examples of controls to implement in the workplace. The most effective controls are those that rely on engineering solutions, followed by administrative controls, then PPE. PPE is the least effective control method and the most difficult to implement. Worksites may have to implement multiple complementary controls from these columns to effectively control the hazard.

Engineering (Facilities and Equipment)
<ul style="list-style-type: none"> • Assess job hazards for feasibility of engineering controls • Ensure ventilation and water systems operate properly • Alter office workspaces to maintain social distancing. Examples include: <ul style="list-style-type: none"> ○ Configure partitions as a barrier shield ○ Move electronic payment reader away from cashier in cafeteria ○ Use verbal announcements, signage, and visual cues to promote social distancing ○ Remove/rearrange furniture
Administrative
<p>Management and Communications</p> <ul style="list-style-type: none"> • Monitor state and local public health communications about COVID-19 • Require students who are ill to stay home • Encourage sick workers to report symptoms, stay home, and follow CDC guidance • Develop strategies to: <ul style="list-style-type: none"> ○ communicate with staff ○ manage staff concerns • Remind staff of available support services • Communicate to partners, suppliers, other contractors on policies and practices • Encourage social distancing and the use of cloth face coverings (if appropriate) in the workplace • Use technology to promote social distancing (e.g., telework and virtual meetings) • Cancel group events • Close/limit use of shared spaces • Consider policies that encourage flexible sick leave and alternative work schedules. • Schedule stocking during off-peak hours <p>Cleaning and Disinfection</p> <ul style="list-style-type: none"> • Clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays) • Provide employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19 <p>Training</p> <p>Provide employees with training on:</p> <ul style="list-style-type: none"> • Symptoms, emergency warning signs and high-factors for COVID-19 • Policies to reduce the spread of COVID-19



- Information regarding COVID-19 transmission, including that COVID-19 “is an infectious disease that can be spread through the air when an infectious person talks, vocalizes, sneezes, coughs, or exhales; as well as that COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth; as well as that infectious people may have no symptoms.”
- COVID-19 related benefits under federal, state, and local law, including any potential benefits under current workers’ compensation laws, California COVID-19 Supplemental Paid Sick leave, the FFCRA, the Families First Coronavirus Response Act (“FFCRA”), the Charter School’s leave policies, and any other rights by contract or collective bargaining agreement.
- Information regarding the fact that particles containing the virus can travel more than six (6) feet, especially indoors; and thus, why social distancing, proper hygiene, and PPE are so important.
 - General hygiene
 - Cleaning and disinfection
 - Cloth face covers
 - Social distancing
 - Use of PPE
 - Safe work practices
 - Stress management

Personal Protective Equipment (PPE)

- Conduct workplace hazard assessment
- Determine what PPE is needed for their workers’ specific job duties based on hazards and other controls present
- Select and provide appropriate PPE to the workers at no cost, and train employees in the use of the PPE.



APPENDIX B: IDENTIFICATION AND INSPECTION OF COVID-19 HAZARDS

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, students, visitors, employees of other entities, members of the public, customers or clients, and independent contractors. The School will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person(s) conducting the evaluation:

_____	_____
_____	_____
_____	_____

Date:

Name(s) of employee and authorized employee representative that participated:

_____	_____
_____	_____



MAGNOLIA PUBLIC SCHOOLS

COVID-19 Inspections¹⁵

Date: _____

Name of person(s) conducting the inspection:

Work location evaluated: _____

Exposure Controls¹⁶	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			

¹⁵ Please review the information available at www.dir.ca.gov/dosh/coronavirus/ for additional guidance on what to regularly inspect for, including issues that may be more pertinent to each School campus. Each campus will need to modify this form accordingly.

¹⁶ Use empty cells to add any additional controls that the School is using.



Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
<i>Isolation Areas for Symptomatic Individuals</i>			
<i>Sufficient and Clearly Marked Signage</i>			
<i>Clearly Labeled Ingress and Egress Points</i>			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			



Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the School will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (“NIOSH”), or as otherwise required by law.

