

# InterAmerican College Catalog 2010

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**InterAmerican College**  
[www.iacnc.edu](http://www.iacnc.edu)

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The College maintains and promotes a policy of non-discrimination and non-harassment on the basis of race, religion, color, gender, sexual orientation, disability and national origin.

IAC is an Equal Opportunity Employer

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## INTRODUCTION

InterAmerican College was established in 1997 by its founders, President Reymundo and Dr. Maria Viramontes de Marin, who have successfully implemented what they call the *La Familia* model student support system. This system provides a unique learning environment and process encompassing academic rigor, personal attention, and high motivation and the creation of a nurturing environment. This approach makes InterAmerican College uniquely successful in serving their particular target population niche. The Board of Directors of InterAmerican College (IAC) has entered into a definitive agreement with Educación Significativa, LLC, an affiliate of San Diego-based SignificantFederation, LLC, and San Diego-based Dr. Michael K. Clifford, Founding Chairman of SignificantFederation, LLC. to form a unique strategic alliance to further the mission of the founders to provide high quality accredited degrees in Nursing and Education. InterAmerican College is accredited by WASC Senior, and offers Federal Student Aid to its students.

President and CEO, Dr. Yoram Neumann joined Dr. Michael Clifford and IAC with a team of highly regarded academics and education entrepreneurs (Dr. Edith Neumann-Provost and Chief Academic Officer, Mr. Tom Finaly-Chief Operating Officer and Mr. Roy Finaly-Chief Information Officer), to continue the dream of the founders and of IAC. "We are all excited about the fact that we can help individuals in improving their lives, and achieving their educational, professional, and financial dreams by providing high quality regionally accredited degrees. It is estimated that by the year 2020 there will be a shortage of 800,000 nurses! As the population ages and life spans increase, individuals will require ever more care. The healthcare field is one of the hottest career choices today and into the future. This is especially true for English/Spanish bilingual nursing professionals. California is in dire need of bilingual school teachers and nurses with excellent skills."

## ACCREDITATION

### **Western Association of Schools and Colleges (WASC)**

InterAmerican College (IAC) is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001 <http://www.wascsenior.org>

### **California Commission on Teacher Credentialing (CCTC)**

In June 2000, CCTC awarded the College initial accreditation. In June 2001, CCTC approved the Liberal Studies and Credential programs. In May 2003, the Commission on Accreditation approved the 2002 Multiple and Single Subject Credential with Spanish Emphasis. In June 2003, CCTC approved the Liberal Studies Program for Elementary Teachers, the Fifth Year of Study and Clear Credential Program and CLAD Certificate.

### **Board of Registered Nursing**

The Board of Registered Nursing on June 13, 2008 issued accreditation to InterAmerican College to conduct a school of nursing in the State of California in accordance with the Provisions of Division 2, Chapter 6, Business and Professions Code and Title 16, Division 14, of the California Code of Regulations.

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## STUDENTS CATALOG RIGHTS

This catalog is in effect from February 2010 until July 2010, and may be changed as deemed appropriate. Though care is given to assure information in this publication is an accurate description of programs, policies, procedures, facilities, personnel, and other matters relevant to the operation of InterAmerican College (IAC), there may be additions and/or deletions during the year. Updates will be made in the online version of the catalog and will be applicable to the specific semester.

The catalog is not intended to be a contract. Students should note that the courses required for a specific degree or certificate may change from one catalog to the next, and may also change during a student's tenure; however, it is the intention of IAC to protect the rights of students with respect to curriculum, and graduation requirements. The student may elect to follow the requirements of either the catalog which was in effect at the time the student began his/her studies at IAC or the catalog which is in effect at the time the student graduates from IAC.

IAC will authorize substitutions for discontinued courses where appropriate. Students declaring or changing degree program will be subject to the requirements in effect at the time of the requested change.

Catalog rights of students cannot supersede any State or Federal regulation or requirements including but not limited to military tuition assistance (TA), federal student financial aid (FA) and veterans administration (VA) benefits.

## HOLIDAY CALENDAR 2010

Martin Luther King (Offices closed) .....	January 18
President's Day (Offices closed).....	February 15
Spring Break (No classes).....	April 26-30
Memorial Day (Offices closed).....	May 31
Independence Day (Offices closed) .....	July 5
Summer Break (No classes) .....	Aug. 23-27
Labor Day (Offices closed) .....	September 6
Thanksgiving Break (Offices closed).....	November 24-26
Winter Break (No classes).....	December 22-Dec 31

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## IAC MISSION

InterAmerican College' mission is to respond to a need for educational access of underserved working adults for high quality educational programs, based on adult learning and student centered principles. IAC strives to become one of the top quality colleges geared to provide high quality education locally, nationally, and internationally so that all students will be prepared to achieve their potential as professional persons and as thoughtful, well-informed individuals. The College educates students for success and full participation in a diverse society.

## VISION

InterAmerican College, a student centered institution for working adults, provides excellence through innovative programs based on the "La Familia Model" that provides the nurturing environment that prepares students to be independent life-long learners and shapers of the future.

IAC serves local, national and international students and the community at large.

- The campus strives to be the academic, technological, center of the community.
- IAC students, faculty, staff, and administrators are committed to teaching and service.
- IAC cooperates and collaborates with other colleges/universities and federal and local agencies, as well as the accrediting bodies of the College.

InterAmerican College:

- Supports learning and teaching as its primary mission and goals;
- Sustains long and short range planning as an integral part of the institution;
- Maintains a safe working environment for administration, staff and faculty;
- Encourages free scholarly inquiry and protects the College as a forum for discussion and critical examination of ideas;
- Provides flexible scheduling to ensure access to education to working adult students;
- Allocates human and financial resources for student support services, educational programs, and library materials;
- Seeks external funding to help economically disadvantaged students with partial tuition and scholarships;
- Recruits and retains highly qualified and culturally diverse faculty and staff;

- 
- Uses state of the art technology to strengthen instruction, student services, and administration for planning and administrative decision making;
  - Provides programs that support the admission, retention, and education of under-represented groups that have had limited access to education; and
  - Preserves and transmits the pluralistic and multi-lingual and multi-cultural heritage of the nation.

## IAC CORE VALUES

<b>Life Long Learning</b>	<b>Integrity/Ethics</b>	<b>Inclusiveness</b>	<b>Dynamism</b>	<b>La Familia</b>
Teaching	Responsibility	Diversity	Flexibility	Nurturing
Discovering	Accountability	Bilingualism	Innovation	Supportive
Learning	Honesty	Multiculturalism	Creativity	Commitment
	Fairness	Egalitarianism		Student
	Academic Freedom			centered

## EDUCATIONAL GOALS

IAC 's educational goals for the achievement of the mission:

- Offer high quality liberal arts and professional degree programs.
- Respond to the needs of the underserved, diverse adult learners
- Focus on student centered principles
- Ascertain that students achieve their educational goals
- Commitment to ensure integrity and ethical conduct
- Develop students' skills in communication and critical thinking, communication, technological literacy, and quantitative and qualitative reasoning methodology.
- Foster diverse perspectives and participation in a pluralistic society
- Provide opportunities for evidence based support for assessment, and continuous improvements in all college areas of operation, teaching and learning
- Committed to quality and lifelong learning
- Recruit and retain high quality faculty, staff and administration
- Provide evidence of fiscal and physical accountability
- Provide evidence of student's educational goal attainment

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# APPLICATION AND ADMISSION

## Application to the College

The College accepts applications on a continuous basis. Individuals interested in enrolling at InterAmerican College should make an appointment to speak with an enrollment advisor about program offerings at the College. Applicants must complete all application requirements and submit all necessary documentation before being considered fully admitted. Applicants, who have not received an Associate or Baccalaureate degree, must present a copy of their high school diploma, or other college attendance transferable credits, or credit by examination such as CLEP, DSST or military training (including AARTS, SMART). Students are responsible for providing those official documents to IAC).

IAC accepts unofficial transcripts to complete an unofficial transcript and credit transfer evaluation while waiting for official transcripts to arrive. Official transcripts must be sent to IAC directly from the issuing institution. Unsealed official transcripts will not be accepted from students. Failure to file complete and authentic documents may result in denial of admission or cancellation of academic credits.

A non-refundable application fee is required when applying. Checks or money orders must be made payable to InterAmerican College.

The College will confirm receipt of the application within 24 business hours during the work week and provide information if the application incomplete.

## High School Seniors

IAC allows high school seniors to take lower division undergraduate level courses initially as non degree-seeking. Students will be able to transfer the credits towards a degree.

High School Seniors will be able to be accepted with the following conditions:

- High-school GPA (grade point average) of at least 3.0
- A letter of recommendation from high-school advisor/counselor
- Parental permission
- Official copy of high-school transcript

## Home Schooled Students

Home schooled students may apply for admission to IAC. The student should provide proof that he/she has completed their state's requirements for high school graduation. The home school family is responsible for compliance with all requirements for their state.

There are several options for home schooled students to fulfill IAC entry requirements:

- GED (General Educational Development Test). Some states require that a home school student take the GED. (If your state requires a GED, then you must request the GED scores be sent to IAC directly).

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- Student Transcript (provided by outside source). If affiliated with a home school program, academy, or consortium, the student should request that the outside source provide a copy of the official transcript to IAC.

If the student is affiliated with an organization that does not provide transcripts, the family will be responsible for providing a transcript as instructed below:

- Student Transcript (provided by family source) if the program has been customized by the family, a transcript is required with all courses hours and grades.
- The family member or the person in charge of the home school program will be responsible for verifying the transcript as an official transcript.
- An accurate transcript needs the following details:
  1. Name of Class
  2. Grade for Each Class
  3. Program Used for Each Class. If students have used an external curriculum, this must be indicated next to the course. Example: MAT I (Name of the curriculum or company). If the student used the same curriculum for all classes except certain classes, please state so on the transcripts. If textbooks were used for certain classes, the names of the textbooks must be provided.
  4. Signature - Provide name and signature of the person(s) in charge of the home school
  5. Date of Graduation on the Final Transcript

## **Admission Requirements**

Students seeking to attend InterAmerican College must meet one of the following criteria to be considered for admission to IAC:

1. Be a high school graduate; or
2. Successfully complete the General Educational Development (GED) test; or
3. Be a transfer student from another accredited college or university in good academic standing with an earned Associate's degree.

Students must submit proof that they have met one of the above criteria to be accepted at the College. Students who meet Criteria 3 (transfer students) are not required to submit proof of having met Criteria 1, or 2.

Students, who meet one of the above criteria, will be required to complete the following steps in order to be admitted and enrolled at IAC:

1. Pay the non-refundable enrollment fee (Only check or money order will be accepted as payment)
2. Complete the required placement exams and submit official transcripts from all institutions attended. Transcripts must come directly from the issuing institution to Admissions & Academic Records. Students who completed college coursework outside the United States must submit



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transcripts that have been translated and evaluated. (See Foreign Credit for additional information.)

Students who are unable to complete Step 2 prior to enrolling in courses, will be Conditionally Accepted, upon providing documentation to Admissions & Academic Records that official transcripts have been requested at each institution previously attended and appointments scheduled to take required exams

## **General Education Development (GED) Test**

Students who have not graduated from high school can demonstrate high school equivalency through successful completion of the GED test. Students must submit official GED test scores at the time of application submittal. Students who are neither a high school graduate, nor have successfully completed the GED test, must provide documentation that they have earned an Associate's Degree from a regionally accredited institution before being admitted to the College.

## **Placement Exam**

Students who have not completed basic Math or English courses at any other institution will be registered for appropriate courses based on Accuplacer test scores that will be taken at IAC. IAC will transfer English composition credit upon verification that the student completed the course credits in an accredited institution. Students declaring Education as a career goal who are unable to provide passing scores in the CBEST Math and Reading exam will be required to retake basic math and composition courses.

## **Placement Test for Bilingual Classes**

Students who wish to attend bilingual classes must pass the Spanish Language proficiency exam and attain a minimum level of 75% on the grammar and reading comprehension of the Aprenda exam. Students who do not meet the minimum requirements can request permission from the Faculty to attend the class. Classroom textbooks are in English, but discussions may be conducted in English and/or Spanish. Bilingual courses will be identified by a (b) in the schedule.

## **Selection of Candidates**

Admission to the College is based on evidence of a student's ability to benefit from the College's educational programs. Evidence may include one or a combination of the following: interviews, professional experience, motivation, educational objectives, academic record, transcripts, and/or test scores.

## **International Students (English Proficiency Requirements)**

Test of Written English and Test of Spoken English are required from students whose first languages are other than English.

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Students whose first language is other than English but have the equivalent of at least one year of secondary or post-secondary education in English are considered to have met the English proficiency requirement.

IAC uses the TOEFL (Test of English as a Foreign Language) for its assessment of English Proficiency. Students who have TOEFL scores reported to IAC should reference **TOEFL IAC code number**. Students applying for Undergraduate or Graduate programs must present a minimum TOEFL score of 500/173/61.

## REGISTERING FOR CLASSES

The academic year is divided into **three (3) semesters**

**Fall:** September, October, November, December

**Spring:** January, February, March, April

**Summer:** May, June, July, August

The IAC class schedule is divided into three (3) semesters with four (4) months in each semester. Most courses are one month in length. New students may enroll at the college in any given time (continuous enrollment). Continuing students register at the beginning of each month. Due to the intensive structure of one-month courses, students may only register for one course (3 semester credits) per month. Students, who wish to register for more than one course three (3) credits in one month, must complete the appropriate form and have the form approved and signed by their academic counselor. Approval is done on a case-by-case basis.

Most courses at InterAmerican College carry a three (3) semester credit value unless specified otherwise in the course description section of the catalog. A contact hour (or sit hour) is defined as a 50 minute class session (as opposed to a clock hour of 60 minutes). Students meet for the class session MW or TTh, and one Friday for 4 1/2 hours each time for a total of 9 class sessions. Students are expected to study at least two (2) hours outside of class for every class session. Some programs, such as the Entry Level Master's and MSN-FNP, may have courses that are more than one (1) month in duration.

### Registration

Students are expected to complete admission requirements prior to attending their first course. Conditionally Accepted students are required to have all admission requirements submitted prior to completing their second course. Conditionally Accepted students who have not submitted all required documentation by the required deadline will not be allowed to register for a third course. Continuing students (students who have completed at least one semester at IAC) are required to be registered for all their courses at the beginning of the semester. Continuing students will be automatically registered by Admissions & Academic Records into each semester based on their desired program of study and academic plan.

Both new and continuing students should be registered by the first course meeting. If a course has already had one scheduled class meeting, students may still register with academic counselor approval.

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Due to the intensive structure of one-month courses, students are only allowed to register for three (3) credits in one month. Students wishing to take more than three (3) credits must submit an appeal to their academic counselor. The approval will be done on a case by case basis.

Registered students are not allowed to switch into a different section of a course without approval. Students who wish to switch a section must submit a written appeal to the academic counselor, indicating the reason for the request. Students must continue to attend the section they are registered for until their appeal has been decided and/or drop the course. Failure to properly drop the course will result in the student being charged tuition for the course and receiving a grade of "F" on his/her official transcript.

## **Change in Registration**

IAC's expectation is that students who register for a course will remain in the course for the entire nine (9) class sessions. It is the student's responsibility to inform Admissions & Academic Records immediately of his/her intent to drop or withdraw a course. Students who wish to drop or withdraw a course must submit the Change of Registration form to Admissions & Academic Records after obtaining authorization from the academic counselor and Financial Aid Department. Students must submit the form to be eligible for a pro-rated refund, as applicable. Students who notify the registrar that they wish to drop a course, but do not submit written notification to that effect will not be eligible for a refund. A drop is not effective until written notification is received by Admissions & Academic Records. It is the student's responsibility to ensure that the form is received and processed by Admissions & Academic Records (see page 43 for additional information on deadlines for eligibility for refund).

Students who are not in attendance the first week of the course may be administratively dropped from the course by the institution. However, if the student has not submitted a Change in Registration form indicating that he/she wishes to drop the course, the student may still be required to pay tuition for the course. It is the student's responsibility to submit the required documentation to be eligible for a refund.

## **TRANSFERRING CREDIT**

Admissions & Academic Records accepts credits earned at accredited colleges and universities. To determine whether courses taken at other institutions are transferable to IAC, official transcripts must be sent directly from the issuing institution to IAC's Admissions & Academic Records. Official transcripts will not be accepted from students, only if they are originally sealed. Final evaluation to determine equivalency of courses will be completed until all official transcripts are received, initial transfer will be applied when un-official transcripts are received. IAC will transfer English composition credits upon verification of competency through the Accuplacer placement exam. Undergraduate Students may transfer a maximum of 90 credits, including non-traditional credit (credit by examination and/or military training/experience). Students transferring credits from either a community college or a university should be aware that not all credits may apply toward a degree even if credits are deemed transferable.

Since institutions may take up to four (4) or five (5) weeks to process transcript requests, official transcripts should be requested immediately upon application to IAC.

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Students who have taken college credit at foreign universities must make arrangements to have their foreign transcripts translated and evaluated before submittal to IAC (see the Foreign Credit section for additional information).

All records submitted to Admissions & Academic Records become the property of the College and are placed in the student's permanent file. No confidential information will be released without student's authorization. If students do not complete the admission process, the Registrar will keep any records submitted to IAC as prescribed by state regulations.

IAC reserves the right to determine which transfer credits satisfy specific IAC program requirements. All transfer credit must be completed with a grade of C or higher to be eligible for transfer. If a transfer course is not considered a direct equivalent, students may request to transfer the course to meet elective requirements. Admissions & Academic Records will only accept courses taken at a regionally accredited institution if the courses are identified as transferable in the college catalog. Courses identified as remedial or non-transferable will not be accepted. Graduate students may only transfer a maximum of 6 credits. Transfer credit is not granted for students pursuing the Master of Science-Family Nurse Practitioner program.

A maximum of 60 semester credits earned at a community college may be applied toward an undergraduate degree at IAC under the following conditions:

- No upper division credits will be accepted
- No credit is allowed for professional courses in education, except for ECE courses.
- All transfer credit must be completed with a grade of C or higher

Transfer credit will not be accepted to meet Area E and Area G of the IAC General Education Requirements. IAC may accept transfer credit that meets area requirements as specified on the IGETC and/or CSU Breadth requirements, in lieu of IAC general education course pattern requirements, on a case by case basis.

## **Foreign Earned Academic Credit Transfer**

Students who attended foreign universities and wish to transfer credit earned must submit official translated and evaluated transcripts. These evaluations must be submitted to Admissions & Academic Records in a sealed envelope and should come directly from the agency conducting the translation and evaluation. The College will only accept translated evaluated foreign transcripts from the following agencies:

- Academic Credentials Evaluation Institute
- Educational Credential Evaluators, Inc
- Educational Records Evaluations Services, Inc
- Global Credential Evaluators
- International Consultants of Delaware, Inc
- International Education Research Foundation, Inc
- World Education Services, Inc

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## Non-Traditional Credit Transfer

The following non-traditional credit is accepted at IAC.

### Military Training and/or Experience

Credits may be awarded for military training and/or experience based on the evaluation and recommendation by the American Council on Education (ACE). Completion of DD Form 214 and/or DD Form 295 is required to evaluate training and/or experience. The College will maintain written record of previous education and/or training that will indicate what credit has been granted, if any, to Veterans' Administration.

### Credit by Examination

Credit by examination allows students to earn college credits, through examination, in courses they have established college level competence in. Students must be in good academic standing (cumulative GPA must be at least 2.00) with the institution and currently enrolled in courses to be eligible to receive credit by examination. Prior to taking any credit by exam, students must verify with their academic counselor that the exam meets program requirements. Credits earned through credit by examination do not fulfill residency requirements. Credits earned will appear on the student's official transcript as "CR" and will not be calculated into the student's GPA. Students must request official test results be sent directly to Admissions & Academic Records at the time of examination. Credits will not be posted until official results are received.

Students may earn credit by examination by submitting passing scores from Advanced Placement (AP) test, College Level Examination Program (CLEP), College Challenge Examination (CCE), or Defense Activity for Non-Traditional Education Support (DANTES).

**Advanced Placement (AP) Test:** A high school student who has successfully completed examinations of the Advanced Placement Program of the College Board, with scores of four (4) or five (5), will receive credit after official results are received by Admissions & Academic Records.

**College Level Examination Program (CLEP):** Students who receive a passing score on a CLEP examination will receive credits for the course if the course is directly applicable to the student's program of study. Students may petition to have CLEP credits used to meet elective requirements if CLEP credits earned are not directly applicable to program requirements. Official test results must be sent directly to Admissions & Academic Records and can be obtained by writing to:

CLEP Transcripts  
Box 6600  
Princeton, New Jersey 08541-6600

[www.collegeboard.com/student/testing/clep/contact.html](http://www.collegeboard.com/student/testing/clep/contact.html)

**College Challenge Examination (CCE):** Students may earn credit by examination for a course offered by any College department. Students must earn a grade of "C" or better in order to earn credit. Students cannot challenge a course a second time if not successful during their first attempt. Students may also

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not challenge a course they have already received a grade in. Applicable fees must be paid prior to taking the exam. Students are required to obtain approval from their academic counselor and the program chair, as well as the faculty member administering the test. Credits will not be posted until all approvals are received and fees paid.

**Defense Activity for Non-Traditional Education Support (DANTES):** Students who have successfully completed DANTES subject tests may be eligible to receive credit by examination. Transcripts must be sent directly to Admissions & Academic Records. An official transcript of test results can be obtained by writing to:

**DANTES**  
Box 6604  
Princeton, New Jersey 08540

[www.dantes.doded.mil/dantes\\_web/examinations/transcripts.htm#DODDS](http://www.dantes.doded.mil/dantes_web/examinations/transcripts.htm#DODDS)

### **Time Limit on Transfer Credit**

IAC recognizes that students may undertake or may have undertaken studies at other institutions which are equivalent to units in their course of study at IAC. To guarantee the currency of knowledge base, certain programs may require students seeking to transfer credit more than seven (7) years old to retake courses utilized to meet program requirements.

Students may petition to have work completed outside of the time limit accepted. Coursework will be evaluated on a case-by-case basis. A "Petition to Waive Transfer Time Limit" must be submitted and include a course syllabus for each course being petitioned.

It is at the discretion of the Provost /Vice President of Academic Affairs whether credit for previous study will be granted based on the syllabus, essay, and transcript provided in support of the petition. As with all transfer credit, approval will only be granted for coursework deemed to be substantially equivalent to IAC courses.