All employees’ medical records will also be kept confidential and not disclosed or reported without the employee’s express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date: [enter date]

Name of person conducting the investigation: [enter name(s)]

COVID-19 Case Investigation Information

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	



<p>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</p>	
--	--

<p>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</p>		
<p>All employees who may have had COVID-19 exposure and their authorized representatives.</p>	<p>Date:</p>	
	<p>Names of employees that were notified:</p>	
<p>Independent contractors and other employers present at the workplace during the high-risk exposure period.</p>	<p>Date:</p>	
	<p>Names of individuals that were notified:</p>	



<p>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</p>		<p>What could be done to reduce exposure to COVID-19?</p>	
<p>Was local health department notified?</p>		<p>Date:</p>	

***Should an employer be made aware of a non-employee infection source COVID-19 status.**

Cover Sheet

Approval of Updated LAUSD COVID-19 Testing & Community Engagement Services Memorandum of Understanding Agreement for MSA-2,3,4,5,8

Section: III. Action Items
Item: D. Approval of Updated LAUSD COVID-19 Testing & Community Engagement Services Memorandum of Understanding Agreement for MSA-2,3,4,5,8
Purpose: Vote
Submitted by:
Related Material: LAUSD COVID-19 Testing And Community Engagement Community Services Agreement.pdf



Board Agenda Item #	III D: Action Item
Date:	April 22, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS Human Resources Director
RE:	Updated Los Angeles Unified School District (“LAUSD”) COVID-19 Testing And Community Engagement Community Services Agreement

Proposed Motion:

I move that the board approve the updated Los Angeles Unified School District (LAUSD) COVID-19 testing and community engagement services agreement with the updated date effective through June 30, 2022 for MSA 2, 3, 4, 5 and 8.

Introduction

Based on the board resolution adopted on July 23, 2020, the Board of Directors directed the following:

- The CEO is authorized to develop and implement a plan for reopening schools (the “Plan”) in Fall 2020 in accordance with guidance and/or directives from the chartering authority, and local, state or federal government officials, including, but not limited to, Relevant Authorities.
- The CEO or designee may hire additional employees or independent contractors as necessary or convenient for purposes of performing tasks recommended by Relevant Authorities or that the CEO deems necessary in their discretion to mitigate the actual or potential impacts of COVID-19.

Based on this, Mr. Rubalcava, MPS CEO and Superintendent, made the executive decision to sign the updated agreement on April 17, 2021.

Background

The original COVID-19 testing service agreement was presented and approved on March 18, 2021. Since then, the MPS principals and the Home Office COVID-19 response team have

worked collaboratively with the LAUSD team to start the administration of the COVID-19 testing program. On April 16, 2021, the LAUSD provided an updated agreement. In order to begin to test the LAUSD co-located sites' students and staff members in the week of April 19th, the updated agreement had to be executed immediately for the schools to reopen the week of April 26th as approved by the MPS board of directors.

Please note that either party can terminate the service agreement upon providing thirty (30) days' written notice to the other party.

Budget Implications

A detailed budget analysis will be presented before the end of the 2020-21 fiscal year based on the updated student enrollment numbers for the 2021-22 school year.

Legal Review:

This agreement has been reviewed by the MPS general counsel.

Exhibits (attachments):

Appendix 1: LAUSD MOU (updated)

ATTACHMENT A

FUNDAMENTAL PROVISIONS

COVID TESTING AND COMMUNITY ENGAGEMENT SERVICES AGREEMENT

CONTRACT # _____

The following fundamental provisions are incorporated into the COVID Testing and Community Engagement Services Agreement (“Agreement”). The provisions shall have the following meanings throughout the Agreement.

(a) LAUSD or District:	Los Angeles Unified School District, a unified school district existing under the laws of the State of California.
(b) Operator:	_____ operating that charter school known as _____ (“Charter School”), a California Charter School.
(c) School Site:	Charter School’s location on the following District School Site: _____.
(d) Term:	The Term of this Agreement shall commence on the last date of signature below, and expire on June 30th, 2022 , unless terminated otherwise as outlined in this Agreement.
(e) Charter School’s Address for Notices:	_____ _____ _____ ATTN: _____ Phone No.: _____ Email Address: _____
(f) LAUSD’s Address for Notices:	Los Angeles Unified School District 333 South Beaudry Avenue Los Angeles, California 90017 ATTN: _____ Phone No.: _____ Email Address _____
(g) Fee	\$250 per individual tested per year