## TUTION/FEES & FINANCIAL AID

Students are required to pay fees at the time of registration. Checks will be accepted only for the amount of fees due. Tuition is due and payable prior to the first session of each course. If students cannot pay on the first day of class, a written payment agreement must be completed with the Business Department. If a check is returned due to insufficient funds or any other reason, IAC reserves the right to drop the student from class. Students will be notified of this action and assessed a return check fee. Students who have written multiple insufficient fund checks may be required to make all future payments by cash or money order.

The IAC Board reserves the right to modify tuition and fees at any time. Students will be notified before the next registration cycle.

### Tuition

	1 credit	3 credits	Full-time*
Undergraduate	\$400	\$1,200	\$9,600
Credential	\$450	\$1,350	\$10,800
Pre-Licensure	\$550	\$1,650	\$13,200
Graduate	\$550	\$1,650	\$13,200
Master of Science	\$650	\$1,950	\$15,600

*\*Full-time equivalent is based on students enrolling for 12 credits per semester for two academic semesters.*

### General Fees

Type	Amount	Frequency
Application	\$100	One-time*
Audit	\$100	Per credit
Clinical Lab	\$500	One-time
Student Services	\$100	Annually
Student Services Nursing Program	\$300	One-Time
Technology	\$100	Annually*

Library	\$100	Annually*
Graduation	\$100	Each occurrence
Replacement diploma	\$20	Each occurrence
Replacement Student ID card	\$10	Each occurrence
Returned check	\$35	Each occurrence
Transcript	\$5	Each occurrence

\* Fees are non-refundable

## Payments and Release of Records

According to IAC policies, all records and services (i.e., degrees and transcripts) are withheld from students who have outstanding financial obligations to the College. If students have made partial payment of their tuition obligation, the College may only withhold that portion of the grades that corresponds on a pro rata basis to the amount of tuition or loan obligation the student has not paid. If the course of study consists of only one course, the institution may withhold the grade or transcript until the tuition or loan obligation is paid in full.

## College Refund Policy

IAC expects students to register for classes with the understanding that they will remain in the course for the entire session. However, a student has the right to withdraw from the College at any time. If student withdraws from the course of instruction after the cancellation period as stated in the Calendar, the College will remit a refund less a registration fee, not to exceed \$100, within 30 days following your withdrawal. Students are obligated to pay only for educational services rendered. The refund amount shall be the amount the student paid for instruction less the amount the student owes. The amount a student owes is equal to the sum of (1) the amount student owes for hours or lessons attended plus (2) the registration fee. The amount owed for hours or lessons attended is calculated by multiplying the instruction charge by a fraction, the numerator of which is the number of hours or lessons attended divided by the total number of hours or lessons in the payment period. If the amount paid is more than the amount owed, a refund will be made within 30 days of withdrawal. If the amount owed is more than the amount paid, arrangements must be paid to pay the difference. Students who have completed more than 60% of instruction in a payment period will not be eligible to receive a refund.

Refunds due to students are not automatically disbursed. Students must request a refund by submitting the Refund Form to the Controller. Refunds will be processed and mailed within 30 business days of receipt of form. All refunds are mailed to the student's address on file with the institution. Students must ensure that their information is updated and is accurate. The College is not responsible for late or missing refunds if the student has not ensured accuracy of information with Admissions & Academic Records.



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## Examples of Refund Calculation

Refunds due are calculated according to the percentage of instruction completed within the payment period. Assuming a student paid \$1,200 for a 3 semester credit class, the refund, depending on when the student withdrew from class, would be as follows:

% Completed	Refund Due
10%	\$1,080.00
25%	\$ 900.00
50%	\$ 600.00
More than 60%	No refund

## Withdrawal and Date of Determination

It is the student's responsibility to inform Admissions & Academic Records immediately of their intent to drop or withdraw from a course by completing the "Change in Registration" form.

For official withdrawals, a student's effective date of withdrawal date is the latter of the following dates (a) the date the school received notice from the student they are withdrawing or (b) the last day of class recorded on the Faculty's roster. The determination date is considered to be the date the College received notice of withdrawal.

For unofficial withdrawals, a student's withdrawal date is the latter of:

(a) the last day of attendance at an academically related activity or (b) the 50% point in the payment period. The College's date of determination for unofficial withdrawals is no later than 30 days after the earliest to occur following (a) the end of the payment period (term), (b) the end of the academic year, or (c) the end of the program.

Refund procedures are in accordance with federal and state guidelines and are subject to change depending on federal and state regulations.

## Cancelled Course

In circumstances where the college is required to cancel a course, the college will make a full refund of all charges. Refunds will be paid within 30 days of cancellation.

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## FEDERAL FINANCIAL AID

InterAmerican College is eligible to award and disburse Federal Student Aid in the form of Federal Pell Grants and Federal Stafford Loans to its eligible students.

### Withdrawal Status

For the purposes of Federal Student Aid awarding, processing and reporting, students will be reported as withdrawn if they do not attend courses for three (3) consecutive months.

### *Effects of Withdrawal Status*

Recipients of Pell, Campus Based and/or State Aid: All future aid will be canceled. If you resume your coursework during the school year you will be asked to complete an appeal for reinstatement of aid. Funds will be reinstated if your appeal is approved and funds are available. If you are a State Aid recipient, you will also need to receive approval from the California Student Aid Commission to continue receiving funding.

Recipients of Stafford Loan: If a Stafford Loan disbursement arrives after or during a period you are considered withdrawn, the College will return the funds to the lender. All future scheduled disbursements will also be canceled. Your last date of attendance will be reported which will initiate the repayment process on any outstanding federal student loans. The grace period or the actual payments will begin on your last date of attendance.

### Financial Aid Refund Policy

As part of the Higher Education Amendment of 1998, Congress passed provisions regarding refund policies and procedures for students who have received federal student aid and are considered withdrawn from school. Based on InterAmerican College policies, which are made in accordance with federal regulation, a student is considered "Withdrawn" if not in attendance for 3 consecutive months.

The date of Withdrawal will be determined to be either:

- The effective date of withdrawal from the last course attempted, or
- The last date of attendance at an academically related activity, as documented by IAC

Federal regulation assumes that awards of federal student aid funds are earned in proportion to the number of days attended for the period funded. If a student is considered withdrawn from the College, federal regulations require a calculation be performed according to a specific formula that identifies the total scheduled financial assistance a student earned, and is therefore entitled to receive. If more financial aid is received (by either the student or by the College on the student's behalf) than is earned, the unearned funds must be returned to the U.S. Department of Education and/or the appropriate lender. If the student (or the College on the student's behalf) receives less financial aid than the amount earned, the student may be able to receive those additional funds.

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The portion of federal student aid that a student is entitled to receive is calculated on a percentage basis. The percentage is determined by comparing the total number of days in the specific payment period to the number of days completed before withdrawing from the College.

In general, federal student aid awards fund a specific period of time and number of credits called the payment period. Once more than 60% of the payment period is considered complete, then all (100%) of the award for the period is considered earned.

*For example, if 30% of the payment period is considered completed, then 30% of the aid is earned. This means that 70% of the aid is unearned and must be returned.*

If it is determined that the student received excess funds that must be returned, the College shares the responsibility of returning those excess funds. The College's portion of the excess funds to be returned is equal to the lesser of:

- The entire amount of the excess funds, or
- The total tuition and fees charges multiplied by the percentage of unearned aid received

**IMPORTANT NOTE:** If a student is considered withdrawn from the College before completing 60% of their payment period, the student may have to repay unearned aid that was disbursed to them at the beginning of the payment period.

If the refund calculation determines that the College is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that a student is required to return must be repaid according to the terms of their loan. If any grant funds must be returned, the law provides that the amount that the student must repay is to be reduced by 50%. This means that a student who has receives too much in grant funds will only be required to return half of the amount considered in excess.

If there is a return of any unearned aid by the College, the student will be billed accordingly. In such cases, the student will be required to make arrangement with the Business Office to pay the amount refunded to the U.S. Department of Education and/or lender.

## **Satisfactory Academic Progress**

Academic progress is measured through qualitative and quantitative measures. The qualitative academic progress is assessed by the grade point average achieved; the quantitative academic progress is measured through the number of credits satisfactorily completed.

IAC requires that all students demonstrate satisfactory academic progress at the end of each academic year by:

- Achieving a minimum cumulative grade point index until completion of the degree as shown in item "A"

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- Completing the academic degree within a reasonable time as reflected in item “B”

## **A: Grade Point Index Requirement**

InterAmerican College students must meet the following requirements to maintain satisfactory academic progress (SAP):

1. Maintain a 2.0 cumulative grade point average (GPA) of all work taken at IAC within 120 credits or more.
2. Maintain course completion progress at a rate to graduate within the maximum time frame limitation. (Maximum time frame is defined as 1.5 times the published program length, thus students must complete 67% of the courses attempted toward diploma objective).

A student who does not meet all of the IAC criteria stated previously, will be placed on **Academic Probation**. Students are to be placed on academic probation for the subsequent semester. At the end of the probationary period, the institution will reevaluate the student's progress. A student who fails to meet SAP at the end of the probationary period will be withdrawn from the college. The student may appeal to continue enrollment. Continued financial aid eligibility will be contingent upon approval of the student's appeal and subject to the conditions specified by the appeal committee.

Students who fail to meet Satisfactory Academic Progress generally fall into one of three categories for purposes of financial aid:

1. **Probation** - students will be eligible for funding for the probationary period.
2. **Appeal** - student is considered to have lost eligibility, will only be eligible for funding if and when appeal is approved.
3. **Neither** - do not finance, in general, student will not be allowed to remain in school due to poor academic performance.

## **Financial Aid Appeal Process**

A student who has been placed on **Academic Probation** and fails to meet minimum satisfactory academic progress standards at the end of the probationary period will be considered to have lost eligibility for financial aid. The student will be given the opportunity to appeal this decision based on extenuating circumstances. The student must file the appeal with the Financial Aid Department. The completed appeal is then submitted to the Appeals Committee. The decision of the committee is final.

If the appeal is approved, aid can be awarded subject to the conditions specified by the Appeals Committee. If the appeal is denied, in general, the student will not be allowed to remain in school due to poor academic performance.

## **B: Time Period Requirement**

Requirements established by the college: All Bachelor degrees and Entry Level Master's must be completed within a maximum of eight years of full-time or its equivalent for part-time study. Students

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registered for 24 credits a calendar year are considered full-time students. Students registered for fewer credits are classified as part-time students.

- Full time undergraduate students are expected to complete a minimum of 24 credits annually.
- Part time undergraduate students are expected to complete a minimum of 9-12 credits annually.
- Full time graduate students are expected to complete a minimum of 18 credits annually.
- Part time graduate students are expected to complete a minimum of 9 credits annually.

Students who do not maintain 24 semester credits of full time study or 12 semester credits of part-time study will be placed on “Progress Warning” status. If students obtain satisfactory progress within one year, the warning will be rescinded.

Any student who fails to achieve satisfactory academic progress within the specified time period or who does not complete the degree program within six (6) years will be placed on probation. Students have the right to appeal the decision.

### **Reinstatement**

A student who has been disqualified or dismissed and who desires to apply for reinstatement must submit a written petition to the Academic Committee. The petition must include convincing evidence that the student will be ready and able to make satisfactory progress.

A student who petitions the Academic Committee due to lack of academic progress must include documentation on the following:

- The rate of progress was slowed as a result of a physical disability or medical condition, or
- For other extenuating circumstances, as properly documented.

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## **Reimbursement to Military Personnel, Veterans and Eligible Dependents**

### **Military Tuition Assistance**

Students can utilize Tuition Assistance (TA) funding to help fund their education. Armed Forces TA funds are available to members of the Army, Navy, Marines, Air Force, and Coast Guard. Tuition assistance programs provide assistance of 75% to 100% of allowable tuition costs, depending on the branch of service.

Military TA verification forms can be obtained from the student's military education office. Students must provide course codes, class title, and tuition costs per class to complete the form. Once a pre-approved TA verification form is obtained, a copy of the approved form must be submitted to the College's Financial Aid Department. Students utilizing military TA resources must provide completed verification forms to obtain a Promissory Note.

### **GI Bill**

Students may also qualify for GI Bill funding to cover tuition costs not already covered by TA. In all cases, eligibility for military benefits is dependent on completion of application requirements as administered by the student's branch.

### **Active Duty**

The MGIB program, commonly known as Chapter 30, provides up to 36 months of education benefits which can be utilized for degree and certificate programs, apprenticeships/on-the-job training and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years after release from active duty.

### **Selected Reserve**

The MGIB-SR program is available to members of the Selected Reserve which includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard. Funds may be used for degree and certificate programs, apprenticeship/on-the-job training and correspondence courses. Remedial, deficiency and refresher courses may be approved under certain circumstances.

### **Survivors and Dependents Educational Assistance Program (DEA)**

DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs and apprenticeship/on-the-job training. Spouses are also eligible for correspondence courses. Remedial, deficiency and refresher courses may be approved under certain circumstances.

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## **Post 9/11 GI Bill**

The Post 9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. Students must receive an honorable discharge to be eligible for the Post 9/11 GI Bill. The bill covers training received on or after August 1, 2009. The amount of support a student qualifies for is dependent on where the student resides and the type of degree student is pursuing. Approved training includes graduate and undergraduate degrees, and vocational/technical training. All training programs must be offered by an institution of higher learning and approved for GI Bill benefits. Tutorial assistance and licensing and certification test reimbursement is approved under this bill. The Post 9/11 GI Bill offers some service members the opportunity to transfer their GI Bill benefits to dependents.

## **Military Spouse Career Advancement Account (MYCAA)**

This program provides up to \$6,000 of financial assistance for military spouses who are pursuing degree programs, licenses or credentials leading to employment in portable career fields. Spouses of active duty members and federally activated members of the National Guard and Reserve components are eligible. The period of eligibility for spouses of Guard and Reserve members is from the date of Alert of Warning Order for Military Recall or Mobilization, through activation and deployment until 180 days following De-Mobilization.

MYCAA financial assistance pays for education and training programs, tuition, and licensing and credentialing fees. This includes degree programs (associates, bachelors, masters, doctoral, and post doctoral), continuing education classes (including those offered through professional associations), Bar, CPA and other similar exams, and state certifications for teachers, medical professionals, and other licensed occupations. The costs of books, supplies or equipment necessary for the performance of the spouse's chosen occupation may be covered under this program if not billed separately.

## **Veterans Education Benefits**

Veterans and/or dependents of veterans who are disabled or deceased may qualify for educational financial assistance. Students should contact their local Veteran's Service Office for information. For information or for resolution of specific problems, the veteran should call the Department of Veteran Affairs nationwide toll free number at 1-800-827-1000

### **Sample Form:**

### **REIMBURSEMENT TO VETERANS AND ELIGIBLE PERSONS.**

For information or for resolution of specific payment problems, the veteran should call the Department of Veterans' Affairs nationwide toll free number at 1-800-827-1000.

*Institution is approved by the California State approving Agency to enroll veterans and other eligible persons. Approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code.*

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I have received a copy of the Veterans Information Bulletin, which contains the rules, regulations, course completion requirements, and costs for the specific course in which I have enrolled.

Print Name (Veteran of Eligible Person): \_\_\_\_\_

Signature: \_\_\_\_\_

Social Security or C-Number: \_\_\_\_\_

Enrolled by: \_\_\_\_\_

Date: \_\_\_\_\_

(See Financial Aid Officer for form)



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## ACADEMIC POLICIES

### Grading Policy

Grades are determined by faculty in a number of ways. Faculty choose criteria to determine grades in their classes. This may include the quality of work done on assignments, promptness in doing assigned work, attendance and participation. Faculty will publish their criteria for grading in the syllabus given to students the first day of class.

Letter grade		Grade points
Excellent	A	4.00
	A-	3.75
Above average	B+	3.35
	B	3.00
Average	B-	2.75
	C+	2.35
	C	2.00
Below average	C-	1.75
	D+	1.35
	D	1.00
Failure	D-	.75
	F	0.00
Other symbols	AU	Audit
	CR	Credit
	DS	Directed Study
	I	Incomplete
	IP	In progress
	NC	No credit
	R	Repeat
	P/F	Pass or fail
	RD	Report delayed
	SP	Satisfactory Progress
	U	Unofficial Withdrawal
W	Withdrawal	
WF	Withdrawal Failing	

### Grading Guidelines

The following guidelines on grading have been designed for both faculty and students.

- The evaluation of students' performance in a course and the appropriate grade is the responsibility of the faculty.

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- Students should not be given an extension of time or opportunity to improve a grade that is not available to all members of the class, except for verified illness or mitigating circumstances.
  - Students in directed study courses are not allowed an extension beyond the time stated in the contract. Faculty administering directed study courses is responsible for ensuring that the work undertaken is appropriate.
  - Faculty should clearly explain in the course syllabus grading criteria and expectations on all written assignments or tests.
  - To prevent allegations of plagiarism on written assignments, students should be warned that all direct and indirect quotations from other sources should be properly acknowledged. The Faculty should explain the extent to which the student's paper is expected to be independent of references and clearly distinguishable from them.
  - Faculty should be willing to give students an explanation of their grade. Faculty are expected to return graded assignments to students in a timely manner. Examinations and written material not returned to students should be kept by Faculty so they can review the work with students.
  - Except for a clerical error in calculating a grade, Faculty may not change a grade after the grade has been submitted to the Registrar.

## **Faculty Grade Changes**

Faculty may change a student grade in cases of computational or clerical error. To change a grade, Faculty must submit the Change of Grade form to the program chair. Once approval has been granted by the departmental supervisor, the Change of Grade form must be approved by the Vice President of Academic Affairs.

Per IAC policy, faculty may not approve a student's request for a grade change based on a desire to improve a grade through additional work or retesting.

## **Incomplete Grades**

Faculty may, at their discretion, issue a grade of Incomplete for a student. Incomplete grades (I) are authorized by faculty only for students who are currently passing the course and may have special circumstances that would warrant extended time to complete assignments. Students have one month, after the scheduled end date of the course, to complete pending coursework. An Incomplete Grade Request form must be submitted to Admissions & Academic Records, along with the final grade roster, by faculty. Students who do not complete required assignments within the one month deadline will receive a grade of "F" for the course. A maximum of two (2) Incompletes are allowed per program of study. Incomplete Grade Request forms must be approved by the program chair.

## **Withdrawal**

Students who are unable to complete a course in which they are currently registered may withdraw from the course by submitting the Change in Registration form to Admissions & Academic Records, after

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obtaining authorization from the academic counselor and Financial Aid Department. Students should submit the Change in Registration form as soon as they become aware of their inability to complete the course. Students are only allowed to withdraw through the first two-thirds (2/3 or 66%) of the class. Students who submit the form to withdraw before the deadline and who are currently passing the course will receive a grade of "W" on their official student record. Students who withdraw from a course before the deadline, but are failing the course at the time of submittal, will receive a grade of "WF". Failure to give proper notification of intent to withdraw from a course will result in an "F" being posted on the student's official record. Students who withdraw from a course are not eligible to receive a refund. A withdrawal (W or WF) grade is not computed into the student's GPA. For information regarding the refund policy on withdrawals, see College Refund Policy.

## **Repeat Course**

Students are not required to repeat a course in which they have earned a failing grade, unless it is a course needed to complete program requirements. Students do have the opportunity to repeat a course in which they have not earned a grade of C or higher in order to raise their grade point average (GPA). Students are only allowed to repeat the same course once during their attendance at IAC. Only the second grade earned and credits completed will be used in calculating the student's cumulative GPA and for meeting program requirements. The original grade earned will remain on the student's official transcript, but will not be used in calculating cumulative GPA, nor will original credits earned be used to meet program requirements. Repeat courses will be noted on the student's official transcript with an "R". It is the student's responsibility to submit the Repeat Course form to Admissions & Academic Records for proper calculation of the student's cumulative GPA.

## **Directed Study**

Directed Study courses are identical in course identifiers and content as courses taught through course instruction contained in the college catalog and may be offered when a student requires a course not being offered in a specific semester. Directed study is not normally allowed during a semester in which the course is already being offered. Students are only allowed to take three (3) directed study courses per program of study. To be eligible to request a directed study course, the student must be currently enrolled, be a junior or senior, and in good academic standing at the institution. Directed Study courses shall bear the regular course title and number on the student's official transcript, along with the designation "DS".

Students in Directed Study courses must complete assignments according to the deadline established by the faculty. It is the responsibility of the faculty to ensure coursework undertaken is appropriate.

Students must complete and submit the Course Approval for Directed Study form, after receiving signature approval from the academic counselor, faculty administering the course, and program chair, to Admissions & Academic Records.

## **Academic Probation**

Academic probation is in effect when

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- A undergraduate student's cumulative GPA, after any semester of attendance, drops below 2.00.; or
  - A graduate student's cumulative GPA, after any semester of attendance, drops below 3.00

Students on academic probation are restricted in the number of credits they are allowed to carry and must meet with their academic counselor to determine which courses they are allowed to register for. Students who are on academic probation for two (2) consecutive semesters and are still unable to raise their cumulative GPA to the required GPA listed above will be placed on Academic Suspension.

## **Academic Suspension**

Academic suspension occurs after a student, on academic probation for two (2) consecutive semesters,

- Is unable to raise his/her cumulative GPA; or
- Earns a semester GPA of less than 1.00 in the semester for which the student was placed on academic probation.

Students who have not shown sufficient academic progress will be ruled academically disqualified and will be unable to continue to study at the college. Students who are placed on academic suspension from IAC will need to complete a minimum 12 credits at another accredited college or university, with a minimum cumulative GPA (2.00 for undergraduate students; 3.00 for graduate students), before being considered for readmission. Students wishing to seek readmission, after meeting this requirement, must submit a Student Grievance and Appeal form to the Appeals Committee.

## **Attendance and Performance**

Students must be officially registered in a course by Admissions & Academic Records in order to attend and receive credit for the course. Faculty is not allowed to permit unregistered students who are not listed on their course roster to attend a course. Students who are not properly registered for a course must see Admissions & Academic Records immediately to rectify the problem.

Students are expected to be punctual and attend all course sessions. Students who are absent more than twice from a course may be administratively withdrawn by the institution. Faculty is required to submit attendance reports to Admissions & Academic Records for each course session.

## **Unauthorized Withdrawal from Institution**

A student who unofficially withdraws from a course without submitting proper notification will be considered to have withdrawn from IAC and may not be considered for readmission to the institution.

Students who have not requested a formal Leave of Absence and have not had any registration activity for three (3) months will be considered to have withdrawn from the institution. Students in these circumstances will be required to reapply for admission to the institution and, if readmitted, will follow the catalog in effect at the time of their readmission.