COVID TESTING AND COMMUNITY ENGAGEMENT SERVICES AGREEMENT

This COVID Testing and Community Engagement Services Agreement (“Agreement”) is made and entered into as of the last date of the full execution of this Agreement (the “Effective Date”), by and between the Los Angeles Unified School District, a school district duly organized and existing under the laws of the State of California (“LAUSD” or “District”), and [REDACTED], operating that charter school known as [REDACTED] (“Charter School”) (collectively referred to herein as the “Parties,” and individually referred to herein as a “Party”), with reference to the following:

RECITALS

WHEREAS, LAUSD is the owner of and operates public schools to provide a public education to those students residing within its jurisdictional boundaries;

WHEREAS, in response to the COVID-19 pandemic, LAUSD has implemented a COVID Testing and Community Engagement Services (“DISTRICT COVID TESTING SERVICES”) program to provide the highest standard of safety measures at schools;

WHEREAS, Charter School has chosen to avail itself of DISTRICT COVID TESTING SERVICES for the benefit of Charter School’s students and staff;

NOW, THEREFORE for good consideration had and received, and the mutual covenants and obligations contained herein, the Parties agree as follows:

ARTICLE 1. DISTRICT RESPONSIBILITIES

DISTRICT shall comply with the responsibilities set forth in EXHIBIT “A,” which is attached hereto and made a part hereof.

ARTICLE 2. CHARTER SCHOOL RESPONSIBILITIES:

Charter School shall comply with the responsibilities set forth in EXHIBIT “B,” which is attached hereto and made a part hereof.

ARTICLE 3. COSTS AND PAYMENTS

3.1 DISTRICT’S CHARGE TO CHARTER SCHOOL. The \$250 per person charge, set forth in Section (g), is an all-inclusive fee covering the cost of the test, test administration, and follow up community engagement for the school year.

3.2 INVOICE. DISTRICT shall provide Charter School an itemized written invoice no later than the 15th day of each month, covering the number of new test subjects enrolled in the prior full month (“Invoice”). Alternatively, upon mutual agreement of the parties, DISTRICT may invoice Charter School at the start of the Agreement for the entire Agreement period. DISTRICT

reserves the right to adjust prices to reflect changing conditions and costs of service, upon sixty (60) days' advance written notice to Charter School. DISTRICT shall deliver the Invoice to Charter School's address set forth in section (e) of the Fundamental Provisions of this Agreement.

3.3 PAYMENT. Charter School shall pay DISTRICT by check within thirty (30) days following the receipt of the Invoice. If Charter School fails to timely pay any portion, the unpaid amounts shall bear interest at the lesser of: (i) the rate publicly announced from time to time by the largest (as measured by deposits) chartered bank operating in California, as its prime rate, reference rate or other similar benchmark rate, plus two percent (2%), or (ii) the maximum rate then allowed by law ("Interest Rate") from the date such amount is due until the date paid, compounded daily. Charter School shall submit payment to DISTRICT's lockbox address as set forth in the invoice. If Charter School does not remit payment to LAUSD within thirty (30) days of Charter School's receipt of the Invoice, DISTRICT may, in addition to pursuing any other legal and/or equitable remedies to which DISTRICT may be entitled, immediately stop providing all COVID Testing services as set forth in EXHIBIT "A," until and unless payment, with applicable interest, is made in full.

If Charter School fails to either timely pay or deposit disputed payments into escrow pursuant to Article 3.4 below and provide timely notice to the District, the District shall provide Charter School with a notice of non-payment and Charter School shall have (15) days from the date of receipt of the notice to respond. If Charter School does not either make payment or dispute payment per Article 3.4 below, Charter School authorizes and the District shall have the right, but not the obligation, to deduct the outstanding payment amount from the Charter School's Monthly Revenue Source Allocation account. Notwithstanding anything else in this Article 3.3, Charter School shall have the option to request the District to deduct Charter School's payment from the Charter School's Monthly Revenue Source Allocation account by submitting a request to the District's Charter School Accounting Office.

3.4 PAYMENT DISPUTES. If Charter School disputes all or any part of the Invoice, Charter School shall pay the undisputed portion of the charges, and shall deposit the disputed amount into escrow with an escrow company authorized to do business in the state of California or otherwise mutually agreed between the Parties, at Charter School's expense. The Parties agree to first attempt to resolve such disputes pursuant to the dispute resolution provisions in Charter School's approved charter petition, if any. The disputed amount shall remain in escrow until the payment dispute is resolved either through the dispute resolution process or by a final judgment from a court of competent jurisdiction. Any interest accrued on the escrowed funds shall be allocated to the Parties proportional to the same percentage the disputed payment amount is allocated at the resolution of the dispute.

In such instance where Charter School disputes its obligations to pay all or part of the invoiced amount, Charter School shall provide LAUSD with a notice entitled "Payment Under Protest" stating that Charter School plans to dispute such payment, with proof of deposit of funds into escrow provided by the escrow company. The Payment Under Protest notice shall be provided to LAUSD by the date that payment would have been due. Within thirty (30) days following the payment due date, Charter School shall provide another notice to LAUSD specifying in detail why Charter School is not required to pay all or part of such amount.

ARTICLE 4. TERMINATION

This Agreement may be terminated by either Party upon providing thirty (30) days’ written notice of intent to terminate to the other Party. COVID TESTING SERVICES will be provided by the DISTRICT, and payments by Charter School will remain due and owing, for the notice period. Termination of this Agreement will not absolve Charter School of any outstanding payment obligations.

ARTICLE 5. INDEPENDENT CONTRACTOR RELATIONSHIP

LAUSD and Charter School intend and hereby agree and acknowledge that the relationship between LAUSD and Charter School is solely an independent contractor type relationship, and not a principal/agent, partnership, joint venture, employment or master/servant relationship. Charter School and LAUSD are acting on their own behalf and neither is operating as an agent of the other.

ARTICLE 6. COMPLIANCE WITH LAWS AND REGULATIONS

Charter School acknowledges that, due to the unprecedented nature of the COVID-19 pandemic, public health guidance issued by regulatory authorities has been changing rapidly. LAUSD shall use its best efforts to comply with all federal, State and local laws and regulations at all times in the provision of services under this Agreement.

ARTICLE 7. GENERAL PROVISIONS

7.1 NOTICES. Except where otherwise indicated in this Agreement, any notice or communication required or permitted hereunder shall be given in writing, sent by (a) personal delivery by a representative of the Party giving such notice, or (b) overnight delivery by recognized overnight courier, or (c) United States mail, postage prepaid, registered or certified mail, or (d) facsimile or email (provided that the same shall be followed by delivery of a copy by one of the other permitted means of delivery). Any such notice or communication shall be deemed to have been delivered either at the time of personal delivery actually received by the addressee or a representative of the addressee at the address provided above; or, in the case of delivery service or certified or registered mail, as of the earlier of the date delivered or the date forty-eight (48) hours following the date deposited in the United States mail, at the address provided herein; or, if by facsimile or email, upon electronic confirmation of receipt. LAUSD and Charter School hereby agree that notices may be given hereunder by the Parties’ respective legal counsel and that, if any communication is to be given hereunder by LAUSD’s or Charter School’s legal counsel, such counsel may communicate directly with all principals as required to comply with the provisions of this Article.

7.2 GOVERNING LAW. This Agreement shall be governed by the laws of the State of California without regard to principles of conflict of law.

7.3 ENTIRE AGREEMENT/AMENDMENT. All Exhibits and Attachments are hereby fully incorporated into this Agreement. This Agreement contains all of the agreements of the Parties with respect to the matters covered hereby, and no prior agreements, oral or written, or understandings or representations of any nature whatsoever pertaining to any such matters shall be effective for any purpose unless expressly incorporated into the provisions of this Agreement. The provisions of this Agreement shall not be amended or altered except by an instrument in writing signed by both Parties.

7.4 WAIVER. No waiver of any provision hereof shall be deemed a waiver of any other provision hereof. Consent to or approval of any act by one of the Parties hereto shall not be deemed to render unnecessary the obtaining of such Party's consent to or approval of any subsequent act, nor shall any custom or practice which may grow between the Parties in the administration of the terms hereof be deemed a waiver of, or in any way affect, the right of LAUSD to insist upon the performance by Charter School in strict accordance with said terms.

7.5 ASSIGNMENT. This Agreement shall not be assigned to any other person or entity. Subject to the provisions hereof relative to assignment, this Agreement shall be binding upon and inure to the benefit of the heirs, executors, administrators, transferees, successors and assigns of the respective Parties hereto.