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## Leave of Absence

Students may request a Leave of Absence at any time prior to the first day of the course by submitting the Change in Registration form. The form is available in Admissions & Academic Records and requires authorization from the student's academic counselor and Financial Aid Department before submittal to Admissions & Academic Records. Students must notify their academic counselor one week prior to returning from an approved Leave of Absence of their intent to return.

Students who are on Leave of Absence for no more than three semesters (12 months) will retain their current catalog rights and will not be required to reapply for admission. Students who wish to take more than 12 months of leave will not be eligible to continue attendance under their initial catalog and will be required to reapply to the institution.

## General Graduation Requirements

In order to be eligible for graduation, students must meet all of the following:

- Complete a minimum of 124 credits (Some programs may require more than 124 credits to complete)
- Have a minimum cumulative GPA of 2.00
- Receive a grade of "C" or higher in all courses required to meet program requirements
- Complete 30 credits of residency at IAC for a Bachelors degree; 15 credits must be upper division level coursework and must meet program requirements
- Complete at least 45 credits of General Education coursework
- Complete at least 54 credits of upper division coursework
- Complete HIST 124 & 224; Chicano Studies A & B, ENGL 310; Adv. Composition and PORT 499; Portfolio
- Obtain and submit copy of a departmental evaluation, signed by their counselor. One copy must be submitted to Admissions & Academic Records and a copy kept by the student for his/her records. The departmental evaluation indicates formal approval by the faculty that the student is eligible for graduation.
- File a Graduation Application with Admissions & Academic Records after completion of 100 credits. This will ensure students register in the correct courses required for graduation. Students who are unsure about which courses to enroll in to meet program requirements must meet with their counselor for clarification.

Students who are within one academic semester of completing all graduation requirements may participate in the annual graduation ceremony. Students must be in good academic standing and have received a grade in all courses completed. Once students have completed all the requirements for their program of study, Admissions & Academic Records will post completion on the students' official

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transcript. The completion date will be posted at the end of the semester in which the student completes all program requirements.

IAC holds one graduation ceremony each academic year. All graduates for that academic year are invited to participate in the ceremony. Graduates may expect to receive their diplomas within 12 weeks.

## **Choosing a Minor**

Although a minor is not required for a Baccalaureate degree, students are encouraged to select a minor to strengthen preparation in areas related to the major field of study or future career. Students may, in conjunction with a Bachelor's degree program, elect to complete the requirements for one or more minors.

Students must present the choice of the minor to the academic counselor for advising and scheduling. A minor form, along with a minor departmental evaluation, must be presented to Admissions & Academic Records. The completion of a minor will be indicated on the transcript at the time of graduation or thereafter when requirements are met.

Students wishing to pursue academic minors should become acquainted with the following guidelines:

- The minimum number of credits required in a minor program is 18 upper division credits.
- Restrictions against overlapping credit in the General Education program are not applicable to courses in the minor program.
- A minor evaluation must be presented to Admissions & Academic Records.
- Failure to complete a declared minor program will not impede a student from obtaining a Bachelor's degree.
- The minor is recorded on the student's transcript but is not indicated on the diploma.

## **Residency Requirement**

Students must complete a minimum of 30 credits of residency at IAC to be eligible for a Bachelor's degree. InterAmerican College will not accept upper division credits from a community college.

Students who completed courses through the Office of Life Long Learning may petition to transfer these credits into a degree program. Students in this case must meet all admission requirements. The Registrar will count as residency credits courses taken through the Office of Life Long Learning (Extended Education).

## **Honors**

Exceptional scholarship is recognized upon graduation for undergraduate students based on the following scale:

- 
- Summa Cum Laude: 3.80-4.00
  - Magna Cum Laude: 3.65-3.79
  - Cum Laude: 3.50-3.64

Honors at graduation will be reserved for undergraduate students who meet the above designations and who have earned the same while enrolled at IAC for at least nine (9) credits.

In addition, students are required to achieve a GPA of 3.0 (on a 4-point scale) or better on:

- All credits attempted, including those accepted by transfer from another institution.
- All upper division credits required in the major.
- All upper division credits required in the minor.

## **President's List**

Students who continuously carry a minimum of 12 semester credits for each semester (Fall, Spring, and Summer) in the academic year and who achieve a grade point average of 3.75 or better, are awarded President's List standing for the academic year the credits were earned in.

## **Classification of Students**

- Regular students: Students who have met all requirements.
- Probationary students: The following are reasons for students being placed on probation.
  - Disciplinary Probation: Students who have failed to live up to the standards and rules of the College and are being considered for dismissal. Those who are dismissed from the College may not apply for admission for a full academic year.
  - Academic probation: Students who's GPA for any semester falls below 2.00.

Students on probation are restricted in the number of credits they are allowed to carry. No more than two (2) semesters of academic probation are allowed. Students on probation will be advised to reduce their course load. This decision should be made in conjunction with the academic counselor.

- Full-time student: Students who register for 24 or more credits in a calendar year.
- Part-time student: Students who register for 18 credits in a calendar year.
- Audit student: Students registering in a class for no credit.
- Freshmen: Students who have completed 0- 30 college credits.

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- Sophomore: Students who have completed 31-60 college credits.
  - Junior: Students who have completed 61-90 college credits.
  - Senior: Students who have completed 91-124 college credits.
  - Transfer student: Students transferring from a community college or university.

## **STUDENT GRIEVANCE**

### **Grievance Procedures**

Procedures have been established for use by students who feel they have been discriminated against on the basis of gender, disability, race, color, national origin, sexual orientation or age. Students who wish to initiate a grievance must submit the Student Grievance and Appeal form, available in Admissions & Academic Records, along with supporting documentation, to the Appeals Committee. The College will make every effort to review, investigate, and rule on the grievance within 21 business days of receipt of written appeal. Depending on the nature and complexity of the grievance, some appeals may take longer. Students who wish to attend the appeal hearing will be granted ten (10) minutes to state their case during which time committee members will have the opportunity to ask questions regarding the student's appeal. Once a determination is made by the Appeals Committee and the student notified, the student has the ability to re-appeal if he/she is not in accordance with the committee's decision. Additional documentation in support of the re-appeal must be submitted within 14 calendar days of the decision the student is re-appealing. The determination of the re-appeal will be made by the College President. The determination of the re-appeal is the final decision of the College. Grievances must be filed within four (4) weeks of the matter occurring.

### **Academic Grievances and Grade Appeals**

Procedures have been established for the submittal of grievances by students against members of the faculty for the appeal of assigned grades. Academic grievances may be filed when a student feels aggrieved in matters concerning an academic decision, action, or judgment by a faculty member. Grades given to any student are final and determined by the Faculty of the course. A grade appeal may only be filed when a student believes a grade is based on clerical or computational error, violation of college policy, refusal by the faculty to report a grade, discrimination, or other improper conduct toward the student. Students must first attempt to resolve the issue informally with the Faculty. If the student is unable to satisfactorily resolve the matter with the faculty member, then it is the student's responsibility to submit a Student Appeal Form within 30 calendar days of posting of the grade, along with clear and substantive documentation to support the student's position. Appeals based on desire to improve a grade through additional work or testing are not acceptable.

Students wishing to submit a grievance must submit the Student Grievance and Appeal form, along with supporting documentation, to the Appeals Committee. Every effort will be made to review, investigate, and rule on the grievance within 21 calendar days of receipt. Students may elect to attend the hearing regarding the appeal. Students who wish to attend the appeal hearing will be granted ten (10) minutes to state their case during which time committee members will have the opportunity to ask questions regarding the student's appeal. Students who are not in agreement with the Committee's decision may



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re-appeal. Additional documentation must be provided to support the re-appeal and must be submitted within 14 calendar days of the decision the student is re-appealing. The determination of the re-appeal will be made by the College Provost and is the final decision of the College. Students are encouraged to resolve matters informally with the faculty member and program chair or designee prior to filing a grievance or appeal.

Students may only appeal a grade if one or more of the following events occurred:

- Grade calculation error
- Assignment of grade based on reasons other than announced criteria and standards
- Inconsistent or unequally applied standards for evaluation of student academic performance.

If the student is unable to satisfactorily resolve the matter with the faculty member and/or program chair or designee, it is the student's responsibility to submit a Student Grievance and Appeal form, within 30 calendar days of posting of final grade, along with clear and substantive documentation to support the student's claim. Appeals based on a desire to improve a grade through additional work or retesting are not acceptable.

## **Appeals Committee**

After a written appeal, with relevant evidence, has been submitted by the student, the committee will forward the appeal to the Faculty for review and response. The committee, as well as the student, will receive a copy of the Faculty's response. If no resolution has been made after the Faculty's response is received, a determination will be made by the appeals committee. The committee may decide:

- To change the Faculty's grade
- To grant the student a grade appeal hearing
- That there is insufficient evidence to justify a grade appeal hearing

The committee will make every attempt to render a final decision within 21 calendar days after receiving documentation from the Faculty and notify the student of the decision. Students may elect to attend the hearing regarding the appeal. Students who wish to attend the appeal hearing will be granted ten (10) minutes to state their case during which time committee members will have the opportunity to ask questions regarding the student's appeal. Students who are not in agreement with the Committee's decision may re-appeal. Additional documentation must be provided to support the re-appeal and must be submitted within 14 calendar days of the decision the student is re-appealing. The determination of the re-appeal will be made by the Provost of IAC. The decision of the Provost is final and cannot be appealed unless the student has raised issues of discrimination. If the student believes the issue to be related to discrimination or sexual harassment, a Student Grievance must be filed to the President.

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## **STUDENT CONDUCT**

IAC students are expected to observe standards of conduct consistent with respect for the law, fulfillment of contractual obligations, consideration for the rights of others, and a high level of personal integrity. All members of the college should be aware that their behavior, both on and off campus, reflects on the College.

### **Student Ethical Behavior**

The personal behavior and ethical conduct of students impact the climate and reputation of the entire institution. It is essential that students act with integrity and with respect toward all members of the campus community. The College assumes that all students will conduct themselves as mature, responsible, law-abiding citizens who will comply with all policies and regulations (refer to the Student Code of Conduct for complete information).

### **Academic Honesty**

The maintenance of academic integrity and quality education is the responsibility of each student. Cheating, fabrication, and plagiarism in connection with an academic program are listed as offenses for which a student may be sanctioned. Academic dishonesty is a serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of College programs.

### **Drug and Alcohol Policies/Drug Free Campus**

InterAmerican College complies with the Drug Free Workplace Act of 1990 and the Higher Education Act Section 120a, 34 CFR 668.46(b)(4)(ii) and 34 CFR668.46(b)(8). The college policy regarding the possession, use, and/or sale of alcoholic beverages or illicit drugs on campus is governed by state and municipal law and further governed by the Student Conduct Code.

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989 require that, as a condition of receiving funds or financial assistance under any Federal program, IAC create and maintain a drug-free environment and implement a program to prevent the unlawful possession, use, or distribution of drugs, and the abuse of alcohol, by its students and employees.

In addition to being a violation of Federal and State laws, the possession and/or use of alcohol, the unlawful manufacture, distribution, dispensing, possession or use of illegal controlled substances on IAC campuses, off-campus sites, workplace site of employees, or at any IAC-sponsored event is prohibited. No one may use illegal substances, or abuse legal substances, including alcohol, in a manner which impairs performance of assigned tasks. The College expects that individuals and groups will conduct themselves and operate within the scope of the rules and regulations. Violators of this prohibition are subject to criminal prosecution and/or disciplinary action, including reprimand, probation, suspension or expulsion, and/or termination of employment.

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## Violations of Student Code of Conduct

The following procedures consonant with the due process have been approved by the Board of Trustees. Any student on campus may be placed on probation, suspended, expelled, or given a lesser sanction for one or more of the following:

- Cheating or plagiarism in connection with any academic program
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information
- Misrepresentation of oneself or of an organization to be an agent of the college
- Obstruction or disruption, on or off campus property, of the educational process, administrative process or other function
- Physical abuse of the college, family members, or the threat of physical abuse
- Theft of, or non-accidental damage to, college property, or property in the possession of, or owned by, members of the college
- Unauthorized entry into, unauthorized use of, or misuse of college property
- On college property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis
- Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function
- Engaging in lewd, indecent or obscene behavior on campus property or at a campus function
- Abusive behavior, directed toward, or hazing of, a member of the college campus
- Violation of any order of the College President, notice of which had been given prior to when such violation occurs; either by publication in the campus bulletin, or by posting notice on the official bulletin board designated for this purpose, and which order is consistent with any of the other provisions of this section
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation

The following terms are defined as:

(I) "Member of the college or campus" is defined as meaning any InterAmerican Board of Trustees member, academic, non-academic and administrative personnel, students, and other persons on the college property and at campus functions.

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(2) "College or campus property" includes real or personal property in the possession of, or under the control of, the Board of Trustees of InterAmerican College.

(3) "Deadly weapons" includes any instrument or weapon of the kind known as a blackjack, sling shot, billy, sand club, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

(4) "Behavior" includes conduct and expression.

(5) "Hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the college, but the term "hazing" does not include athletic events or other similar contests or competitions.

## **Disciplinary Hearing**

The President of the College shall take appropriate disciplinary action against any individual who has been found to have willfully violated any of the above listed and/or disrupted the orderly operation of the College. Nothing in this section shall be construed to prohibit, where an immediate suspension is required in order to protect lives or property and to ensure the maintenance of order, interim suspension pending a hearing, provided that a reasonable opportunity be afforded the suspended person for a hearing within ten (10) days. The disciplinary action may include, but need not be limited to, probation, suspension, or expulsion.

## **Interim Suspension**

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within ten (10) days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter the college campus other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion. No fees or tuition paid by or for such students for the term in which a student is suspended or expelled will be refunded. If the student is readmitted before the close of the term in which he or she is suspended, no additional tuition or fees will be required of the student on account of the suspension.

# **STUDENT RIGHTS**

## **Student Privacy Rights**

The Family Educational Rights and Privacy Act (FERPA) of 1974 and its regulations adopted there under and California Education Code 67100 et seq. are designed to protect the privacy of students concerning their educational records. Institutions must provide students access and the ability to personally inspect

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and review records directly related to them and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under the law does not include the right to challenge the appropriateness of a grade as determined by the Faculty. The law requires written consent from the student before disclosing personally identifiable information about the student's educational records, except for directory information and other exceptions as provided under federal regulations 34 CFR §99.31(a).

InterAmerican College has adopted a set of policies and procedures concerning implementation of these statutes and regulations. Students may request copies of these policies and procedures concerning implementation of statutes and regulations in the Office of Academic Affairs. Among the types of information included in the campus statement of policies and procedures are the following:

- Type of student records and the information contained in them;
- Official responsible for the maintenance of each type of record;
- Location of access lists which indicate persons requesting or receiving information from the student's educational record;
- Policies for reviewing and expunging records;
- Access rights of students;
- Procedures for challenging the content of student records;
- Cost which will be charged for reproducing copies of records;

Under FERPA regulations, IAC is authorized to release directory information concerning students without written consent from students. This directory information may include the student's name, address, telephone number, email address, photographs, enrollment status, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

The above directory information is subject to release by the College at any time unless the college has received prior written notification from the student specifying that directory information not be released. Written notification of non-disclosure must be submitted to the Office of the Vice President for Academic Affairs. The form is available in Admissions & Academic Records.

The College is also authorized to provide access to student records to college officials and employees who have a legitimate educational interest. These individuals are those who have responsibilities in connection with the college's academic, administrative or service functions and who have a legitimate educational reason for accessing student records in connection with their college or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., appropriate persons in connection with an emergency if knowledge of the student

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information is necessary to protect the health or safety of the student or other persons; as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student seeks or intends to enroll).

The College is required by law to release information to state agencies, upon request, of students who have requested, in writing, release of information to state agencies. Students also have the right to request non-disclosure of directory information to state agencies. The College will retain discretion regarding the release of information to agencies of the State of California in cases where the student has neither requested nor forbidden the release of directory information concerning their records to agencies of the State of California for recruitment purposes. Written notification to request disclosure or non-disclosure of directory information to State Agencies for recruitment purposes must be made in Admissions & Academic Records.

### **Discrimination on the Basis of Gender**

InterAmerican College does not discriminate on the basis of gender in its programs or activities. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under prohibit discrimination on the basis of gender in education programs and activities. Such programs include the admission and employment of students.

IAC is committed to providing equal opportunities to male and female students in all programs.

### **Discrimination on the Basis of Race, Color, or National Origin**

IAC complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted hereunder. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of the College.

### **Discrimination on the Basis of Age**

IAC complies with the provisions of the Age Discrimination Act of 1975 and the regulations developed under the law. The Act states that no person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

### **Discrimination on the Basis of Disability**

IAC does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The Americans with Disabilities Act, as well as Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted there under prohibit such discrimination.

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## **Discrimination on the Basis of Marital Status, Religion, or Sexual Orientation**

The College does not discriminate on the basis of marital status, religion, or sexual orientation. Students are urged to refer any complaint of any type of harassment to the Office of the Vice President of Academic Affairs.

## **STUDENT RESPONSIBILITIES**

### **Racial and Sexual Harassment**

The InterAmerican College student body is made up of individuals from diverse ethnic, linguistic, racial, and cultural groups. It is essential that all members of the College recognize the need for an awareness of, sensitivity to, and respect for the cultural heritage, gender, disability, and sexual orientation of others. An individual's or group's action or activities which promote degrading or demeaning social stereotypes based on race, age, ethnicity, national origin, gender, sexual orientation, religion, or disability will not be tolerated.

Students who behave abusively toward members of the campus community based on the aforementioned criteria will face serious consequences and will be subject to disciplinary action. Any student who commits acts of sexual or racial harassment manifested by acts of physical abuse, threats of physical abuse, verbal abuse, and/or hazing activities may be subject to suspension or expulsion from the College (refer to the Student Code of Conduct for additional information).

### **Sexual Assault and Acquaintance Rape**

The College will not tolerate sexual assault in any form, including date/acquaintance rape. Every allegation of sexual assault will be reported to the police. Where there is reason to believe that the College's regulations prohibiting sexual assault have been violated, the College will pursue strong disciplinary action. This discipline includes the possibility of suspension and dismissal or termination from the College.

Any employee, student or other person at the College who commits a rape or other crime of a sexual nature specified in the California Penal Code can be criminally prosecuted. In addition, employees and students can be disciplined under the California Education Code, even if the criminal justice authorities or the person assaulted choose not to pursue criminal prosecution.

Sexual harassment is defined, according to the EEOC guidelines, as "unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature". Sexual harassment is considered to have occurred when any of the following conditions occur:

- Submission to the conduct or communication is made a term or condition of employment or obtaining an education.

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- Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's employment or education.
  - The conduct or communication creates an "intimidating, hostile or offensive" working or educational environment.
  - Behaviors that may constitute sexual harassment include:

Spoken: taunts, jokes, or phone calls

Written: bathroom graffiti, letters

Physical contact: pinching, cornering, groping, unnecessary touching

Physical assault: attempted rape

## **Smoking**

InterAmerican College is committed to protecting the health of its students and employees. Smoking is prohibited in all public areas of the college campus where nonsmokers cannot avoid exposure to smoke including all indoor facilities, exterior dining facilities, and within 20 feet of entrances to all college facilities.

## **Campus Security**

To ensure student safety, the College provides security personnel during evening and weekend hours. Security personnel are available to walk students to their vehicles at student's request.

## **Campus Emergency**

During periods of a campus emergency, as determined by the President of the College, the President may, after consultation with the Board of Trustees, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

## **Parking**

The adherence to parking, traffic, and vehicle regulations established for the safety of the college staff and students are set forth for the protection of all. The public's safety requires that all personnel and students take as their personal responsibility the enforcement of parking and traffic regulations. The National City Police regularly patrol the area to ensure that parking regulations are followed. Such enforcement includes the issuance of warnings or citations for violations of college parking, traffic and vehicle regulations, and/or the towing of vehicles. Vehicles parked outside of marked stalls will be issued citations. The College is not responsible for damage or theft of personal items or vehicles.



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## STUDENT SERVICES AND RESOURCES

InterAmerican College provides a number of services and resources to assist and support students' educational and professional goals.

### Academic Counseling

At the time of admission, students are assigned an academic counselor. Students are encouraged to meet with their counselor at least once a semester. Academic counseling is of utmost importance for first-time students and students with undeclared majors. Students who have determined their declared major must make an appointment with their academic counselor.

During the session, the counselor with assistance of the student, develop an academic plan. Students should refer to their academic plan to monitor their progress. Any changes to the academic plan may result in additional time required to complete declared program of study. Students should speak to their academic counselor before making changes to their academic plan to avoid registering for courses not required to complete program requirements. Students should be aware of the differences between required courses for their major and electives. If students choose courses other than those on the required list, the elective may or may not be considered equivalent. In special circumstances, the program chair may substitute equivalent courses.

### Associated Student Government

All registered students are members of the Associated Student Government (ASG). Meetings are held several times a year. All students are encouraged to involve themselves in their government. ASG provides students a way to express opinions, foster awareness of student needs, and to help create programs that meet the educational, social, and cultural needs of the students that are beneficial to the student body and to the College.

### Academic Tutoring

Academic tutoring is available to students. The Student Success Advisor (SSA) provides services to help IAC students achieve academic success. Academically struggling students are referred for assistance by IAC teachers or themselves. During the appointment, a Student Success Plan is created with the student based on the academic barriers identified by the student and advisor. Some of the topics covered during this process include: Learning Styles, Time and Life Management Skills, Study Skills, Test-Taking Skills and Stress/Anxiety Reduction.

### Academic Resources

To assist students in being successful at the College, the College is committed to providing students with resources that will aid in achievement of students' educational goals. Students have access to educational video tapes and online databases

A computer lab contains eight (8) computers dedicated for student use, as well an additional 20 computers accessible to students when the lab is not being utilized for instruction. The lab can be

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utilized by students for word processing, accessing the Internet, and accessing the following computerized programs aimed at improving students' skills.

**Learning Plus:** Learning Plus is a computerized self-paced basic skills program. Students who need remedial work can access the program at any time.

**Software:** Students have access to programmed software in Math and English.

**Aurolog:** Spanish speaking students who need English pronunciation practice purchase a subscription to Aurolog to assist in reducing accents.

**Criterion:** All students subscribe to the online system for essay writing assistance.

**Turnitin:** Students can check their work for improper citation or potential plagiarism by comparing it against continuously updated databases. The program also assists students with proper citation methods to help safeguard students' academic integrity.