7.6 TIME IS OF THE ESSENCE. Time is of the essence with respect to the performance or observance of each of the obligations, covenants, and agreements under this Agreement.

7.7 INVALIDITY / SEVERABILITY. If any term or provision of this Agreement or the application thereof to any person or circumstance shall to any extent be invalid or unenforceable, the remainder of this Agreement, or the application of such term or provision to persons or circumstances other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term and provision of this Agreement shall be valid and be enforced to the fullest extent permitted by law.

7.8 CAPTIONS. The captions and headings of this Agreement are inserted only as a matter of convenience and for reference, and in no way define, limit, or describe the scope of this Agreement or the intent of any provision hereof.

7.9 COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which may be deemed an original, but all of which together shall constitute one and the same instrument. A telefaxed or .pdf signature received via email shall have the same effect as an original wet signature.

7.10. FORCE MAJEURE. Whenever either Party hereto shall be required by the terms of this Agreement or by law to perform any act, work, labor, or services, or to perform and comply with any laws, rules, orders, ordinances, regulations, or zoning regulations, said Party shall not be deemed to be in default herein and the other Party shall not enforce or exercise any of its rights under this Agreement, if and so long as nonperformance or default herein shall be directly caused by strikes, unavailability of materials, war or national defense preemptions or civil disobedience,

governmental restrictions, alien invasion, or other similar causes beyond the reasonable control of the non-performing Party.

7.11 AUTHORIZATION TO SIGN AGREEMENT. If Charter School is a corporation, each individual executing this Agreement on behalf of Charter School represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with a duly adopted resolution of Charter School’s Board of Directors, and that this Agreement is binding upon Charter School in accordance with its terms. If Charter School is a partnership or trust, each individual executing this Agreement on behalf of Charter School represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of Charter School in accordance with the terms of such entity’s partnership agreement or trust agreement, respectively, and that this Agreement is binding upon Charter School in accordance with its terms, and Charter School shall, concurrently with its execution of this Agreement, deliver to LAUSD upon its request such certificates or written assurances from the partnership or trust as LAUSD may request authorizing the execution of this Agreement. Each individual executing this Agreement on behalf of LAUSD represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of LAUSD and this Agreement is binding upon LAUSD in accordance with its terms.

7.12 CONTACT. Questions, concerns, or issues regarding the COVID TESTING SERVICES should be addressed to Mr. Eugene Hernandez, Executive Director, COVID Response, at eugene.hernandez@lausd.net.

ARTICLE 8. CONFIDENTIALITY.

The District shall maintain the confidentiality of all Charter School test subject protected health information in compliance with applicable HIPAA regulations and other applicable privacy laws.

ARTICLE 9. INDEMNITY.

Charter School shall indemnify, defend and hold harmless the District and its Board Members, administrators, employees, agents, attorneys, and contractors (collectively, “Indemnitees”) against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Agreement or Charter School’s performance, whether such loss, expense, damage or liability was proximately caused in whole or in part by the negligent or willful act or omission by Charter School, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the Parties hereto have duly executed this Agreement:

LAUSD:

LOS ANGELES UNIFIED SCHOOL DISTRICT

By _____
Name _____
Title _____

Date: _____

CHARTER SCHOOL:

XXXXXXXXXX SCHOOL

By _____
Name _____
Title _____

Date: _____

EXHIBIT "A"
DISTRICT RESPONSIBILITIES

DISTRICT shall provide the following COVID-19 testing and community engagement services:

1. "Gold-standard" polymerase chain reaction (PCR) testing regimen, including, but not limited to, laboratory test kits, sample collection, transportation of samples to lab, sample processing, and delivery of results to test State and local health officials and test subjects. The turnaround from test to result is estimated to be between 18 and 48 hours. SummerBio LLC (providing "gold standard" RT-qPCR COVID-19 nasal sample test) and Clinical Reference Laboratory, Inc. (providing saliva-based molecular test) are currently engaged to provide laboratory testing services. Additional laboratory test providers providing comparable services may be engaged at the discretion of the District.
2. Test administration by staff of specially trained health care professionals
3. Guidance to Charter School in exposure management
4. General medical oversight by a qualified physician
5. Test registration services, which may include access to an app or web portal.

Additional details on the COVID Testing Program operations are available in the District COVID-19 Testing Policy, BUL-XXX.XX, dated (), available here [insert URL].