## **Institutional Review Board (IRB)**

IAC has a strong commitment for the protection of human subjects and requires those students and faculty conducting research involving human subjects to submit their research proposals for review by the Provost and Vice President for Academic Affairs. The IRB college committee will review each submission to ensure adherence to federal, state and local regulations as well as established ethical principles including respect for individual rights, beneficence, and justice, as enunciated by the Belmont Report.

Respect for persons as an ethical principle includes an appreciation of persons as independent beings capable of voluntarily deciding whether or not to choose to participate in research. In addition, the Provost and the IRB committee addresses the issues of protecting individuals unable to make informed decisions, such as children or those not competent to understand the benefits or risks resulting from the research. The committee also will consider procedures to ensure confidentiality of subjects participating in the research project. In research involving children, federal guidelines mandate the use of parental consent forms and assent forms for the minor.

Beneficence regarding research is concerned with protecting subjects from harm and acting in the best interest of research subjects. In order to prevent harm, the IRB requires the student or faculty researcher to carefully consider and analyze the risks and benefits of their study and then address them in their application to the Provost and the committee. The Provost has the responsibility, with the committee, to determine if these potential risks and benefits are clearly spelled out and whether the research can be approved based upon the listed risks/benefits analysis.

Justice as an ethical principle to be considered in human subject studies refers to the fact that subjects have the right to be aware of the potential risks of research when they are asked to participate. It also asks the researcher to consider who or which group will benefit from the proposed research. The

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researcher needs to ensure that potential risks are not being taken by only one segment of the population for the benefit of other larger groups of individuals.

In each case, the IRB committee of the institution where the study will be conducted should be involved and approve the research.

## **Marin Library**

IAC students have access to three (3) types of library resources. The Marin Library is housed in the main building. Students may checkout books from the library for research. The librarian is available to help students search for sources for research project(s) or to identify where students can find books and additional research materials.

Students have access to educational videotapes through the Marin Library. Students also have access to online journals from CINAHL® Plus with Full Text, MEDLINE® with Full Text, EBSCO NURSING (Cochrane Methodology Register), EBSCO NURSING (Cochrane Database of Systematic Reviews), JSTOR Arts & Sciences I Collection, JSTOR Language & Literature, ERIC®, Nursing Reference Center™, Academic Search™ Complete, PsycARTICLES®, AMED Allied and Complementary Medicine, Global Health, LexisNexis® Academic, AccessMedicine, ProQuest Nursing & Allied Health Source™, NHS Economic Evaluation Database, Health Technology Assessments, EBSCO Nursing (Database of Abstracts of Reviews of Effects)

Students also have access to the National City Library which has more than 100,000 books. It has one of the largest collections of Spanish books. Students are encouraged to apply for a library card from the County Library system. This allows students to check out books from the College CIRCUIT system which includes San Diego State, University of San Diego, University of California San Diego, and San Marcos.

The College has also established an inter-library loan program that students have access to. Students who wish to participate in this program must see the College Librarian for information.

## **ADA Services**

ADA Services provides students with disabilities equitable services which may require specific accommodations (e.g. technological compensation or assistance related to test taking, note taking, readers, etc.). Students who have a learning disability, visual or physical impairment, diabetes, a seizure disorder or other medical condition, a history of substance abuse, a history of psychiatric problem/condition can contact ADA Services for assistance. Students are required to provide documentation during their application to IAC to assess the needed services and their approval.

## **Registrar and Admissions & Academic Records**

The Registrar and Admissions & Academic Records serves the students with evaluating transfer credit, registering students in classes, establishing and maintaining academic records of students, grade reporting, processing outgoing transcripts, name and address changes, enrollment verification, and evaluating students' academic records for graduation.

## **New Student Orientation**

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New students are required to attend orientation sessions to assist in familiarizing himself/herself with College offered academic programs, resources and services. Orientation sessions are offered monthly. This requirement must be met within two months of signing the enrollment agreement and/or registering for classes. The Orientations provide information on navigating IAC with key IAC staff and faculty presenting departmental information, as well as an interactive session on goal-setting, learning style analysis, time/life management and study skills. Students will not be considered officially accepted by the College until they have attended the new student orientation.

## **Financial Aid**

The College awards and disburses federal student aid in the form of Federal Pell Grants and Federal Stafford Loans to eligible students. Students who declare teaching as a career may be eligible for APLE grants. Financial assistance is also available to eligible active duty military members, VA beneficiaries and their dependents.

## **Testing Services**

New students are required to take a placement exam to assist in placement of student in courses. Placement testing takes approximately two hours. Students are required to take three exams: sentence skills, reading comprehension, and essay writing. Scheduling for the placement exam must be done through Admissions & Academic Records.

Testing is also available for students who wish to take the College Level Examination Program (CLEP). There is an \$85 fee for administering the CLEP exam. Students who wish to schedule a CLEP exam should speak to their academic counselor to ensure the exam can be used to meet program requirements.

Additional tests are available and scheduled by appointment. Students may also schedule make-up exams for courses with the librarian.

## **Licensure**

Students are assisted in preparing their documents for substitute credentials. IAC also offers students the opportunity to join SCTA for their on-campus insurance. Scheduling information is available at the College for the following tests: California Basic Educational Skills Test (CBEST), California Subject Examination of Teachers (CSET), and the Reading Instruction Competence Assessment (RICA). Scheduling for these workshops is posted on the College bulletin board.

## **Student ID**

The College requires that all new students obtain a Student ID card. Although IAC utilizes the social security number to identify students' records, the College issues student ID numbers for greater personal protection. The student's ID number is listed on their ID card. Students IDs are processed during the mandatory student orientation. Students will receive their first Student ID free of charge. Students who lose their ID card are required to obtain a replacement. Replacement IDs cards carry a fee of \$10.

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## **Outreach and Recruitment**

Outreach and Recruitment activities, with the goal of promoting higher education opportunities, are part of the IAC development plan. College representatives make presentations at local community colleges and school districts in an effort to bring awareness to the community of programs offered at the College.

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## **UNDERGRADUATE ACADEMIC PROGRAMS**

### **Institutional Outcomes for the Undergraduate Degree**

InterAmerican College is committed to ensuring that at the end of their undergraduate degree and programs, students will be able to:

- write and speak effectively
- identify resources and strategies to solve problems and critically evaluate the sources
- construct arguments of one's own and evaluate arguments of others
- make decisions based on moral and ethical principles with attention to cultural values
- articulate interest and enthusiasm for new questions and new topics for self and others
- to think independently; tempered by respect of others and the environment
- have technological literacy

All students are subject to the academic policies of the college. Students are responsible for ensuring that they are aware of and meet all departmental and college requirements. It is the student's responsibility to learn about academic deadlines.

**InterAmerican College offers the following degrees:**

### **Bachelor's Degree**

**IAC offers within its undergraduate degree programs the followings:**

- **General Education Studies**
- **Bachelor of Arts (B.A) in Interdisciplinary Studies**
- **Bachelor of Arts (B.A)in Liberal Studies**
- **Bachelor of Arts(B.A) in Spanish**
- **Bachelor of Science (B.S) in Health Sciences**
- **Teacher Credential Program**

**2042 Multiple Subject Credential**

**2042 Single Subject Credential**

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## Graduate Degrees

- Post Baccalaureate Entry Level Master of Nursing Program
- Master of Science in Nursing/Family Nurse Practitioner Program (MSN/FNP)

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# Undergraduate Studies

## General Education

InterAmerican College believes that a liberal education explores the American cultural heritage through the study of the arts and sciences, while at the same time, preparing students for success in a chosen occupation or profession.

The variety of courses in General Education (GE) provides students with a survey of knowledge across disciplines, with an understanding of their responsibility to society, and a commitment to lifelong learning. Integrated into the GE courses are skills and competencies that prepare students to work in a technological society and to relate as citizens in a pluralist and diverse society and culture.

### Program Learning Outcomes

- Write and speak effectively
- Use skills and knowledge of arts and sciences to improve their lives and lives of others
- A spirit of inquiry to prepare students to cope with conditions in a continually changing world
- Assume the responsibilities of citizenship in the community, in the nation and in the world and effectively participate in society
- Recognize and support cultural heritages in the United States and other countries.
- Employ technological literacy
- Continuously question attitudes or events and research sources

Students are required to complete 52 credits of General Education coursework. Students can meet these goals by completing courses at a California community college, and/or by completing the general education program at IAC, which includes the following areas of study. Courses can be transferred from other colleges, however, there are restrictions governing the applicability of listed courses. Depending on program of study, credits used to meet general education requirements may not be used to meet degree requirements. Also, although some courses may be applicable to more than one area, a single course cannot be used to meet two (2) area requirements.

### Area A: Communication and Critical Thinking (9 credits)

Courses in communication provide writing and critical thinking skills needed across the curriculum. Fundamental courses in composition prepare students to use the principles of expository writing to prepare and deliver presentations; to identify faulty reasoning; and to study for and appreciate mathematical ideas and quantitative reasoning.



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**Area B: Science/Math/Technology (13 credits)**

Coursework in the sciences provides introduction to life and physical sciences. Students conduct scientific inquiry in association with lectures in science and through experiments in the laboratory or in natural settings. Students integrate the study of mathematics as it applies to both the social and natural sciences. Students acquire not only word processing skills, but also other technological skills needed to conduct their research and to apply such to the work place.

**Area C: Humanities (6 credits)**

Through the humanities, students research how authors use language to portray the world. In fine arts, students perform or produce art projects; they appreciate masterpieces more fully; or they study basic concepts, forms and the history of art. Through the study of different philosophical movements, students assess alternative views of the world as they discuss and consider the structure and meaning of existence.

**Area D: History and Social Sciences (9 credits)**

In social science classes, students study the behavior of human beings as they relate to each other, to themselves, and to their environment. Students discuss and debate the role of individuals as they create the structures and values that govern their lives in the present and across time. In History classes, students study historical events, and the development of the Constitution and the democratic form of government. They also analyze American institutions and how these apply to their everyday life.

Students transferring from out-of-state must meet the United States History and Government requirement. Out-of-state students who have completed a transfer course in History not covering the Constitution of the United States may petition to meet requirements by presenting passing scores on the Constitution CLEP exam or by taking the Political Science course. Students may also meet requirements by taking an IAC challenge exam given through the County Office of Education. Students who meet the requirement by examination will receive No Credit. Students earning teaching credentials must meet the requirements of the Constitution of the United States, whether or not they are in a degree program. This requirement may be met by successful completion of any of the courses listed as fulfilling the requirement or by an examination.

**Area E: Cultural Studies (6 credits)**

Cultural courses acquaint students with the contributions of world civilizations and cultures; the influence of indigenous people, as well as cultures of other nations. Courses focus on the contributions and perspectives of different ethnic cultures and of women in United States society and history. The overall design of these courses develops a respect and appreciation for other cultures.

**Area F: Foreign Language (6 credits)**

Students are required to take a minimum of six (6) credits of a foreign language to help expose the student to other cultures. Transfer, CLEP and/or AP credits may be utilized to meet this requirement. Students seeking a Minor in Spanish will meet this requirement through coursework completed for Minor.

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**Area G: Upper Division GE (3 credits)**

Students are required to take three (3) credits of ENGL 310, Advanced Grammar & Composition to meet this requirement.

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
AREA A.1 Written Composition	REQUIRED: ENGL 130 Composition & Reading	3
AREA A.2 Critical Reasoning	Select 3 credits from the following (course must be writing intensive): PHIL 180 Introduction to Philosophy PHIL 280 Logic	3
AREA A.3 Oral Communication	Select 3 credits from the following: COMM 104 Speech COMM 204 Argumentation	3
AREA B.1 Life Sciences	Select 4 credits from the following: BIOL 150/BIOL 150L General Biology/Lab BIOL 152/BIOL 152L Anatomy/Lab	4
AREA B.2 Physical Science	Select 3 credits from the following: GEO 168 Geography SCI 220/220L Survey of Physical Science ASTR 100/100L Introduction to Astronomy ARCH 160/160L Introduction to Archaeology Any college level chemistry or physics course	3
AREA B.3 Mathematics	Select 3 credits from the following: MATH 100 Algebra & Geometry MATH 140 Number Systems MATH 142 Calculus MATH 143 Introduction to Trigonometry MATH 241 Probability & Statistics MATH 242 Calculus 2	3
AREA B.4 Computer Literacy	CIS 200 Technology Level 1	3
AREA C Humanities	REQUIRED: ENGL 201 Critical Thinking & Composition Select an additional 3 credits from the following: ART 137 Art Appreciation ART 160 Visual & Performing Arts PHIL 180 Introduction to Philosophy	6
AREA D History	HIST 120 U.S. History & Constitution I HIST 220 U.S. History II	6
AREA D Social Science	Select 3 credits from the following: ANTH 182 Introduction to Anthropology PSYC 185 General Psychology SOC 180 Introduction to Sociology	3

AREA E Cultural Studies	REQUIRED: HIST 124 Chicano Latino Studies A HIST 224 Chicano Latino Studies B	6
AREA F Foreign Language	Non-bilingual students may choose from lower division courses. Bilingual students are encouraged to choose from upper division courses.	6
AREA G Upper Division	REQUIRED: ENGL 310 Advanced Grammar & Composition	3
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## Bachelor of Arts in Interdisciplinary Studies

The Interdisciplinary Degree is offered to students who have completed the majority of their college courses in a foreign institution (e.g. Pasante-Mexico). The degree in Interdisciplinary Studies provides students with written and oral communications skills to prepare them for professional careers and advanced education in the United States as well as knowledge of American history and its institutions to better enable them to function successfully in American culture.

Students who apply for this program must have completed high school in their country of origin and submit official translated and evaluated transcripts of college level coursework (see Foreign Credit section for additional information). IAC may accept transfer courses at college level after reviewing transcripts and other documentation provided

Upon graduation, the students' declared major in their foreign studies will be noted as the emphasis on their diplomas.

### Program Learning Outcomes

- Write and speak effectively
- Make decisions based on moral and ethical principles with attention to cultural principles
- Construct arguments of one's own and evaluate arguments of others
- Think independently, tempered by respect for others and the environment
- Identify resources and strategies to solve problems and critically evaluate sources
- Employ technological and internet literacy
- Articulate interest and enthusiasm for new topics for self and others

### General Plan

- I. Transfer Credits (up to a maximum of 93 credits may be accepted for transfer)
- II. Major Requirements (39 credits)

Students must present verification that the below listed college level coursework in general education subject matter has been completed. If the coursework listed below has not been completed through foreign coursework, additional courses will be chosen to fulfill this requirement.

- 2 courses in Mathematics
- 2 courses in Science

- 2 courses in Humanities
- 2 courses in Social Science/History

### Major Requirements

COURSE NUMBER	COURSE TITLE	CREDITS
	Transfer credit (up to maximum of 93 credits may be transferred in to fulfill program requirements. A minimum of 30 credits from the courses listed below must be completed at the College.)	
ENGL 121	Introduction to Academic Rhetoric A	3
ENGL 125	Introduction to Academic Rhetoric B	3
ENGL 130	Reading & Composition	3
ENGL 201	Critical Thinking & Composition	3
ENGL 210	Advanced Composition for Non Native English Speakers	3
ENGL 306	Survey of American Literature B	3
LING 478	Linguistics	3
HIST 120	U S History & Constitution I	3
HIST 220	United States History II	3
HIST 124	Chicano/Latino Studies A	3
HIST 224	Chicano/Latino Studies B	3
HIST 320	California History	3
CIS 200	Technology Level I	3
PORT 499	Portfolio	1
		<b>124</b>

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**Online Passport Program (Pasante)**

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
	Transfer credit (up to maximum of 93 credits may be transferred in to fulfill program requirements. A minimum of 30 credits from the courses listed below must be completed at the College.)	87
ENGL 121	Introduction to Academic Rhetoric A	3
ENGL 125	Introduction to Academic Rhetoric B	3
ENGL 130	Reading & Composition	3
ENGL 201	Critical Thinking & Composition	3
ENGL 210	Advanced Composition for Non Native English Speakers	3
ENGL 306	Survey of American Literature B	3
LING 478	Linguistics	3
HIST 120	U S History & Constitution I	3
HIST 220	United States History II	3
HIST 224	Chicano/Latino Studies B	3
HIST 320	California History	3
CIS 200	Technology Level I (credit may be earned through assessment exam)	3
PORT 499	Portfolio (will be offered through directed study)	1
		<b>124</b>

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## Bachelor of Arts in Liberal Studies

The degree in Liberal Studies provides students with the basic understanding and skills to prepare them for careers or professions requiring knowledge based on the arts and humanities.

The curriculum of Liberal Studies is a plan that involves more than one discipline. The program fosters the understanding of people, nations, institutions, history, arts, sciences, and how these influenced the development of society and cultures. Although the breadth includes various areas of study, students are encouraged to pursue an in-depth study of history; of artistic expression; of literature; of scientific and technological advancements; of intellectual movements; of traditions and customs of different societies and cultures.

Depth of study constitutes a minor. Students should meet with their academic counselor and identify the 18 upper division courses in the academic plan that provides depth in a content area. Students must complete a minimum of 54 credits of upper division courses.

### Program Learning Outcomes

- Write and speak effectively
- Make decisions based on moral and ethical principles with attention to cultural principles
- Construct arguments of one's own and evaluate arguments of others
- To become an informed, responsible, active citizen
- Identify resources and strategies to solve problems and critically evaluate the sources
- Employ technological literacy
- An increased interest in contributing to the well-being of their communities and the world

### General Plan

- I. General Education (52 credits)
- II. Major Requirements (45 credits)
- III. Minor Requirements (18 credits)
- IV. Electives (9 credits)

Students who are pursuing the Liberal Studies degree as preparation for a Teaching Credential program will follow a variation of the general plan.

### Major Requirements (45 credits)

These courses should be chosen in conjunction with an academic advisor. Courses must be chosen from all areas to complete the 52 credits. Each area requires a minimum number of credits.

COURSE NUMBER	COURSE TITLE	CREDITS
	General Education Requirements	52
SCIENCE/MATH/TECHNOLOGY	<b>REQUIRED: SCI 330</b> Select an additional 12 credits from the following courses, 6 of which must be upper division: ASTR 100/101L, ARCH 160/160L, GEOL 100, GEOG 168, CHEM 162, SCI 220, ANTH 282, BIOL 100, BIOL 150/150L, BIOL 360, HEAL 401, MATH 100, MATH 110, MATH 120, MATH 121, MATH 140, MATH 241, MATH 344	15
HUMANITIES	<b>REQUIRED: ENGL 306, ENGL 307, LING 478</b> Select an additional 6 credits from the following courses, 3 of which must be upper division: ART 106, ART 160, EDUC 477, ENGL 200, ENGL 302, ENGL 304, ENGL 305, ENGL 402, ENGL 403, LING 401, MUS 106, PHIL 180	15
SOCIAL SCIENCE/HISTORY	<b>REQUIRED: HIST 321, HIST 322</b> Select an additional 9 credits from the following courses, 6 of which must be upper division: ANTH 180, ANTH 505, EDUC 505, EDUC 506, PSYC 185, PSYC 285, PSYC 385, PSYC 485, PSYC 490, SOCI 283, SOCI 305, HIST 320	15
<b>MINOR</b> ( <i>Students can elect a minor in Spanish or History</i> )	Select 18 credits of upper division (300-400) level coursework	18
<b>ELECTIVES</b>	Select 9 credits of either lower or upper division coursework	9
		<b>124</b>

**Major Requirements for Teaching Credential Preparation Students** (*includes some General Education (GE) courses; all GE requirements must be fulfilled*). Many of these major courses for teacher credential-preparation students are set in order to fulfill state prerequisite requirements. The California Commission on Teacher Credentialing (CCTC) provides a list of courses that future teachers should take as fundamental knowledge to teach in elementary schools. These courses prepare students to pass the California Subject Examination for Teachers (CSET) for “No Child Left Behind” (NCLB) qualification. Students who choose Liberal Studies as a prerequisite into the teacher credential program should declare this at the initial advisement appointment.



<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
	General Education Requirements	45
BIOL 150/BIOL 150L	General Biology/Lab	4
GEOG 168	Physical Geography	3
SCI 220	Survey of Physical Science	3
SCI 330	Earth and Space Science	3
MATH 100	Algebra and Geometry	3
MATH 120	Math for Elementary Teachers A	3
MATH 121	Math for Elementary Teachers B	3
MATH 241	Probability and Statistics	3
ART 106	Art for Teachers	3
ART 160	Visual and Performing Arts	3
MUS 106	Music for Teachers	3
ENGL 306	Survey of American Literature B	3
ENGL 307	Survey of World Classics	3
ENGL 403	Multi-ethnic Children's Literature	3
LING 478	Linguistics	3
EDUC 477	Theory and Practice of PE	3
EDUC 505	Diversity in Education	3
EDUC 506	Mainstreaming	3
PSYC 485	Developmental Psychology	3
SOCI 305	Critical Perspectives in Society	3
HIST 120	U.S. History & Constitution I	3

HIST 220	U.S. History II	3
HIST 320	California History	3
HIST 321	World History A	3
HIST 322	World History B	3
EDUC 490	Reading and Literacy	3
EDUC 520	Introduction to Education	3
CIS 200	Technology Level I	3
PORT 499	Portfolio	1
MINOR	Students must select a Minor in History or Spanish which requires 18 credits of coursework. Some Minor coursework may be completed in general education and/or program requirements.	18
		<b>125-128</b>

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## Bachelor of Arts in Spanish

The degree in Spanish provides students with skills and knowledge that prepares them for careers which require proficiency in foreign languages, literature, culture, translation and interpretation.

Careers requiring languages other than English include teaching, international business, travel, court interpreters, journalism, Civil Service, diplomatic areas, law enforcement, medicine, nursing, banking, foreign affairs, public relations, social service agencies, and advertising.

The Spanish Major program provides

- A comprehensive academic experience
- Academic depth by concentrating on a Spanish language, literature, and culture
- Preparation for a professional career
- Pre-requisites for graduate studies in Spanish or related fields.

### Program Learning Outcomes

- Read, write and speak Spanish at Level 4 (ACTFL)
- Make decisions based on moral and ethical principles with attention to cultural principles
- Critique, compare, interpret and analyze literary works
- Use language proficiency to support racial and cultural values in a pluralistic community
- Identify resources and strategies to solve problems and critically evaluate the sources
- Employ technological and internet literacy
- Employ language skills to enrich the quality of life

### General Plan:

- I. General Education (52 credits)
- II. Major Requirements (40 credits)
- III. Emphasis (30 credits)
- IV. Electives (3 credits)

Students who are pursuing the Spanish degree as preparation for a Teaching Credential will follow a

variation of the general plan.

**Major Requirements (40 credits)**

These courses should be chosen in conjunction with an academic counselor. Courses must be chosen from all areas to complete the 40 credits. Areas require a minimum number of credits. Bilingual students can meet prerequisite requirements by presenting Advanced Placement scores or CLEP exam scores.

COURSE NUMBER	COURSE TITLE	CREDITS
	General Education Requirements	52
SCIENCE/MATH/TECHNOLOGY	<b>REQUIRED: SCI 330</b> Select an additional 3 credits from the following courses: ASTR 100/101L, ARCH 160/160L, GEOL 100, GEOG 168, CHEM 162, SCI 220, BIOL 100, BIOL 150/150L, BIOL 360, HEAL 401, MATH 100, MATH 110, MATH 120, MATH 121, MATH 140, MATH 241, MATH 344	6
HUMANITIES	<b>REQUIRED: LING 478, ENGL 306, ENGL 307</b> Select an additional 6 credits from the following courses: ART 106, ART 160, ENGL 200, ENGL 302, ENGL 304, ENGL 305, ENGL 402, ENGL 403, LING 401, MUS 106, PHIL 180	15
SOCIAL SCIENCE/HISTORY	<b>REQUIRED: ANTH 505, HIST 321, HIST 322</b> Select an additional 3 credits from the following courses: ANTH 180, PSYC 185, PSYC 285, PSYC 385, PSYC 485, PSYC 490, SOCI 283, SOCI 305, HIST 320	12
SPANISH EMPHASIS <i>(Prerequisite: 6 credits of lower division Spanish and completion of the Spanish Language Proficiency Exam at Level 3)</i>	Select 30 credits from the following courses: SPAN 310, SPAN 311, SPAN 312, SPAN 313, SPAN 314, SPAN 315, SPAN 316, SPAN 317, SPAN 318, SPAN 410, SPAN 411, SPAN 412, SPAN 413, SPAN 414, SPAN 415, SPAN 416, SPAN 417	30
<b>ELECTIVES</b>	Select 3 credits of either lower or upper division level coursework	9
		<b>124</b>

**Required Major Courses for Single Subject Teaching Credential Preparation Students** *(includes some General Education (GE) courses; all GE requirements must be fulfilled).* Many of these major requirements for teacher credential-preparation students are set in order to fulfill state requirements. Students, who need to fulfill the teacher credential concentration requirements established by Commission on Teacher Credentialing (CTC), should declare Spanish Single Subject to ensure that teacher candidates include the correct courses identified by the CTC.

COURSE NUMBER	COURSE TITLE	CREDITS
	General Education Requirements	52
MATH 241	Probability and Statistics	3
MATH 344	Educational Statistics	3
ENGL 306	Survey of American Literature B	3
ENGL 307	Survey of World Classics	3
ENGL 403	Multi-ethnic Children's Literature	3
LING 478	Linguistics	3
EDUC 505	Diversity in Education	3
EDUC 506	Mainstreaming	3
PSYC 485	Developmental Psychology	3
SOCI 305	Critical Perspectives in Society	3
HIST 320	California History	3
HIST 321	World History A	3
HIST 322	World History B	3
EDUC 490	Reading and Literacy	3
EDUC 520	Introduction to Education	3
SPAN 413	Methods in Teaching Spanish	3
CIS 200	Technology Level I	3
		<b>124</b>

### Minor in Spanish

Students declaring Spanish as a minor must complete 18 credits of upper division coursework.

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## Bachelor of Science (B.S)

The degree in Science provides students with skills and knowledge that prepares them for careers in the health care, nursing, medical, technological, or teaching fields. The program allows students to choose from a variety of different areas in either life or physical sciences. Students who wish to become a high school teacher or nurse should speak to an academic counselor before choosing courses.

### Program Learning Outcomes

- Report and document utilizing scientific nomenclature
- Use ethical reasoning in culturally diverse settings
- Use preexisting bodies of observation, facts, inferences, hypotheses and theories to build expectations
- Accept and respect divergent interpretations of physical phenomena
- Construct and develop scientific ideas utilizing inquiry and investigation
- Employ technological literacy
- Subject evidence to the test of observation and objective reasoning

### General Plan:

- I. General Education (52 credits)
- II. Major Requirements (39 credits)
- III. Emphasis (30 credits)
- IV. Electives (3 credits)

### Major Requirements (39 credits)

These courses should be chosen in conjunction with an academic counselor. Each area requires a minimum number of credits.

COURSE NUMBER	COURSE TITLE	CREDITS
	General Education Requirements	52
ENGL 306	Survey of American Literature B	3
ENGL 307	Survey of World Classics	3

ANTH	Select from the following courses ANTH 450 or ANTH 505	3
PHIL 380	Ethics in Healthcare	3
PSYC 485	Developmental Psychology	3
SOCI 305	Critical Perspectives in Society	3
HIST 321	World History A	3
HIST 322	World History B	3
MATH 241	Introduction to Probability & Statistics	3
BIOL 152/152L	Anatomy/Lab	4
BIOL 251/251L	Microbiology/Lab	4
BIOL 252/252L	Human Physiology/Lab	4
<b>EMPHASIS</b> <i>(Students must select an emphasis; 3 options available to choose from: General, Science, or Health Science.)</i>	<b>GENERAL EMPHASIS:</b> Select 30 credits from the following; 27 must be upper division level coursework: ENGL 200, ENGL 300, ENGL 305, PHIL 180, ART 160, ANTH 182, HIST 320, any MATH course; 100 level or higher, any BIOL course; 100 level or higher, any CHEM course; 100 level of higher, PHYS 100/100L, PHY 101/101L, GEOG 100/100L, any HEAL course; 100 level or higher	
	<b>SCIENCE EMPHASIS:</b> Select 30 credits of upper division level coursework. Coursework must include: 6 credits of MATH, 4 credits of PHYS 6 credits of BIOL from the following list of courses: BIOL 350/350L, BIOL 351/351L, BIOL 352/352L, BIOL 360, BIOL 450/450L, BIOL 451/451L, BIOL 452/452L 10 credits of CHEM from the following list of courses: CHEM 331/331L, CHEM 332/332L, CHEM 351/351L, CHEM 352/352L, 4 credits of GEOG	
<b>ELECTIVES</b>	Select any 3 credits of lower or upper division level coursework	3
		<b>124</b>

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## Bachelor of Science – Health Sciences Emphasis

The degree in Science provides students with skills and knowledge that prepares them for careers in the health care, nursing, medical, technological, or teaching fields. The program allows students to choose from a variety of different areas in either life or physical sciences. Students who wish to become a high school teacher or nurse should speak to an academic counselor before choosing courses.

### Program Learning Outcomes

- Synthesize information to present arguments
- Use ethical reasoning in culturally diverse settings
- Use critical thinking for problem solving and decision making
- Analyze health science issues to determine needs, plan treatment, and promote wellness
- Embrace leadership and advocacy in health using professional competence and cultural diversity
- Access the needed information effectively and efficiently
- Support the principles of teaching and learning

### General Plan:

- V. General Education (52 credits)
- VI. Major Requirements (39 credits)
- VII. Emphasis (30 credits)
- VIII. Electives (3 credits)

### Major Requirements (39 credits)

These courses should be chosen in conjunction with an academic counselor. Each area requires a minimum number of credits.

COURSE NUMBER	COURSE TITLE	CREDITS
	General Education Requirements	52
ENGL 306	Survey of American Literature B	3
ENGL 307	Survey of World Classics	3
ANTH	Select from the following courses ANTH 450 or ANTH 505	3



PHIL 380	Ethics in Healthcare	3
PSYC 485	Developmental Psychology	3
SOCI 305	Critical Perspectives in Society	3
HIST 321	World History A	3
HIST 322	World History B	3
MATH 241	Introduction to Probability & Statistics	3
BIOL 152/152L	Anatomy/Lab	4
BIOL 251/251L	Microbiology/Lab	4
BIOL 252/252L	Human Physiology/Lab	4
	<i>(The following prerequisites must be completed prior to beginning Emphasis coursework: SCI 220, BIOL 150/150L, BIOL 152/152L, HEAL 256.)</i>	
BIOL 360	Genetics	3
BIOL 400	Biochemistry	3
BIOL 402	Immunology	3
HEAL 357	Health & Nutrition	3
HEAL 400	Environmental Health & Sustainability	3
HEAL 401	Evolution	3
HEAL 402	Health Promotions & Lifestyle Modifications	3
HEAL 403	Decision Making in Managed Care	3
HEAL 404	Gerontology	3
HEAL 405	Epidemiology	3
ELECTIVES	Select any 3 credits of college level coursework	3
		<b>124</b>

Students who have completed a Medical Degree in a foreign country and would like to earn a US baccalaureate degree can complete the MD-BS track listed below. Students must submit translated and evaluated copies of their foreign coursework (see Foreign Credit section for additional information).

<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>	<b>CREDITS</b>
	Transfer credit (up to maximum of 93 credits may be transferred in to fulfill program requirements.)	
ENGL 121	Introduction to Academic Rhetoric A	3
ENGL 125	Introduction to Academic Rhetoric B	3
ENGL 130	Reading & Composition	3
ENGL 201	Critical Thinking & Composition	3
CIS 200	Technology Level 1	3
ART 160	Visual & Performing Arts	3
HIST 120	U S History & Constitution I	3
HIST 224	Chicano/Latino Studies B	3
PHIL 380	Ethics in Healthcare	3
PSYC 485	Developmental Psychology	3
SOCI 305	Critical Perspectives in Society	3
SCI 451	Capstone Anatomy	3
SCI 452	Capstone Physiology	3
SCI 450	Capstone Microbiology	3
		<b>124</b>

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# TEACHING CREDENTIAL PROGRAM

## 2042 Multiple Subject Credential

### Programs Offered

The Department of Education offers the following credential programs approved by the California Commission on Teacher Credentialing (CCTC):

- 2042 Multiple Subject Credential
- 2042 Multiple Subject Credential with Bilingual Spanish emphasis.

Teacher candidates engage in research, discussion, and presentations that demonstrate their commitment to life-long learning. It is the philosophy of the program that teachers will implement strategies and techniques that provide access to the core curriculum for all children.

### Admission Requirements

Students must have earned a baccalaureate degree at a regionally accredited institution to apply for admission. Admission to the credential program is a four-step process. To secure admission, the candidate must submit a completed IAC application packet containing original transcripts from all institutions of higher education attended. All records remain property of the institution. IAC recommends that students make a copy of any document submitted to the department.

### Department of Education Admission

**Step 1:** Students must complete an application to the College and submit all transcripts. They should also meet with an academic counselor before applying to the Department of Education.

**Step 2:** Students apply to the Department of Education. They must ensure that they have submitted all documents needed for admission. If students have not met all prerequisites for the Credential program, they must develop a plan and register for required courses. Once students have completed coursework, they can apply to the Credential program.

As part of the admission process, an evaluation of the candidate's previous coursework will be made and filed in student's permanent file.

**Step 3:** Candidates apply to one of the credential programs. When the file is complete, a faculty member interviews the applicant. The faculty member evaluates the applicant on the basis of academic achievement and commitment to teaching. Faculty recommend candidates to the Education Committee.

**Step 4:** After the Committee reaches a decision regarding the admission of the applicant, they notify candidates of their status.

### Prerequisites for Entry into Program

- Candidates for admission must have a minimum GPA of 2.5 within the last 45 credits of study
  - Candidates not meeting the 2.5 minimum GPA may petition the Admissions and Retention Committee for special consideration. If accepted, the Director will place the student on probationary status for the first nine (9) credits. The Director will change the status of the student if the student achieves a 3.0 GPA.
- Candidates must maintain an overall GPA of 3.0 for all coursework taken after admissions to the program.
- Candidates must present proof of taking the CBEST.
  - Original scores must be submitted in application packet. The Credential Analyst will keep a copy of the original score results until the application is submitted. At the time of submission, the analyst must include a copy of the original in the packet.
- Students pursuing a Multiple Subject Credential to teach in elementary schools must present scores from the California Subject Examination of Teachers (CSET). This aligns their credential with the Federal regulations stipulated by No Child Left Behind (NCLB).
- Proof of Freedom from Tuberculosis cards are available in the Credential Preparation Office.
  - The TB clearance is valid for four (4) years and must remain valid throughout student teaching experiences.
- Students must apply for a Certificate of Clearance through the County Office of Education before admission to the Credential program.
  - The application, money order, and fingerprints are included with the application packet.

### Program Requirements

COURSE NUMBER	COURSE TITLE	CREDITS
	<i>The following PREREQUISITE courses must be completed prior to beginning major program requirements</i>	
HIST 120	U.S. History & Constitution	3
HIST 220	U.S. History II	3
MATH 120	Math for Elementary Teachers A	3
MATH 121	Math for Elementary Teachers B	3
HIST 124	Chicano Latino Studies A	3
HIST 224	Chicano Latino Studies B	3
EDUC 505	Diversity in Education	3
EDUC 477	P.E. for Teachers	2
LING 478	Linguistics	3
EDUC 490	Language & Literacy	3

HEAL 357	Health & Nutrition	3
EDUC 520	Introduction to Classroom Teaching ( <i>Course includes 45 hours of field experience in public school settings.</i> )	3
EDUC 506	Mainstreaming	3
ART 160	Visual & Performing Arts	3
CIS 200	Technology Level 1	3
SPANISH	Minimum 6 credits of college level Spanish coursework ( <i>Bilingual students must pass the IAC Spanish Language Exam with at a minimum 3.0 level</i> )	6
	<b>MAJOR PROGRAM REQUIREMENTS</b>	
EDUX 503	Foundations of Education	3
EDUX 504	Educational Psychology	3
EDUX 522	1 <sup>st</sup> and 2 <sup>nd</sup> Language Acquisition	3
EDUX 525	English Language Development Strategies	3
EDUX 526	Teaching Methods & Strategies	3
EDUM 534	Curriculum & Instruction A	3
EDUM 535	Curriculum & Instruction B	3
EDUM 536	Language Arts & Reading	3
EDUC 561	Student Teaching Block 1	3
EDUC 562	Student Teaching Block 2	3
EDUC 563	Student Teaching Block 3	3
EDUC 564	Student Teaching Block 4	3
<b>SPANISH EMPHASIS</b>	<i>Bilingual students seeking to acquire a Spanish Emphasis credential must also complete the following two courses.</i>	
EDUC 605	Latinos in Education	3
EDUC 623	Desarrollo del Lenguaje y Lectura	3

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**Additional Program Requirements:**

**RICA:** The California Commission on Teacher Credentialing requires passing Reading Instruction Competence Assessment (RICA). Candidates will meet with a counselor before applying for the exam. It is recommended that students have at least two (2) modules of student teaching before applying to take the exam.

**Technology in the Classroom:** During the course, Faculty assign work that includes the use of technology; word processing, Excel, Access, record keeping, Internet searching, educational websites, Power Point presentations and other classroom applications. Students are required to take 3 modules of computer literacy or pass the exam.

Students must include the Technology Competency Verification in their portfolio. The portfolio should include evidence of computer competence. IAC offers one course that addresses the CTC Standards for Level I for the Preliminary Credential; CIS 200 Technology Level I

**Student Teaching Placement:** The Field Experience Director assigns candidates to public school classrooms. Candidates are assigned to teach for 18 weeks. If there is a scheduling problem, students must complete a minimum of 16 weeks.

One site must be in a classroom that is ethnically diverse. Candidates plan and teach lessons in Specially Designed Academic Instruction in English (SDAIE) in one of their placements. They must also teach English language development lessons and initial reading in English.

For at least one extended teaching assignment, Bilingual candidates conduct lessons in reading and subject matter content in Spanish. The other placement is in ELD and SDAIE classrooms. Bilingual students must demonstrate skills in teaching Beginning Reading in English.

**Supervision:** Master Teachers must hold a CLAD certification. Bilingual Master Teachers must be certified in BCLAD or BCC.

Candidates must complete two (2) different assignments. Elementary candidates must teach in two of the following; K-2, 3-6, 7-9. One assignment must be in K-2 for the teaching of Beginning Reading in English. Bilingual Emphasis students must be assigned to a classroom where Spanish is used as the language of instruction.

**Orientation:** The supervisor schedules a visit for candidates to give them an opportunity to become acquainted with their assigned classroom(s), students, and Master Teacher(s). The Master Teacher(s) furnishes the candidate with appropriate policy manuals, faculty handbooks, textbooks, teacher's guides and appropriate instructional materials.

The candidate then interviews the Master Teacher(s). *Master Teacher Interview Questions* are provided in the *Student Teaching Handbook* for use as a guide.

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**On-Site Visitations:** To acquaint the candidates with individual teaching styles, other than those of their assigned Master Teacher(s), candidates observe two teachers at the school site. The site supervisor or the site administrator selects the teachers. The *Candidate's Guide to On-Site Visitations* found in the *Student Teaching Handbook* is used as a guide to the observations.

### **Student Teaching Activities**

- Eight (8) formal lesson presentations for the supervisor
- Four (4) formal lesson presentations for the Master Teacher
- Evaluation conferences with Master Teacher and supervisor
- Evaluation of supervisor
- Evaluation of field experience
- Seminar attendance
- Submission of documents to credential analyst
- Exit seminar; presentation of portfolio
- Four (4) TPA exams
- RICA exam
- Exit process
- Completion of Credential application

**Portfolio:** Candidates are expected to develop a professional portfolio consisting of products from program coursework. The completed portfolio forms part of the exit interview. Candidates are encouraged to attend portfolio sessions during the year.

### **The following are suggestions for portfolio ideas:**

The portfolio is based on the Six (6) California Standards for the Teaching Profession.

- Autobiography
- Philosophy of Education
- Resume
- Transcripts

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- Letters of Recommendation
  - Awards
  - Lesson plans (include examples of)
    - Reading: Phonemic based
    - Language Arts (SADIE, ELD)
    - Language Arts (BCLAD primary language)
    - Math
    - Social Studies
    - History
  - Pictures of bulletin board
  - Learning Center
  - Daily schedule
  - Discipline plan
  - Classroom set-up
  - District in-service program
  - District Salary Scale form
  - District Accountability Report
  - School site accountability report
  - Sample of Language Proficiency Exam
  - Sample of report card
  - Subject area and standards
  - Use of technology in lesson planning
  - TPAs

**Exit:** Students, who have completed coursework and received a passing grade in student teaching, must



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present their portfolio and participate in the exit interview.

The College recommends candidates for the Preliminary Credential after they have successfully completed a Baccalaureate degree, prerequisites, theory and methodology courses, student teaching, and all state mandated exams. The Preliminary Credential is valid for five (5) years and authorizes full-time, part-time, and substitute teaching in classes in California public schools.

**Professional Clear through Induction:** With the AB2042 Credential, candidates will be required to enter a two-year district induction program provided to new teachers in the employing district. Unemployed 2042 Credentialed Teachers cannot clear their credential.

**Clearing Without District Induction:** New 2042 teachers employed in private schools or charter schools can clear their credential through a university if the principal completes a form declaring that there is no employer induction.

**Other Requirements:** Candidates must also take training on cardiopulmonary resuscitation (CPR). This can be done before or after the Preliminary Credential. Verification is demonstrated by submitting photocopies of the front and back of the verification card provided by the American Heart Association or Red Cross.

- American Heart Association, 291-7454, Heartsaver and CPR, or, Healthcare Provider
- American Red Cross, 291-2620, Community CPR, or, Infant & Child and Adult CPR

Candidates electing to take training from other agencies or organizations are required to secure written documentation from those agencies that the training is equivalent to training given by the Heart Association or Red Cross.

**Renewal:** The Professional Clear Credential is valid for five (5) years and authorizes the holder to teach in California. Teachers must renew their credential every five (5) years.

**Dropped:** If Faculty or field supervisors determine that students will not likely achieve minimum standards, students may be dropped from the program. Documentation must be present in the student's file.

**Probation:** A student will be placed on academic probation if;

- GPA in all course work, including pre-requisites, falls below 3.0.
- Student has received an incomplete or C- or below in any two or more credential courses.

Students will not be advanced to student teaching while on academic probation.

**Disqualification:** Students will be disqualified if during the probationary period, the student fails to reach a cumulative GPA of 3.0.

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## 2042 Single Subject Credential

### Programs Offered

The Department of Education offers the following credential programs approved by the California Commission on Teacher Credentialing:

- 2042 Single Subject Credential
- 2042 Single Subject Credential with Spanish Emphasis.

Teacher candidates engage in research, discussion, and presentations that demonstrate their commitment to life-long learning. It is the philosophy of the program that teachers will implement strategies and techniques that provide access to core curriculum for all children.

Students must have earned a baccalaureate degree at a regionally accredited institution to apply for admission. Admission to the credential program is a four-step process. To secure admission, the candidate must submit a completed IAC application packet containing original transcripts from all institutions of higher education attended. All records remain property of the institution. IAC recommends that students make a copy of any document submitted to the department.

### Department of Education Admission

**Step 1:** Students must complete an application to the College and submit all transcripts. They should also meet with an academic counselor before applying to the Department of Education.

**Step 2:** Students apply to the Department of Education. They must ensure that they have submitted all documents needed for admission. If students have not met all prerequisites for the Credential program, they must develop a plan and register for required courses. Once students have completed coursework, they can apply to the Credential program.

As part of the admission process, an evaluation of the candidate's previous coursework will be made and filed in student's permanent file.

**Step 3:** Candidates apply to one of the credential programs. When the file is complete, a faculty member interviews the applicant. The faculty member evaluates the applicant on the basis of academic achievement and commitment to teaching. Faculty recommend candidates to the Education Committee.

**Step 4:** After the Committee reaches a decision regarding the admission of the applicant, they notify candidates of their status.

### Prerequisites for Entry into Program

- Candidates for admission must have a minimum GPA of 2.5 within the last 45 credits of study
  - Candidates not meeting the 2.5 minimum GPA may petition the Admissions and Retention Committee for special consideration. If accepted, the Director will place the

student on probationary status for the first nine (9) credits. The Director will change the status of the student if the student achieves a 3.0 GPA.