**EXHIBIT “B”
CHARTER SCHOOL RESPONSIBILITIES**

Charter School shall:

1. A. Provide DISTRICT with the number of the students enrolled in the 2019-20 school year, and the number of students and staff who will participate in the COVID-19 A19 Testing Services Enrollment form. Charter School may request to adjust its numbers up or down once per year by submitting a written request to DISTRICT. DISTRICT shall make reasonable efforts to implement the adjustments within 30 days of the request.

B. Should LAUSD receive funding from the American Rescue Plan Act of 2021 or Federal Emergency Management Agency to reimburse its actual costs for COVID Testing Services conducted during the 2020-2021 fiscal year, LAUSD shall reimburse Charter School for any amounts it paid to LAUSD in excess of LAUSD’s actual costs.
2. Cooperate with District staff to register test subjects.
3. Remit timely payment of COVID TESTING SERVICES Fees to the District as set forth in Section 3.3 of the Agreement.

COVID-19 Testing Services Enrollment

	2019-20 (for informational purposes only)	2020-21
Enrollment		
Employees		
TOTAL		
Multiplied by:		\$250
FEE for COVID-19 Testing and Community Engagement		



To: Magnolia Public Schools

From: Patrick Ontiveros, MPS General Counsel & Director of Facilities

Date: 4/21/2021

RE: Updated Los Angeles Unified School District ("LAUSD") COVID-19 Testing And
Community Engagement Community Services Agreement

Magnolia Public Schools (MPS) Chief Executive Officer and MPS General Counsel acknowledge that they have read and reviewed the contract/memorandum pertaining to the above matter.

A handwritten signature in black ink that reads "Patrick Ontiveros".

Patrick Ontiveros
MPS General Counsel & Director of
Facilities

4/21/2021
Date

A handwritten signature in black ink that reads "Alfredo Rubalcava".

Alfredo Rubalcava
MPS CEO & Superintendent

4/21/2021
Date

Cover Sheet

Approval of Baseline Testing for Magnolia Science Academy-2 & Magnolia Science Academy-5 with PMH Laboratory, Inc.

Section: III. Action Items
Item: E. Approval of Baseline Testing for Magnolia Science Academy-2 & Magnolia Science Academy-5 with PMH Laboratory, Inc.
Purpose: Vote
Submitted by:
Related Material: COVID-19 Baseline Testing For MSA-2 and MSA-5 with PMH.pdf



Board Agenda Item #	III E: Action Item
Date:	April 22, 2021
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Derya Hajmeirza, MPS Human Resources Director
RE:	Approval of Baseline Testing For Magnolia Science Academy-2 (MSA-2) and Magnolia Science Academy-5 (MSA-5) with PMH Laboratory, Inc.

Proposed Motion:

I move that the board approve the administration of baseline testing for Magnolia Science Academy-2 and Magnolia Science Academy-5 with PMH Laboratory, Inc (“PMH”).

Introduction

Based on the board resolution adopted on July 23, 2020, the Board of Directors directed the following:

- The CEO is authorized to develop and implement a plan for reopening schools (the “Plan”) in Fall 2020 in accordance with guidance and/or directives from the chartering authority, and local, state or federal government officials, including, but not limited to, Relevant Authorities.
- The CEO or designee may hire additional employees or independent contractors as necessary or convenient for purposes of performing tasks recommended by Relevant Authorities or that the CEO deems necessary in their discretion to mitigate the actual or potential impacts of COVID-19.

Based on this, Mr. Rubalcava, MPS CEO and Superintendent, made the executive decision to allow MSA-2 and MSA-5 to undergo the baseline testing with PMH. Both schools will conduct the weekly COVID-19 testing through the MPS board approved agreement with the Los Angeles Unified School District (“LAUSD”)’s COVID-19 testing and community engagement services.

Background

The COVID-19 testing service agreement for LAUSD co-located sites which included MSA-2 and MSA-5 was presented and approved on March 18, 2021. Since then, the MPS principals and the Home Office COVID-19 response team have worked collaboratively with the LAUSD team to start the administration of the COVID-19 testing program. In order to best cater to MPS students and staff members, MPS staff agreed that baseline testing through PMH would be a more streamlined process to get students back on campus as approved by the MPS board of directors.