- Candidates must maintain an overall GPA of 3.0 for all coursework taken after admissions to the program.
- Candidates must present proof of taking the CBEST.
  - Original scores must be submitted in application packet. The Credential Analyst will keep a copy of the original score results until the application is submitted. At the time of submission, the analyst must include a copy of the original in the packet.
- Students pursuing a Single Subject Credential to teach in secondary schools must present scores from the California Subject Examination of Teachers (CSET). This aligns their credential with the Federal regulations stipulated by No Child Left Behind (NCLB).
  - If students completed an approved California Commission Content Program they must submit a verification letter from their university or college verifying that they have successfully completed the program.
- Proof of Freedom from Tuberculosis cards are available in the Credential Preparation Office.
  - The TB clearance is valid for four (4) years and must remain valid throughout student teaching experiences.
- Students must apply for a Certificate of Clearance through the County Office of Education before admission to the Credential program.
  - The application, money order, and fingerprints are included with the application packet.

### Program Requirements

COURSE NUMBER	COURSE TITLE	CREDITS
	<i>The following PREREQUISITE courses must be completed prior to beginning major program requirements</i>	
HIST 120	U.S. History & Constitution	3
HIST 220	U.S. History II	3
HIST 124	Chicano Latino Studies A	3
HIST 224	Chicano Latino Studies B	3
CIS 200	Technology Level I	3
EDUC 505	Diversity in Education	3
LING 478	Linguistics	3
EDUC 490	Language & Literacy	3
HEAL 357	Health & Nutrition	3
EDUC 520	Introduction to Classroom Teaching ( <i>Course includes 45 hours of field experience in public school settings.</i> )	3

TEPX 506	Students with Special Needs	3
SPANISH	Minimum 6 credits of college level Spanish coursework ( <i>Bilingual students must pass the IAC Spanish Language Exam with at a minimum 3.0 level</i> )	6
	<b>MAJOR PROGRAM REQUIREMENTS</b>	
EDUX 503	Foundations of Education	3
EDUX 504	Educational Psychology	3
EDUX 522	1 <sup>st</sup> and 2 <sup>nd</sup> Language Acquisition	3
EDUX 525	English Language Development Strategies	3
EDUX 526	Teaching Methods & Strategies	3
EDUS 570	Secondary Teaching Strategies I	3
EDUS 571	Secondary Teaching Strategies II	3
EDUS 572	Reading in the Content Area	3
EDUC 561	Student Teaching Block 1	3
EDUC 562	Student Teaching Block 2	3
EDUC 563	Student Teaching Block 3	3
EDUC 564	Student Teaching Block 4	3
<b>BILINGUAL EMPHASIS</b>	<i>Bilingual students seeking to acquire a Bilingual Emphasis credential must also complete the following two courses.</i>	
EDUC 605	Latinos in Education	3
EDUC 623	Desarrollo del Lenguaje y Lectura	3
		<b>36-42</b>

**Additional Program Requirements:**

**Technology in the Classroom:** During course work, faculty assign work that includes the use of technology; word processing, Excel, Access, Record keeping, Internet searching, educational websites, Power Point presentations and other classroom applications.

Students must include the Technology Competency Verification in their portfolio. The portfolio must

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include evidence of computer competence; CIS 200 Technology Level I (3 credits)

**Student Teaching Placement:** The Field Experience Director assigns candidates to public school classrooms. Candidates are assigned to student teaching for 18 weeks. If there is a scheduling problem, students must student teach for a minimum of 16 weeks.

One site must be in a classroom that is ethnically diverse. Candidates plan and teach lessons in Specially Designed Academic Instruction in English (SDAIE) in one of the placements.

For at least one extended teaching assignment, Bilingual candidates conduct lessons of subject matter content in Spanish. The other placement is in ELD and SDAIE classrooms.

**Supervision:** Master Teachers must hold a CLAD certification. Bilingual Master Teachers must be certified in BCLAD or BCC.

Candidates must complete two (2) different assignments. These can be completed at two (2) different schools or in two (2) different levels of the content area. Bilingual candidates must be assigned to a classroom where Spanish is used as the language of instruction.

**Orientation:** The supervisor schedules a visit for candidates to give them an opportunity to become acquainted with their assigned classroom(s), students, and Master Teacher(s). The Master Teacher(s) furnishes the candidate with appropriate policy manuals, faculty handbooks, textbooks, teacher's guides and appropriate instructional materials.

The candidate then interviews the Master Teacher(s). *Master Teacher Interview Questions* are provided in the *Student Teaching Handbook* for use as a guide.

**On-Site Visitations:** To acquaint the candidates with individual teaching styles, other than that of their assigned Master Teacher(s), candidates observe two (2) additional teachers at the school site. The site supervisor or the site administrator selects the teachers. The *Candidate's Guide to On-Site Visitations* found in the *Student Teaching Handbook* is used as a guide to the observations.

### **Student Teaching Activities**

- Eight (8) formal lesson presentations for the supervisor
- Four (4) formal lesson presentations for the Master Teacher
- Evaluation conferences with Master Teacher and supervisor
- Evaluation of supervisor
- Evaluation of field experience
- Seminar attendance
- Submission of documents to credential analyst

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- Exit seminar and presentation of portfolio
  - Completion of credential application

**Portfolio:** Candidates are expected to develop a professional portfolio consisting of products from program coursework. The completed portfolio forms part of the exit interview. Candidates are encouraged to attend portfolio sessions during the year.

**The following are suggestions for portfolio ideas. The portfolio is based on the Six California Standards for the Teaching Profession.**

- Autobiography
- Philosophy of Education
- Resume
- Transcripts
- Letters of Recommendation
- Awards
- Lesson plans (examples)
- Pictures of bulletin board
- Daily schedule
- Discipline plan
- Classroom set-up
- District In-service program
- District Salary Scale form
- District Accountability report
- School site accountability report
- Sample of Language Proficiency Exam
- Sample of report card
- Subject area and standards

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- Use of technology in lesson planning
  - TPAs

**Exit:** Students, who have completed coursework and received a passing grade in student teaching, must present their portfolio and participate in the exit interview.

The College recommends candidates for the Preliminary Credential after they have successfully completed a Baccalaureate degree, prerequisites, theory and methodology courses, student teaching, and all state mandated exams. The Preliminary Credential is valid for five (5) years and authorizes full-time, part-time, and substitute teaching in classes in California public schools.

**Professional Clear Credential:** With the AB2042 Credential, beginning teachers will be required to enter a two-year district induction program. New 2042 Credentialed teachers employed by private or charter schools can complete a university induction program if they have a letter stating that their employer does not offer Induction.

**Other Requirements:** Candidates must also take training in cardiopulmonary resuscitation (CPR). This can be done before or after the Preliminary Credential. Verification is demonstrated by submitting photocopies of the front and back of the verification card provided by the American Heart Association or Red Cross.

- American Heart Association, 291-7454, Heartsaver and CPR, or, Healthcare Provider
- American Red Cross, 291-2620 Community CPR, or, Infant & Child and Adult CPR

Candidates electing to take training from other agencies or organizations are required to secure written documentation from those agencies that the training is equivalent to training given by the Heart Association or Red Cross.

When registering for these courses, students must check that the course description is approved by the Commission on Teacher Credential and that the course meets the requirements for the Professional Clear Credential.

**Renewal:** The Professional Clear Credential is valid for five (5) years and authorizes the holder to teach in California. Teachers must renew their credential every five (5) years.

**Dropped:** If Faculty determine students will not likely achieve minimum academic requirements, students may be dropped from the program. Documentation must be present in the student's file.

**Probation:** A student will be placed on academic probation if;

- GPA in all course work, including pre-requisites, falls below 3.0
- Student has received an incomplete or C- or below in any two or more credential courses

Students will not be advanced to student teaching while on academic probation.

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**Disqualification:** Students will be disqualified if during the probationary period, the student fails to reach a cumulative GPA of 3.0.



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## **Graduate Programs**

### **Post-Baccalaureate**

### **Entry Level Master's Nursing Program**

The Entry Level Master's, Post-baccalaureate program embraces a nursing conceptual framework based on the person, health/illness, the environment and professional nursing and is grounded in the biological, psycho-social and nursing sciences. The philosophy of the Program further defines beliefs about the nursing process and teaching/learning and values students who bring their unique learning abilities, life experiences, goals, responsibilities and support systems to the educational experience.

The purpose of the program is to prepare students for registered nursing positions as a generalist who is able to work in a variety of multicultural health care settings.

Upon satisfactory completion of all requirements of the nursing program, candidates will be eligible to sit for the NCLEX-RN Examination in the State of California. This program is not a degree granting program.

#### **Admission Requirements to ELM Program**

- Meet the admission requirements of the College which includes successful completion of Chicano Studies (HIST 224, 3 credits) taken at IAC.
- Possess a Bachelors Degree from an accredited US college or university or possess the equivalent to a US Bachelors degree as documented by an authorized foreign credentialing service.
- Applicants who do not possess the equivalent of a US Bachelors degree may enroll in the College's Bachelor of Science if they have graduated from a medical school in a foreign country or the Bachelor of Arts Degree in Interdisciplinary Studies if they have studied in foreign universities but did not complete their program. Only students who completed three or four years of their education in foreign universities are eligible.
- Have a cumulative GPA of 2.5 in the last 60 semester or 90 quarter credits of the Bachelors degree and a C or higher in all admission pre-requisite courses.
- Achieve a TEAS® (Test of Essential Academic Skills™) score of 73% taken within the last three (3) years.
- Successfully complete 6 credits of college level English in verbal, written or group communication
- Successfully complete the following courses within the last 7 years
  - Human Anatomy and Lab (4 credits)
  - Human Physiology and Lab (4 credits)
  - Introduction to Microbiology and Lab (4 credits)
  - College Level Math (3 credits)
- Successfully complete the following social science courses
  - Introduction to Psychology (3 credits)
  - Introduction to Sociology (3 credits)
- Successfully complete courses from the following categories (may be lower or upper division)

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- Ethics (3 credits)
  - Humanities (3 credits)
  - Computer Literacy (3 credits (or successful achievement of the IAC computer literacy assessment passing with a C or higher))
  - Submit, using the IAC form, one letter of Professional Recommendation attesting to character and potential success in the program.
  - Submit a Written Statement of Purpose (No more than 300-500 words, word-processed and signed) to include the following items
    - Career goals and how the Nursing Program relates to these goals
    - Description of health-related experiences
    - Plans for managing the academic load of an accelerated program
    - Special skills and attributes possessed and how they contribute to a career in nursing (second language, leadership, community involvement, etc)
  - Successfully participate in an interview with the Nursing Admissions Committee

While in the program, students are required to carry professional liability insurance, personal health insurance, CPR certification for Healthcare providers by the American Heart Association (AHA), and meet the health requirements of the College and assigned clinical agencies. Health clearance requirements include: a physical exam, Tuberculosis testing, MMR immunity, Varicella titer, and Hepatitis-B testing. Students must also meet assigned clinical agency requirements. The majority of San Diego County healthcare agencies require that nursing students have a clear criminal background check and drug screen in order to participate in clinical placement(s) at their respective facilities. Students will not be admitted to the program without a cleared background check and drug screen.

### **Program Learning Outcomes**

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
- Use the nursing process to meet the health-promotion, illness prevention, restorative, and rehabilitative needs of individuals, families, and population groups.
- Use effective communication in interacting with patients, families, and the interdisciplinary healthcare team.
- Provide health teaching through the nursing process to ensure optimum health and wellness.
- Demonstrate professionalism in accepting accountability and responsible for personal behavior and ethical practice.
- Use current research findings, evidence based practices and critical thinking skills in promoting the health and welfare of people.
- Collaborate with and advocate for consumers and colleagues in the delivery of health care services.
- Apply information technology to promote quality health care.
- Identify and influence factors that affect health care delivery.
- Act as a client advocate in promoting health, minimizing risk, and preventing adverse patient outcomes.
- Assume responsibility for the delegation of nursing care to members of the health care team based on their scope of practice and ability.

- Demonstrate competent practice as an entry-level registered nurse generalist in a variety of multicultural settings.

The program is a 36 credit hour program which includes 816 hours in of clinical application. Students who fulfill all pre-requisites and attend full-time can complete the program in two (2) years.

### Program Sequence

COURSE NUMBER	COURSE TITLE	CREDITS	CLINICAL HOURS
NURS 510	Foundations of Professional Nursing	3	
NURS 515	Foundations of Professional Nursing Clinical Applications	3	144
NURS 520	Nursing Care of Adults & Older Adults	4	
NURS 525	Nursing Care of Adults & Older Adults Clinical Applications	4	192
NURS 530	Pharmacology for Nurses	3	
NURS 535	Nursing Care of Critically Ill Adults & Older Adults	2	
NURS 540	Nursing Care of Critically Ill Adults & Older Adults Clinical Applications	2	96
NURS 545	Women's Health Nursing	2	
NURS 550	Women's Health Nursing Clinical Applications	2	96
NURS 555	Children's Health Nursing	2	
NURS 560	Children's Health Nursing Clinical Applications	2	96
NURS 565	Mental Health Nursing	2	
NURS 568	Mental Health Nursing Clinical Applications	2	96
NURS 572	Nursing Leadership	1	
NURS 576	Nursing Leadership Clinical Internship	2	96
		<b>36</b>	<b>816</b>

### Laboratory/Clinical Experience

The clinical experience of the program involves integration of basic nursing skills, performance of appropriate assessments on patients of all ages, use of critical thinking skills to understand client

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diagnoses, and implementation of appropriate plans of care. During these experiences, students are able to blend their nursing knowledge with their clinical expertise to bring about a more complete plan of care for the patient, thus, learning to merge both caring and curing enables students to become effective providers of health care. As a result, clinical experiences are a key component of the program. For this reason, the selection of a variety of clinical sites is a very important part of the student's plan of study that requires careful preplanning by the nursing faculty and the program administration to ensure that students have experiences that result in successful achievement of their clinical objectives.

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## GRADUATE ADMISSIONS

### IAC Graduate Student Outcomes

- Demonstrate written, oral and visual communication skills
- Value and support ethical reflection and professional judgment
- Utilize critical thinking in analysis, synthesis and evaluation
- Utilize and further develop core values of diversity, bilingualism multiculturalism and egalitarianism
- Demonstrate increased level of cognitive complexity in qualitative and quantitative reasoning
- Utilize advanced technological learning systems
- Value and promote intellectual curiosity and creativity

### Admission Requirements

Students seeking to enroll in one of the College's graduate programs must meet one of the following criteria to be considered for admission at IAC:

1. Have earned a Baccalaureate degree; or
2. Be a graduate transfer student from another college or university in good academic standing; and
3. Submit proof of having taken the GRE or Miller's Analogy (***Miller's Analogy required for applicants seeking to enter the MSN-FNP program.***)

## General Graduate Level Graduation Requirements

In order to be eligible for graduation, graduate students must meet all of the following:

- Have a minimum cumulative GPA of 3.00
- Receive a grade of "B" or higher in all courses required to meet program requirements
- Complete a minimum 24 credits of residency at IAC
- Obtain and submit copy of a departmental evaluation, signed by their counselor
- File a Graduation Application with Admissions & Academic Records prior to the last semester of attendance.

Students who are within one academic semester of completing all graduation requirements may participate in the annual graduation ceremony. Students must be in good academic standing and have received a grade in all courses completed.

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## Master of Science in Nursing/Family Nurse Practitioner Program (MSN/FNP)

This 49 credit, 720 clinical-hours Master of Science in Nursing degree program provides the opportunity for students to attain the knowledge and skills required to be a successful Family Nurse Practitioner. The philosophy of the Program is in concert with the College's mission and values which holds beliefs about human beings as individuals and as part of families/communities and includes notions of health and illness, nursing concepts and theories, teaching/learning, the professional nursing environment and advanced roles of nurses. The philosophy of the program also underscores the importance of students as unique in their learning abilities, life experiences, goals, responsibilities, and support systems as they enter and leave their educational experiences. The educational outcome of the Family Nurse Practitioner Program is to prepare graduates for nursing positions in which they provide primary health care in variety of multicultural health care settings within the community.

### Requirements for Admission to the MSN/FNP Program

- A. Completed application
- B. Earned Bachelor of Science in Nursing degree from a regionally accredited university/college. RNs with an accredited bachelor's degree in any other specialty may be required to take a nursing bridge course.
- C. Cumulative undergraduate grade point average (GPA) of 2.5 minimum on a 4.00 scale. A 3.00 GPA must be maintained throughout the MSN/FNP program to progress.
- D. Current, unencumbered RN license
- E. One (1) official transcript from each college or university attended, whether or not credit was received, the program was completed, or credit appears as transfer credit. Unofficial transcripts or photocopies are not acceptable. If academic records are in a language other than English, a certified English translation must be provided. Contact the Academic Credentials Evaluation Institute to have transcripts translated & provide IAC with an official copy (website: [www.acei.com](http://www.acei.com) or Email: [acei.com](mailto:acei.com)).
- F. An interview with the Nursing Department Admissions Committee.
- G. A 400-500 word personal statement describing professional goals and how the MSN/FNP will further their career aspirations. This statement must be dated and signed.
- H. Millers Analogy Test (MAT)-official score of 400
- I. Computer access and literacy proficiency in the following:
  - Installing and configuring hardware
  - Accessing the Internet
  - Utilizing Internet resources such as email (sending and receiving messages, subscribing to listservs, opening attachments) and the World Wide Web
  - Uploading and downloading files
  - Printing
  - Troubleshooting common problems
- TOEFL *Test of English as a Foreign Language* required for those with English as a second language. Minimum Passing score of:
  - PBT (Paper-Based) 550
  - CBT (Computer-Based) 213
  - iBT (Internet-Based) 80

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**Prior to enrollment, student must:**

- Purchase a PDA (see nursing handbook for the manufacturer information. Phones are not allowed).
- Show proof of current liability insurance (See Nursing Handbook for coverage requirements)
- Current CPR certification
- Proof of Immunizations (See Nursing Handbook for specific requirements)
- Satisfactory criminal background check and drug screening

**Program Learning Outcomes**

Upon completion of the courses included in the MSN-FNP program, the student will be able to:

1. Develop the interrelated roles of a Nurse Practitioner; clinician, teacher, researcher, advocate, consultant, change agent, collaborator, and leader/manager of systems working in concert with other health care professionals, effecting change, advocating for and marketing the profession and role, advancing levels of competence, utilizing technology and business strategies to enhance practice, functioning within legal scope of practice, maintaining professional boundaries, and ensuring client confidentiality and privacy.
2. Value the importance of acknowledging personal strengths and professional limits, assuming professional and personal accountability and development, and consistently engaging in reflective practice.
3. Consider the variety of Nurse Practitioner roles when delivering primary health care understanding accountabilities with regard to ethical dilemmas that emerge personally, professionally and organizationally, and determining strategies for effective decision making to pursue their resolution.
4. Integrate into practice a variety of nursing and other related theories to 2 establish a framework for use of best practice in the delivery of quality, primary health care.
5. Assess the type and level of care needed for diverse (multicultural) and complex client populations in an increasingly global society recognizing socio-economic, legislative and political considerations of health systems in order to interpret, evaluate and articulate policies that impact client outcomes, advance nursing roles and practice, positively influence health care delivery and promote and preserve healthy safe communities.
6. Compare the organization and economics of a variety of health care systems (public/private/for profit/not for profit/governmental/community/acute) to determine their influence on health planning and resources, clinical decision making, fiscal accountability, technology, health care choices, client access, and quality care.
7. Evaluate selected evidence based findings to advance nursing practice by using new knowledge to analyze outcomes of nursing interventions, initiating changes and impacting treatment

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regimes, conducting research studies, and utilizing available research findings to improve practice.

8. Relate changes in physiology over the lifespan examining alterations in normal and pathological states and research findings to analyze physiologic responses to determine illness and treatment modalities.
9. Design, using relevant epidemiological, social and environmental data, holistic evidence based plans of care and education that positively affect clients: individuals, families and communities and that when implemented offer disease prevention/management, health promotion services, health protection interventions that raises awareness and fosters client adherence to achieve better health outcomes.
10. Combine critical thinking and diagnostic reasoning with objective/subjective assessments using a comprehensive database to determine diagnoses, differential diagnoses, priorities and best approaches for treatment plans/interventions to manage, over time, the health/illness status of clients across the lifespan.
11. Synthesize information obtained from health histories, physical examinations, laboratory findings, screening, and comprehensive assessments including risk assessment, assessment of lifestyle and health status and relate it to underlying pathology to develop an effective and therapeutic plan of care taking into consideration life circumstances, culture, ethnicity, psychosocial and developmental variations and the need for consultation and referral, if appropriate.
12. Create a climate of mutual trust, comfort and emotional support with clients giving them control over their decision making and using self reflection to further therapeutic relationships.
13. Collaboratively plan the overall care of clients: individuals, families and communities based on their bio-psycho-social needs inclusive of hygiene, nutrition, family situations, and financial resources, cultural diversity, cultural norms, spirituality and health care practices, variations in health and physiology, and community assets to affect culturally competent/sensitive safe levels of personalized health and wellness.
14. Select appropriate and effective pharmacological agents to manage client health problems across the lifespan understanding the legal parameters of writing prescriptions, the broad categories of agents, the relationship between agents and responses, pharmacokinetics and pharmacodynamics, the motivation of clients, the drug regimen, and the requirements for appropriate education.
15. Plan for the educational needs of clients: individuals, families, and communities, determining effective learning environments, designing personalized plans for learning, using anticipatory guidance, counseling and coaching for behavioral change, and evaluating the outcomes of the education provided.



16. Critique plans of care and educational outcomes to assess quality of care as a means of ensuring continuous quality improvement
17. Choose the most effective communication approach to interacting with clients: individuals, families, and communities and the discipline using professional terminology and selecting from a repertoire of strategies such as interviewing, coaching, counseling, tutoring, conducting presentations, scholarly writing and documenting client outcomes.
18. Actively collaborate with a variety of groups/individuals, and with inter/intra-disciplinary teams to consciously influence others to promote values and standards of behavior and nursing practice that demonstrates respect for quality care, human dignity, diversity, integrity, and social justice.