Budget Implications

Through the CARES Act, PMH covers all testing kits for all patients. MPS will be responsible for the cost of testing for patients who cannot show proof of insurance or SSN. This cost is expected to be minimal, if any.

Legal Review:

The PMH agreement has been reviewed by the MPS general counsel.

Exhibits (attachments):

N/A

Cover Sheet

Discussion Regarding the Creation of the MPS Development Committee

Section: IV. Discussion/Information Items
Item: A. Discussion Regarding the Creation of the MPS Development Committee
Purpose: Discuss
Submitted by:
Related Material: Development Committee.pdf



Board Agenda Item #	IV A: Information/Discussion Item
Date:	April 22, 2021
To:	Magnolia Board of Directors
From:	MPS Nominating/Governance Committee
Staff Lead:	Ismael Soto, Director of Development and Communications
RE:	Creation of the MPS Development Committee

PROPOSED BOARD MOTION

This a discussion item; no action is required.

BACKGROUND

Development Committee

The Development Committee is an essential work unit of the Magnolia Public Schools board. As an effective committee, we will let more people become involved and expand MPS' support base. Just as important, the Development Committee nurtures people's commitment to Magnolia Public Schools.

Beyond ensuring giving across the board, the Development Committee charge is to review

policy and procedures for all fundraising programs:

- Setting goals
- measuring progress against goals
- reviewing policies for giving
- ensuring the appropriate use of funds donated

We are here to **SUPPORT OUR PRINCIPALS** and our schools. The Development Committee will cultivate donors to make sure campaigns bring in the maximum amount to support our ten Magnolia schools and the MPS home office.

The most common board fundraising committee structure is the development committee, which should focus its work on ***policy review and accountability***.

The Development Committee is a standing committee of the MPS board with a chair and members who are appointed to serve as one of the assignments of their board service. The Development Committee is responsible for seeing that each board member is solicited for his or her annual gift, and if appropriate, for a capital gift. Complete (100%) board participation is a marker of good governance and makes the case for outside investment.

INTRODUCTION

Charge To The Development Committee

- 1. Actively lead in identifying prospects, making introductions, requesting contributions, and expanding the reach of the organization to develop new resources.**
2. Setting a "give or get" goal for each board member
3. Take responsibility for peer-to-peer solicitation of all board members for their base annual gift and also make an additional gift they care about. This can also be a capital gift as established by board rules and procedures.
4. Review all policies related to the solicitation and acceptance of gifts to ensure that donors and their gifts are treated ethically and legally.
5. Work alongside the head of the Development Department and Office of the CEO & Superintendent to recommend achievable fundraising goals for approval by the full board; set achievable goals, with accountability measures to ensure that goals are met each fiscal year.
6. Review development staffing, organizational structure, and budgets. Review cost of funds raised to ensure that this cost is within peer and industry standards.
7. Assist with hiring of development staff and fundraising consultant/s.

8. Review all materials, electronic and print, that present the fundraising case; not to design by committee, but to ensure that MPS, our mission, and goals are fairly and accurately represented to potential donors.
9. Oversee standards for gift accounting, gift receipts, thank-yous, and donor stewardship to ensure that donors are being treated fairly and that funds are deposited efficiently and restricted according to the wishes of the donor.
10. Training: Provide opportunities for training for all board members so that fundraising leadership can be exercised by the board as a whole.

Time Requirements

The Development Committee will meet quarterly. Committee members are expected to prep for meetings by reviewing committee materials in advance. Also, work on action items between board meetings.

Reporting

The chair of the Development Committee will report to the MPS board each quarter.

Committee Members Selection

We seek members of the MPS board who are more experienced in fundraising, and the best fundraisers on the board often gravitate to this committee. Additionally, we seek individuals who are good at articulating the needs of the schools and community.

We will choose Development Committee members based on people's skills, interests, and dedication to the mission of Magnolia Public Schools. We will also consider having non-board volunteers as members of committees.

Term of Office

Development committee terms range from one year to five years. Longstanding knowledge of the organization and its donors is useful, so long service is often preferable on this committee.

BUDGET IMPLICATIONS

- No budget implications

EXHIBITS (attachments):

Attachments included:

1. None

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

MSA-5 Budget and Assumptions for 2021-22 through 2022-23 (Excel Format).xlsx