**Program Sequence**  
**(Full and Part-Time program of study available)**

COURSE NUMBER	COURSE TITLE	CREDITS	CLINICAL HOURS
NURS580	Advanced Role Development, Theory and Leadership	3	
NURS585	Healthcare Systems: Policy, Change and Informatics	3	
NURS590	Evidence Based Practice: Theory and Critical Inquiry	3	
NURS602	Health Promotion, Education and Disease Prevention Across the Lifespan	2	
NURS608	Advanced Pathophysiology	4	
NURS615	Advanced Pharmacology	4	
NURS621	Advanced Health and Physical Assessment Across the Lifespan	3	
NURS626	Common Illnesses Across the Lifespan	3	
NURS634	Common Illnesses Across the Lifespan – Clinical Practicum	3	144
NURS642	Primary Healthcare of Chronic Clients/Families Across the Lifespan	3	
NURS650	Primary Healthcare of Chronic Clients/Families Across the Lifespan – Clinical Practicum	3	144
NURS658	Primary Healthcare of Acute Clients/Families Across the Lifespan	3	
NURS667	Primary Healthcare of Acute Clients/Families Across the Lifespan – Clinical Practicum	3	144
NURS675	Nurse Practitioner Practice Management	1	

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NURS685	Clinical Residency	6	288
NURS695	Evidence Based Family Health Project Field Work	2	
		<b>49</b>	<b>720</b>

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## Office of Life Long Learning (previously Office of Extended Education)

### Life-Long Learning

InterAmerican College is committed to respond to the needs of working adult learners by providing access to higher education beyond the regular program for undergraduates. Through the Office of Extended Education (OEE), faculty assists groups and individuals who are looking for degree completion, personal improvement, career advancement, enhancement of personal and cultural skills, and updating of occupational competencies.

IAC offers two types of Extension courses. The first include providing courses from the College catalog that fulfill graduation requirements. The second are specially designed courses and seminars for professional and personal development to meet the needs of specific community and professional groups.

Specially designed seminars and workshops can be taken for credit or non-credit. These can be arranged with the program director and are usually limited to participants in the agency or company that requested the seminar.

Courses in Extended Education can be taken for credit or non-credit. Although students who register for extension courses are not required to submit transcripts, students are expected to meet the same high standards as students in a regular degree program. Admission to Continuing Education programs does not constitute admission to a regular degree program of the College.

Extension courses are self-supporting and administered by the Office of Extended Education. Credit granting courses may be applicable to a students' undergraduate degree, but may not exceed 15 credits applicable to the major. These courses must be pre-approved by the program chair.

Non-credit courses may apply toward a certificate from national accrediting associations, state agencies, or local educational, professional, or medical agencies or institutions. IAC encourages students to have transfer approval from such agencies or institutions before registering for class.

### General Information

Students seeking admission to Extended Education courses must complete an admission application, but are not required to provide official transcripts.

- OEE offers upper and lower division credits.
- OEE offers courses in a variety of modules; weekend schedules, intensive Saturday courses, and/or modular intensive one month courses.
- OEE offers non-credit educational programs such as conferences, seminars, field studies, and workshops.

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- College academic standards, rules, and regulations apply to Extended Education programs. All grades earned through the OEE credit programs become part of the student's academic records.
  - Transcripts are sent to students on completion of a course. Students may also request additional transcripts from the Office of the Extended Education.
  - Students are eligible for student services and have the right to meet with an academic counselor.

## **Certificate Programs**

OEE offers a series of courses for a Certificate of Achievement from IAC. The programs consist of courses in an area of study. Although some courses are within a degree program, the certificate is a non degree program. The certificate conveys evidence that the student has attained a level of proficiency in an area of study. Transfer of credits from a certificate depends on the receiving institution (IAC transfers certificate credits earned at IAC).

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## Course Information & Descriptions

Course numbers are assigned as follows:

### 1-99 Preparatory Level courses

These are designed to prepare students for entry into degree programs. They do not carry credit toward any degree nor fulfill General Education Breadth Requirements. Courses are graded on a Credit/No Credit basis, can be repeated, and are not used in computing a student's GPA.

### 100-199 Lower Division courses

These courses are open to freshmen and sophomores. They are not acceptable for upper division credit. These numbers usually designate Freshman status courses.

### 200-299 Lower Division courses

These are open to freshman and sophomores. They are not acceptable for upper division credit. These numbers usually designate Sophomore status courses.

### 300-399 Upper Division courses

These are open to juniors and seniors. Sophomores and freshman may apply for entrance to a class with permission from the faculty. Some courses require prerequisites.

### 400-499 Upper Division courses

These are open to juniors and seniors. Some courses require prerequisites. The courses are usually in the major field of study.

### 500+ Post Baccalaureate

Courses designed for students who have earned a Bachelor degree. Most 500 and 600 courses designate post baccalaureate, credential, and/or Master's level courses.

Some courses are offered in specific sequences as described in the catalog. Students who have not taken the prerequisite must ask permission from the faculty to register for the course.

### Course Prefixes

ANTH Anthropology

CHEM Chemistry

GEOG Geography

ARCH Archeology

CSI Computer Science

GEOL Geology

ARTS Art

EDUC Education

HIST History

BIOL Biology

ENGL English

LING Linguistics

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MATH Mathematics	PSYC Psychology	SPAN Spanish
MSN Masters in Nursing	SCI Science	SPCH Speech
NURS Nursing	SOCI Sociology	TRAN Translation
PHIL Philosophy	SOSI Social Science	

## ANTHROPOLOGY

### **ANTH 182 Introduction to Anthropology (3 credits)**

This course introduces students to the fundamentals of human social and cultural adaptation. Course topics include social organization, language, types of non-literate and traditional societies, economics, religion, and art. Prerequisites: None

### **ANTH 282 Physical Anthropology (3 credits)**

This course looks at the organic basis of life, the relationship between human biology and nature; the structure and behavior of living primates; fossil evidence for human evolution; genetics; the biological basis of human society. Prerequisite: None

### **ANTH 382 Cultures of Mexico (3 credits)**

This course explores the evolution of indigenous groups and their contribution to the development of Mexico. Students will research Pre-Columbian cultures to the present time. The course includes art, language, literature, movement, music, and history of indigenous groups. Prerequisites: ENGL 130

### **ANTH 383 Culture and Society (3 credits)**

Students will research the relationships between human societies and cultural adaptation and learn about social and cross-cultural behavior, language, customs, and social organizations. Prerequisites: ENGL 130

### **ANTH 450 Culture and Health (3 credits)**

This course gives students an overview of the affects of culture in health habits of new immigrants to include food, child raising, family dynamics, folk medicines, taboos, acculturation processes, etc. Prerequisites: ENGL 201

## ASTRONOMY

### **ASTR 100 Introduction to Astronomy (3 credits)**

The nature of the universe. Includes solar system, stars, galaxies and remote universe. Prerequisites: None

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**ASTR 100L Astronomy lab** (1 credit)

Demonstration of astronomical principles through observation, simulation, and analysis of data. Topics may include the sky, the solar system, stars, nebulae, galaxies, and cosmology.

## **ART**

**ART 106 Art for Teachers** (3 credits)

Basic skills, techniques, conceptual foundations of art. Prerequisites: None

**ART 137 Art Appreciation** (3 credits)

Analysis and interpretation of art. Art in life and society. Emphasis on style, form, and meaning. A survey of works and artists across the visual and performing arts. Prerequisites: None

**ART 160 Visual and Performing Arts** (3 credits)

Conceptual and working knowledge of Art, Music, Dance, and Theater. Prerequisites: None

## **BIOLOGY**

**BIOL 100 Introduction to Biology** (3 credits)

The course is designed to understand the structure, function, and diversity of the cell and the chemistry of life. An inquiry based approach to understanding biological processes is emphasized.

**BIOL 100L Introduction to Biology lab** (1 credit)

Laboratory activities for BIOL 100.

**BIOL 150 General Biology** (3 credits)

Biological concepts and functions of living systems, evolution, physiology, organismal and cellular structure, environmental relationships, heredity, ecology. Prerequisites: none. Recommended for non-majors

**BIOL 150L General Biology lab** (1 credit)

Laboratory activities for BIOL 150

**BIOL 152 Anatomy** (3 credits)

Anatomy and histology of human organ systems including the muscle and skeletal systems, the digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. Prerequisite: BIOL 150

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**BIOL 152L Anatomy Lab.** (1 credit)

Laboratory activities for BIOL 152

**BIOL 154 Biological Principles** (3 credits)

Major concepts in biology, including the scientific process, heredity, evolution, taxonomy, systematic, ecology, and animal behavior. Prerequisites: BIOL 150

**BIOL 154L Biological Principles Lab** (1 credit)

Laboratory activities for BIOL 154

**BIOL 251 Introductory Microbiology** (3 credits)

Introduction to the biology of major groups of microorganism including their role in infectious diseases, their role in nature and their relationship to humankind. Prerequisites: BIOL 152 & BIOL 252

**BIOL 251L Introductory Microbiology lab** (1 credit)

Laboratory activities for BIOL 251

**BIOL 252 Human Physiology** (3 credits)

Physiology of nerve and muscle, digestive, circulatory, respiratory, excretory, endocrine and reproductive systems. Prerequisites: BIOL 152

**BIOL 252L Human Physiology lab** (1 credit)

Laboratory activities for BIOL 252

**BIOL 300 Epidemiology** (3 credits)

Study of infectious and non-infectious diseases: distribution, transmission, and control in the community. Prerequisites: BIOL 150

**BIOL 350 Botany** (3 credits)

Plant description, identification, classification, and nomenclature with emphasis on evolutionary patterns, interdisciplinary data acquisition, and phylogenetic analysis. Prerequisites: BIOL 150

**BIOL 350L Botany lab** (1 credit)

Laboratory activities for BIOL 350



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**BIOL 351 Cell Biology** (3 credits)

A study of the organization of cells with emphasis on structure, chemical composition, bioenergetics, metabolism, regulation of metabolism, and cell division. Prerequisites: BIOL 150

**BIOL 351L Cell Biology lab** (1 credit)

Laboratory activities for BIOL 351

**BIOL 352 Plant Biology** (3 credits)

A survey course covering those aspects of cytology, physiology, systematic anatomy, and morphology. Prerequisites: BIOL 150 and BIOL 250

**BIOL 352L Plant Biology lab** (1 credit)

Laboratory activities for BIOL 352

**BIOL 360 Genetics** (3 credits)

Students will study the fundamental concepts and technological advances in human genetics. The relation and relevance of genetics to various diseases will be emphasized. Prerequisites: BIOL 150

**BIOL 400 Biochemistry** (3 credits)

Fundamental principles of living organisms. Chemical and physical factors in biological processes. Prerequisites: BIOL 150

**BIOL 400 Biochemistry Lab** (1 credit)

Laboratory activities for BIOL 400

**BIOL 402 Immunology** (3 credits)

Overview of the immune system: inflammation, immune response, antibody production, aids and related symptoms. Prerequisite: BIOL 150

**BIOL 450 Invertebrate Zoology** (3 credits)

Classification of invertebrate animals, with emphasis on marine forms. Includes evolution and adaptation of forms and function. Prerequisite: BIOL 150 or BIOL 250

**BIOL 451 Comparative Anatomy** (3 credits)

The evolution of vertebrate structure. Comparative morphology of vertebrate types. Prerequisites: BIOL 150 or 250

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**BIOL 451L Comparative Anatomy Lab** (1 credit)

Laboratory activities for BIOL 451

**BIOL 452 Marine Biology** (3 credits)

Marine life of the world with special emphasis on the shore and shallow sea. Identification, distribution, physiological and morphological adaptation of marine forms.

**BIOL 452L Marine Biology lab** (1 credit)

Laboratory activities for BIOL 452

## **CHEMISTRY**

**CHEM 101 Introduction to Chemistry** (3 credits)

Fundamental principles of inorganic chemistry, structure of atoms and molecules, periodic table, states of matter. Pre-requisite: Algebra

**CHEM 101L Introduction to Chemistry Lab** (1 credit)

Laboratory activities for CHEM 101

**CHEM 102 Principles of Chemistry** (3 credits)

This course covers the applications of chemistry for science majors. Topics included are the composition of matter, atomic structure, periodic relations and nomenclature. Includes qualitative and quantitative experiments.

**CHEM 102L Introduction to Chemistry Lab** (1 credit)

Laboratory activities for CHEM 102

**CHEM 162 Chemistry & Lab** (3 credit)

Elementary principles of chemistry. Activities and projects developed for elementary classroom.

**CHEM 200 General Chemistry** (3 credits)

General principles of chemistry; focus on inorganic matter. Pre-requisite: Algebra

**CHEM 200L General Chemistry Lab** (1 credit)

Laboratory activities for CHEM 200

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**CHEM 331 Organic Chemistry I (3 credits)**

A study of the aliphatic and aromatic compounds of carbon. Emphasis on functional groups and their reaction to and representative compounds of interest in biology and medicine. Pre-requisite: CHEM 101 or CHEM 102

**CHEM 331L Organic Chemistry I Lab (1 credit)**

Laboratory activities for CHEM 331

**CHEM 332 Organic Chemistry II (3 credits)**

Continuation of CHEM 331

**CHEM 332L Organic Chemistry II Lab (1 credit)**

Laboratory activities for CHEM 332

**CHEM 351 Physical Chemistry I (3 credits)**

Basic laws of thermodynamic states and changes of state, solutions, equilibrium, phase rule kinetic molecular theory and chemical kinetics.

**CHEM 351L Physical Chemistry I Lab (1 credit)**

Laboratory activities for CHEM 351

**CHEM 352 Physical Chemistry II (3 credits)**

Continuation of CHEM 351

**CHEM 352L Physical Chemistry II Lab (1 credit)**

Laboratory activities for CHEM 352

## **COMMUNICATION**

**COMM 104 Speech (3 credits)**

Concepts of communication. Includes audience analysis, selection of topic, reasoning, mapping, material organization, visual aides, public speaking, verbal and non-verbal cues. Prerequisite: None

**COMM 183 Intercultural Communication (3 credits)**

Definition and strategies of cross cultural communication. Principles related to the communication skills both overt and covert within a diverse society. Includes verbal and verbal strategies. Prerequisites: None

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**COMM 204 Argumentation (3 credits)**

Basic principles and skills involved in understanding, criticizing, constructing arguments, and skills for participation in debate. Includes experiences in oral presentation. Prerequisites: None

**COMPUTER LITERACY****CIS 107 Web Page Construction (3 credit)**

Introduction to Hypertext Markup language. Students will design their own home page and apply it to classroom teaching.

**CIS 108 Technology Based Tools (1 credit)**

Introduction to on-line chat, threaded discussion groups, news groups, list servers, audio-visual conferences, distance education.

**CIS 200 Technology Level 1 (3 credits)**

Introduction to computers, concepts, techniques and terminology. General overview of systems operations. Includes Word and Power Point. Prerequisite: none

**CIS 700 Teacher Computer Competency (3 credits)**

Includes the application of technology to classroom instruction to enhance student learning, computer assisted instruction (CA), computer managed instruction (CMI), evaluation and selection of educational software, classroom presentation, use of multimedia, and web-based on-line courses. *(Approved by CTC for Professional Clear Credential)*

**DANCE****DAN 106 Dance for Teachers (2 credits)**

Techniques, styles, and rhythm of dance. Foundations of Dance as art, therapy, fitness, ritual.

**ECONOMICS****ECON 100 Microeconomic Principles (3 credits)**

Introductory course on problems of scarcity and the allocation of limited resources among competing uses. ENGL 130

**ECON 200 Macroeconomic Principles (3 credits)**

Introduction to domestic and international factors affecting national income, inflation, and unemployment. The role of money and taxes, and government policy. Prerequisites: none

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**ECON 300 Principles of Economics (3 credits)**

Principles of economic analysis, economic institutions, and issues of public policy. Emphasis on production, allocation of resources, and distribution of income. Comparison between Micro analysis and Macro analysis. Prerequisites: ENGL 201

**EDUCATION****EDUC 477 Theory and Practice of PE (3 credits)**

Study and planning of sequential, developmental, age-appropriate physical education program based on the California Framework. Prerequisites: none

**EDUC 478 Linguistics (3 credits)**

Balanced and comprehensive linguistic approach to early reading: includes syntax, morphology, phonology, and semantics of English. Prerequisites: ENGL 201

**EDUC 490 Language and Literacy (3 credits)**

Concepts of developing literacy, progressive development of language and its implications to the writing process. Prerequisites: ENGL 201

**EDUC 505 Diversity in Education (3 credits)**

History of racial and ethnic groups in the U.S. Cultural, linguistic, and physical and emotional barriers impacting academic success. Includes cross-cultural understanding, policies of inclusion, and contributions of women, minorities, and special populations to U.S. society. Prerequisites: US History

**EDUC 506 Mainstreaming (3 credits)**

The history and definition of special education. Addresses the developmental characteristics of identified groups of students with special needs including special education, gifted and talented, and students at risk. Prerequisites: ENGL 310

**EDUC 520 Introduction to Classroom Teaching (3 credits)**

This course is a pre-requisite for the credential program as an orientation to teaching. Candidates participate in 45 hours of classroom observations. Documentation of visits is required. Prerequisites: senior level

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**EDUC 525 Techniques for Teaching English Language Learners.** (SDAIE) (3 credits)

Techniques, strategies, and methodologies for teaching English to speakers of other languages. Planning instruction for the development of aural and oral language proficiency. Includes listening, reading, and productive skill acquisition. *(SDAIE and Sheltered Instruction) (Approved by CTC for CLAD Certificate).*

**EDUC 600 Qualitative and Quantitative Research** (3 credits)

Designed to introduce educational practitioners to education research and evaluation. Explores quantitative and qualitative methods. Prerequisites: Admission to credential program

**EDUC 601 Research on Theories of Learning and Teaching.** (3 credits)

Philosophical, theoretical, and social basis of Learning. Relationship of theory and research on practice. Prerequisites: Admission to credential program

**EDUC 605 Latino in the United States Education** (3 credits)

Educational history of Latinos in the U.S. Analyzes the legal issues, politics, and research that influence the educational status of Latinos. Prerequisite: HIST 224

**EDUC 623 Desarrollo del Lenguaje y Lectura.** (3 credits)

Strategies and methodologies in Spanish language development, reading readiness, and beginning reading in Spanish. Includes vocabulary, meaning through context, decoding, encoding, inference and prediction. Prerequisite: Spanish proficiency.

**EDUC 680 Thesis/Project** (3 credits)

Planning preparation and completion of a research or curricular project under the guidance of a faculty committee. Prerequisites: Admission to credential program

## **Student Teaching Block**

EDUC 561 Student Teaching 3 credits

EDUC 562 Student Teaching 3 credits

EDUC 563 Student Teaching 3 credits

EDUC 564 Student Teaching 3 credits

**EDUM 534 Curriculum and Instruction A.** (3 credits)

Includes curriculum development, methods, techniques, materials, planning, organizing, and assessment. Focuses on integrating content and areas of study of social studies, history, math, science, physical education, and fine arts. Includes methods for cross cultural language and academic

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development, and specially designed academic instruction in English (SDAIE), English Language Development (ELD), models of teaching and assessment. Pre-requisite: Admission to credential program

**EDUM 535 Curriculum and Instruction B**

Continuation of EDUM 534

**EDUM 536 Language Arts and Reading (3 credits)**

Includes components of balanced, comprehensive literacy instruction, and the research basis for effective literacy teaching and learning. Special attention is given to English language learners and students with special needs. Prerequisites: Admission to credential program

**EDUS 570 Secondary Teaching Strategies 1 (3 credits)**

Overview of curriculum and California Frameworks and Subject Specific Standards, and district performance standards. Includes classroom procedures, instructional planning, presentation skills, English Language Development (ELD), and Specially Designed Academic Instruction in English techniques. Prerequisites: Admission to credential program

**EDUS 571 Secondary Teaching Strategies 2 (3 credits)**

Includes learning theories and practices. Understanding personal paradigms of teachers and students. Theoretical positions and teaching strategies that support diverse student populations. Prerequisites: Admission to credential program

**EDUS 572 Reading in the Content Area. (3 credits)**

Literacy processes in secondary school curricula. Includes strategies, assessment, and integrating reading/writing in the content areas. Prerequisites: Admission to credential program

**EDUX 522 First & Second Language Acquisition (3 credits)**

Theories and research on language learning. Language structure and use, theories and factors in language acquisition. Social-cultural, political, and pedagogical factors affecting first and second language development. Emphasis on English for beginning readers. Prerequisite: Admission to credential program

**EDUX 525 English Language Development Strategies (3 credits)**

Teaching strategies and approaches for English Language Development (ELD) strategies of CALLA and SDAIE. Lesson planning to deliver instruction to English Language Learners based on CA content standards and ELD standards. Prerequisites: Admission to credential program

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**EDUX 526 Teaching Methods and Strategies (2 credits)**

Includes teaching methods and strategies. Lesson planning, classroom management, school environment. Prerequisites: Admission to credential program

**EDUX 566 Exceptional Individuals (3 credits)**

Addresses the educational, behavioral, social, transitional, and vocational needs of special education students in mainstream classrooms. Strategies and techniques recommended for integrative delivery of instruction in mainstream settings. Prerequisites: Admission to credential program

**EDUX 660 Implementing Strategies for Special Needs Students (3 credits)**

Application of methods and practices for teaching special needs student populations in the regular classroom. Includes students with disabilities, gifted and talented, English Language learners, and for supporting equity, diversity, and access to the core curriculum for all students. Prerequisites: Admission to credential program.

## **ENGLISH**

**ENGL 101 Composition and Speech (3 credits)**

Develops competence in oral and written expression in English. Emphasis on grammar. Prerequisites: none

**ENGL 110 Basic Composition (3 credits)**

Emphasizes writing paragraphs and grammatically correct sentences. Students apply principles of grammar to compositions to developing and revising several short paragraphs and essays. Prerequisites: none

**ENGL 112 The Structure of English (3 credits)**

The phonemic and morphological structure of the English language. Fundamentals of sentence patterns, sentence construction and combination. This course is designed for students whose second language is English. Prerequisites: None

**ENGL 121 Introduction to Academic Rhetoric A (3 credits)**

Introduces academic writing, including APA style format, the rhetorical modes, and a review of effective sentencng, paragraphing, and essay organization. First in a two-course series. Prerequisites: Placement exam



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**ENGL 125 Introduction to Academic Rhetoric B (3 credits)**

A continuation of ENGL 121. Prepare students to effectively develop paragraphs and organize essays according to the common rhetorical modes. Applies principles of grammar to composition in revising essays. Prerequisites: ENGL 121 or Placement exam

**ENGL 130 English Composition and Reading (3 credits)**

Expressing ideas and conveying information in writing. Includes reasoning, factual support, clarity of purpose, organization, and language. Instruction and practice in reading and writing of expository and argumentative essays. Prerequisite: ENGL 125 or Placement exam

**ENGL 200 Introduction to Literature (3 credits)**

A survey of literary genres: poetry, drama, essay, short story, and novel. Compare and contrast the different forms and themes. Literary criticism and analysis. Authors represent human diversity and a variety of philosophies and styles. Prerequisites: ENGL 130

**ENGL 201 Critical Thinking & Composition (3 credits)**

Academic language development, argumentation, and practice in analytical, critical and research essays. Includes short stories, novels, and research papers. Encourages development of style that is clear, convincing, interesting, and readable. Prerequisite: English 130

**ENGL 210 Advanced Composition for Non-Native English Speakers (3 credits)**

Introduction and practice to enhance competence in writing short expository and argumentative composition. Reading to stimulate clarity in thought and written expression. Prerequisites: ENGL 130 & ENGL 201

**ENGL 302 Literary Criticism (3 credits)**

Theory and practice of literary criticism. Consideration given to techniques and major critical theories. Emphasis on the work of important critics and on development of student's own critical writing. Prerequisites: ENGL 310

**ENGL 303 English Literature (3 credits)**

Study of selected English authors with emphasis on literary movements and backgrounds. Includes poetry, drama, essay, short story, and novel. Literary criticism and analysis. Prerequisites: ENGL 310

**ENGL 304 American Literature A (3 credits)**

Study of selected works of American authors. Includes poetry, drama, essay, short story, and novel. Literary criticism and analysis. Authors represent human diversity and a variety of philosophies and styles. Prerequisites: ENGL 310

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**ENGL 305 World Literature** (3 credits)

Study of selected works from different countries and different eras. Includes poetry, prose, essay, short stories and novels. Emphasis is on the development of the genre and the influence of literature on different writers. Prerequisite: ENGL 310

**ENGL 306 American Literature B** (3 credits)

Study of selected works from authors from the Civil War to the present time. Prerequisites: ENGL 310

**ENGL 307 World Classics** (3 credits)

Study of classical works from different cultures to include Greek and Roman classics as well as European. Prerequisites: ENGL 310

**ENGL 310 Advanced Grammar and Composition** (3 credits)

Designed for research in a variety of academic disciplines. Enables students to translate research activities into written reports that conform to the expectations of scientific and academic writing. Prerequisites: English 201.

**ENGL 350 The Novel** (3 credits)

A comparative approach to themes and forms in the novel. Focus on themes, figures, genres of great writers from different cultures. Prerequisites: ENGL 310

**ENGL 351 American Short Story** (3 credits)

Selected short stories by American Authors. Focus on themes, figures, genre, plot, and character development. Prerequisites: ENGL 310

**ENGL 400 Academic Writing.** (3 credits)

Study of principles and advanced practice for academic writing in research papers. Prerequisites: ENGL 310

**ENGL 401 Women and Literature** (3 credits)

Literature by and about women; appraisals of women's place in various genres; addresses historical and contemporary themes. Prerequisites: ENGL 310

**ENGL 402 Chicano-Latino Literature in the United States** (3 credits)

Survey of literary creation of Chicano-Latino writers in the United States from 1500 to present time. Emphasis on novel, poetry, short stories and essays. Prerequisites: ENGL 310

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**ENGL 403 Multi-ethnic Children's Literature (3 credits)**

Focus on various genres for young people. Includes picture books, classics, personified machine heroes, realistic books, etc. Includes enrichment ideas which teachers can use with young children.

Prerequisites: ENGL 201

**ENGL 405 Great Works Seminar (3 credit)**

Seminar in reading of literature from different genre and cultures. Prerequisites: Junior or senior status.

Prerequisites: ENGL 310

## **GEOLOGY & GEOGRAPHY**

**GEOL 100 Oceanography (3 credit)**

A study of physical, biological, chemical and geological aspects of the ocean. Prerequisites: None

**GEOL 100L Oceanography lab (1 credit)**

Laboratory activities for GEOL 100

**GEOG 168 Physical Geography (3 credit)**

Study of the physical forces of the environment that help shape the landscape. Topics to be included are map reading and interpretation, development of the Earth's interior and exterior character. Analysis of oceanographic, climate, and biographic patterns. Prerequisites: None

**GEOG 368 Cultural Geography (3 credits)**

Major themes on the cultural and human aspects of geography. Emphasis on the ability to geographically see the human landscape on a worldwide basis, and to interpret it. Prerequisites: ENGL 201

## **HEALTH SCIENCES**

**HEAL 100 Fundamentals of Nursing 100 (3 credits)**

Basic concepts to beginning nursing care are introduced. Beginning competence to caring for common health alterations is presented. CRP certification is included.

**HEAL 140 Introduction to Nutrition (3 credits)**

A study of nutrition relating to physical development and health; functions of food nutrients and their requirements for digestion, absorption, metabolism, and planning for normal diets. Pre-requisites: None

**HEAL 200 Fundamentals of Nursing 200 (3 credits)**

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Concepts to other aspects of nursing care are continued. Intermediate competence is achieved.

**HEAL 240 Cross Cultural Health Practices (3 credits)**

An overview of health practices used by different cultures and societies both historical and actual. Includes rituals, religion, and magic. Prerequisites: ENGL 130

**HEAL 256 Health and Society (3 credits)**

Analysis of major health problems affecting the life of the individual, the family and community at large. Evaluation, planning and implementation of approaches to meeting personal and societal health needs. Prerequisites: None

**HEAL 257 Introduction to Health Education (3 credits)**

An introduction to the professional field of health education. Includes the field of public health, the role of health promotion and illness prevention. Includes the relationship between health, the social and physical environment, health care delivery, and personal health behavior. Prerequisite: None

**HEAL 350 Holistic Health (3 credits)**

Principles of theories and practices of natural herbs and substances. Study of ethnic and religious groups' customs and beliefs. Pre-requisites: HEAL 256

**HEAL 356 Health Aspects of Drug Use (3 credits)**

Analysis of factors and problems related to the use and misuse of drugs and their effect on the health and welfare of the individual, family, and society. Prerequisite: HEAL 256

**HEAL 357 Health and Nutrition (3 credits)**

Fundamentals of nutrition emphasizing practices and problems related to health, wellness and disease across the lifespan. Complex scientific concepts in nutrition are simplified and analyzed. Prerequisites: HEAL 256

**HEAL 358 Community Health Action (3 credits)**

Basic concepts and techniques of Community Health as applied to the initiation and enhancement of community health and health related services. Prerequisites: HEAL 256.

**HEAL 359 Family Health (3 credits)**

Health aspects of the family, health plans, home accidents, children's diseases, prenatal care, pregnancy, infant, adult, and elderly care. Prerequisites: HEAL 256

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**HEAL 400 Environmental Health and Sustainability (3 credits)**

The interactions between humankind and the environment comprise environmental health and sustainability. This course is designed to recognize, intervene, and prevent environmental diseases.

Prerequisites: HEAL 256

**HEAL 401 Evolution (3 credits)**

Mechanism of natural selection and genetic basis of variation are discussed in this course. Practical impact on human health is emphasized. Prerequisites: HEAL 256

**HEAL 402 Health Promotions and Lifestyle Modification (3 credits)**

Health is defined as the absence of disease and a harmonious balance of the physical, emotional, social spiritual and intellectual aspects. Health promotion is achieved through lifestyle modification. Healthy behaviors as precursors to modification are discussed. Prerequisites: HEAL 256

**HEAL 403 Decision Making in Managed Care (3 credits)**

This course describes managed care and the implication of medical necessity to health care delivery. Cost containment, affordability and quality of life as major determinants to decision making is emphasized. Prerequisites: HEAL 256

**HEAL 404 Gerontology (3 credits)**

The course deals with the foundations, biological, safety and security needs of the aging population. Special issues discussed include health care systems, financial stability and end of life decisions.

Prerequisites: HEAL 256

**HEAL 405 Epidemiology (3 credits)**

Basic principles and methods of epidemiology pertinent to public health. Measures of disease occurrence, clinical epidemiology, and disease screening are emphasized. Prerequisites: HEAL 256

**HEAL 456 Health Services for the Disabled (3 credits)**

Examination of policies and practices of health and medical services available to the disabled at the national, state, and local levels. Prerequisites: HEAL 256

**HEAL 457 International Health (3 credits)**

An analysis of health problems in selected countries. Study of the origin, orientation, and purposes of agencies functioning in this field. Prerequisites: HEAL 256

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**HEAL 458 Community Health Education** (3 credits)

Program planning and evaluation of education in the community; factors that influence decision-making on health; changing health behavior; utilization of community health agencies. Prerequisite: HEAL 156

**HEAL 459 Health Problems for the Disadvantaged** (3 credits)

In-depth study of interrelationships between conditions of poverty and health. Includes a socio-psychological analysis of the interaction between health problems, urban poverty, and minority group membership. Prerequisite: HEAL 257

**HEAL 460 Solving School-Community Health Problems.** (3 credits)

Strategies to develop programs to solve school and community health problems. Prerequisites: HEAL 256

## **HISTORY**

**HIST 120 U.S. History & Constitution I** (3 credits)

Political and social development of the United States, with emphasis on colonial period, the Constitution, and American institutions, up to the Civil War. Prerequisites: None

**HIST 220 U.S. History II** (3 credits)

Political and social development of the United States after the Civil War to the present time. Emphasis on the diversity of its people, the Industrial Revolution, the role of the U.S. in world politics and relations. Prerequisite: HIST 120

**HIST 121 African American Studies** (3 credits)

Survey of African history from Ancient Egypt to Civil War. In depth view of the experience of the African in America, with emphasis on slave trade and slavery. Prerequisites: None

**HIST 122 Asian American Studies** (3 credits)

Survey of historical, social, political, economic, and cultural development of Asian communities in the United States. Emphasis on the contributions to the United States and the formation of civilization. Prerequisites: None

**HIST 124 Chicano-Latino Studies A** (3 credits)

Historical evolution of Northern Mexico under Spanish rule to the Mexican-American War. Includes social, economic, literary, immigration patterns, demographics, and political development to 1950. Prerequisites: None

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**HIST 125 Filipino American Studies (3 credits)**

Historical evolution and immigration patterns of the Filipino community. Emphasis on early arrival and the role in the contributions they made to the development of the West. Prerequisites: None

**HIST 224 Chicano-Latino Studies B (3 credits)**

A survey of modern Chicano-Latino history. Emphasis on history after 1950. Includes the social issues, laws, Chicano movements, politics, groups, literary works, immigration patterns, demographics and leaders from 1950 the present. Prerequisites: None

**HIST 320 California History (3 credits)**

The political, economic, social, and intellectual growth of California from Spanish colonial era to the present, with emphasis on the themes and movements identified in the California State Framework. Prerequisites: ENGL 130

**HIST 321 World History A (3 credits)**

Themes in the institutional, political, socio-economic, and cultural development of ancient societies. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America. Prerequisites: ENGL 130

**HIST 322 World History B (3 credits)**

Themes in the institutional, political, socio-economic, and cultural development of society and socio-political changes. The growth of civilizations and the interrelationships of peoples of Europe, Asia, Africa, and America. Prerequisites: HIST 321 or permission of Faculty.

**HIST 323 History of Latin America (3 credits)**

Survey of the history of Latin American countries from Indigenous cultures to the present. Includes religion, education, art, literature, political and social institutions, and the relationship with the United States. Prerequisites: HIST 120, HIST 220, & ENGL 130

**HIST 324 History of Latinas (3 credits)**

Roles and contributions of Hispanic women in the United States with emphasis on historical roles, cultural values and conflicts. Contributions made by Hispanic women in the past and present. Prerequisites: HIST 120, HIST 220, & ENGL 130

**HIST 325 History of Native Americans (3 credits)**

Overview of the historical, social, political, economic, cultural, tribal development of the Native Americans. Emphasis on the diversity and contributions of Native Americans to the United States. Prerequisite: HIST 120, HIST 220, & ENGL 130

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**HIST 333 Modern History C (3 credits)**

Includes history and geography of world societies after 1900 to the present time. Prerequisites: HIST 321 & HIST 322

**HIST 420 History of Asia (3 credits)**

History, geography, and culture of Pan Asian countries. Includes great leaders, governments, geography, religions, and events that turned the tide of history. Students compare and contrast western with eastern philosophies. Prerequisites: HIST 321 & HIST 322

**HIST 421 History of Africa (3 credits)**

History, geography, and culture of Pan African countries. Includes leaders, governments, geography, religions, and events. Analysis of consequences of European intervention and effects of slavery. Prerequisites: HIST 321 & HIST 322

**HIST 422 History of Mexico (3 credits)**

Survey of the historical and social development of Mexico from pre-Columbian times to the present. Emphasis on the social and political philosophies and the relationship to the United States. Prerequisites: ENGL 130

**HIST 423 The American Revolution (3 credits)**

The origin, development, and consequences of the American Revolution. Includes its national and international effects. Prerequisites: HIST 120, HIST 121 & ENGL 130

**HIST 641 Techniques in Teaching Historical Interpretation. (3 credits)**

How to develop historical and social analytical skills in students. Use of primary and secondary sources. Prerequisites: HIST 321 & HIST 322

**HIST 642 The Modern World: History and Geography. (3 credits)**

Includes major issues and trends from the 18<sup>th</sup> century through the present. Includes rise of democratic ideas and historical roots of current world issues. Prerequisites: HIST 321 & HIST 322

**HIST 643 Principles of American Democracy (3 credits)**

Compare and contrast systems of government. Analyze the relationship among federal, state and local governments. Interpretation and analysis of primary documents. Prerequisites: HIST 120, HIST 220, & ENGL 130



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## LINGUISTICS

### **LING 301 General Linguistics** (3 credits)

The scientific study of language. Emphasis on the linguist's ways of studying language and working with language data. Includes structure and organization of language. Prerequisites: ENGL 201.

### **LING 321 Etymology** (3 credits)

The study of the origins of words in Greek and Latin. Identifying English cognates with other languages. Tracing words to the ancestral forms. Prerequisites: ENGL 201

### **LING 401 Comparative Linguistics** (3 credits)

Compare and contrast language systems: phonology, morphology, structure and syntax with English. Includes major languages spoken in schools. Prerequisites: ENGL 201

### **LING 478 Linguistics** (3 credits)

Balanced and comprehensive linguistic approach to early reading: includes syntax, morphology, phonology, and semantics of English. Prerequisites: ENGL 310

## MATHEMATICS

### **MATH 100 Algebra and Geometry** (3 credits)

Algebraic concepts. Includes linear and quadratic equations and inequalities, systems of equation. Two and three dimensional geometric objects and coordinate geometry. Prerequisite: pass Math Assessment test.

### **MATH 120 Math for Teachers A** (3 credits)

The structure of mathematics taught in the K-8 school curricula. Includes problem solving, whole numbers and integers, algorithms, number theory and fundamentals of algebra. Prerequisites: none.

### **MATH 121 Math for Teachers B** (3credits)

The structure mathematics taught in the elementary school curricula Includes ratio, proportion, data collection, distribution, shapes and measurement in geometry. Prerequisites: Math 120.

### **MATH 241 Introduction to Probability and Statistics** (3 credits)

Basic concepts of probability and statistics. Includes sets and probability, random variables and probability distribution, sampling, estimation theories, tests of hypotheses. Prerequisites: Passing Math Assessment test.

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**MATH 342 Statistical Analysis (3 credits)**

Fundamental analysis of variance; experiments with a single variable of classification; Latin squares and factorials. Normal Poisson, Student "t" and hyper geometric distributions. Prerequisites: MATH 241.

**MATH 344 Educational Statistics (3 credits)**

Designed for school teachers to acquire skills in analyzing statistical data and interpreting standardized tests scores to develop criteria for assessment. Prerequisites: MATH 241.

**MUSIC****MUSC 106 Music for Teachers (3 credits)**

Basic elements of music: melody, rhythm, and harmony. Develop understanding through instrumental and vocal experiences. Keyboarding and simple melodic and harmonic instruments used in elementary schools. Prerequisites: None

**PRE-LICENSURE/ MASTER'S OF SCIENCE-FAMILY NURSE PRACTITIONER****NURS 415 Professional Role, Issues, and Trends**

This course explores the theories, concepts, values, and behaviors required to transition to the professional nursing role. Included are historical, ethical, legal, legislative, and political processes that impact the practice of professional nursing in the contemporary healthcare system. Introduced is the impact of culture on delivering nursing care to diverse clients, their families and communities.

**NURS 510 Foundations of Professional Nursing (3 credits)**

The concept of health assessment, nursing process, physiological and psychosocial integrity, safety and effective care environment are introduced in this course. Health promotion/ maintenance is examined, as it pertains to the adult client with acute and chronic illnesses. The normal aging process, cultural influences, communication, patient assessment and nursing process are incorporated in that development. Professional nursing roles of provider and manager of care and members within the discipline are explored. In addition, the focus will be on the theoretical basis of basic nursing competencies required for safe and proficient nursing care of adult and older adult clients with acute and chronic health care needs across a variety of practice settings.

**NURS 515 Foundations of Professional Nursing Clinical Applications (3 credits)**

Under supervision of a Registered Nurse faculty the acquisition of nursing skills are practiced in a simulated clinical setting. After evaluating the students' competencies, the skills are performed for proficiency in actual clinical settings. Within the scope of health emphasis the core concepts of provider and manager of care and member within the discipline are stressed, utilizing, the nursing process as a

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tool to organize nursing care. Included are: technology proficiency, cultural assessment, interpersonal communication, safety, and selected nursing interventions. The student begins to explore and develop the role of the professional nurse in providing and managing nursing care for adult and older adult clients with acute and chronic medical-surgical health care needs in a variety of healthcare settings.

**NURS 520 Nursing Care of Adults & Older Adults (4 credits)**

This course builds on previous learning, incorporating nursing theory and process for the adult and older adult clients with intermediate health care needs. Integrating health assessment, promotion, and maintenance in greater depth to include, decision-making, diagnostic studies and nursing interventions considered for this level of care. The course emphasizes the role of the professional nurse as provider, manager of care, member within the discipline, communicator, advocate, teacher, and researcher in the care of clients with intermediate adult and older adult client with acute and chronic medical/surgical health care needs

**NURS 525 Nursing Care of Adults & Older Adults Clinical Applications (4 credits)**

More advanced clinical nursing skills are acquired in simulated and actual clinical settings under the direct supervision of a Registered Nurse faculty. Clinical experiences will take place in the campus simulated clinical setting, ambulatory services and acute care facilities. With the emphasis on health promotion the student continues to explore and develop the role of the professional nurse in providing and coordinating nursing care for adult and older adult clients with intermediate acute and chronic medical-surgical health care needs.

**NURS 530 Pharmacology for Nurses (3 credits)**

This course provides an in-depth understanding of the various classifications of drugs, the physiological and chemical basis of therapeutic benefits and breakdown of drugs in the human body. Drug tolerance and addictive properties of specific drugs will be examined. Strict monitoring of drug side effects, drug interactions and effectiveness is stressed. Utilizing the nursing process, the role of the nurse as provider and manager of care, communicator, teacher, advocate, professional, and researcher in administering pharmacological agents is studied.

**NURS 535 Nursing Care of Critically Ill Adults & Older Adults (2 credits)**

This course builds on previous learning and focuses on the nursing management of adult and older adult clients with more complex health care needs than those studied previously. The client's drug therapy, diagnostic profile, therapeutic nursing interventions and other relevant studies are discussed and included. Nursing theory and related theories pertaining to clients with multi-system compromises are analyzed and considered. The emphasis will be on critical thinking; communication, advocacy, teaching and researching the role of the nurse as a provider and manager of care, and member within the discipline.

**NURS 540 Nursing Care of Critically Ill Adults & Older Adults Clinical Applications (2 credits)**

Clinical experiences of advanced nursing skills and care are in simulated and clinical settings. These practices are in critical care and high acuity settings and provide opportunities to design and coordinate

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advanced medical-surgical nursing care for adult and older adult clients with complex health care needs. Utilizing the nursing process, application concepts of advanced medical-surgical and critical care nursing, critical thinking, organization, leadership, and time management skills are emphasized.

**NURS 545 Women's Health Nursing (2 credits)**

Using the application of theory from nursing and related fields and building on knowledge and skills of previous semesters, the student learns about the physical, emotional and psychological demands of women, neonates and family of diverse and multicultural origin. The professional nurse as a provider and manager of care and member within the discipline are integrated. Standards of clinical practice, evidence-based practice, communication, and critical thinking are promoted utilizing the nursing process as a tool to provide care.

**NURS 550 Women's Health Nursing Clinical Applications (2 credits)**

Focuses on integration and application of the nursing process in providing care for multicultural women, neonates, and their families. Exploration of childbirth in a multicultural environment will be observed and practiced. The role of the Registered Nurse during the ante-partum, childbirth, and post-partum birth process will be discussed. Emphasis will continue on development of the role of the nurse as a provider and manager of care and as a member within the discipline, of care for women and families across the lifespan.

**NURS 555 Children's Health Nursing (2 credits)**

Child nursing addresses the nursing management of children and the family with health care needs, many of which have resulted in chronic problems. Environmental factors such as physical, psychological, social, spiritual and cultural elements are discussed in the way they impact the pediatric client and family unit. Utilizing the nursing process, critical thinking skills, clinical decision-making, and a focus on growth and development are emphasized. Client/family teaching is an important part aspect of this course.

**NURS 560 Children's Health Nursing Clinical Applications (2 credits)**

The child health nursing clinical course incorporates all newly learned pediatric theoretical concepts in addition to previously learned nursing and other theories. The nursing process is utilized as a basis to deliver nursing care to infants, children, adolescents and families. The focus is on health promotion, risk reduction, and disease prevention. Clinical experiences occur in a pediatric clinical setting as well as in ambulatory care health care delivery systems. The role of the registered nurse as a provider and manager of care and a member within the discipline is emphasized.

**NURS 565 Mental Health Nursing (2 credits)**

This course scrutinizes theories from nursing, psychology, communication, and critical thinking as opportunities to learn about mental illness. Core concepts of care for diverse client populations including adolescents, adults, families, and groups where mental health and illness is explored. Focus is on the person and their state of mental illness on the health-illness continuum. The roles of the nurse as a provider and

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manager of care, advocate, communicator, teacher, professional and researcher to promote mental health and adaptation to mental illness are integrated as core concepts.

**NURS 568 Mental Health Nursing Clinical Applications (2 credits)**

The clinical experiences of clients with mental healthcare needs will be provided in ambulatory clinics and acute clinical settings. This will provide the student with opportunities for practicing interpersonal communication skills. Addictive behaviors as a mental health disorder are identified and interventions planned. Additional emphasis will be on role development of the Registered Nurse as provider and manager of care and member within the discipline. This diverse client population includes adolescents, adults, families and groups with mental health care needs.

**NURS 572 Nursing Leadership (1 credit)**

This course provides an opportunity for the nurse intern, to incorporate all previous learning and clinical experiences and apply those in selected clinical settings. The focus is on the Registered Nurse in the leadership role as manager, teacher, advocate, and coordinator of care for multiple clients in a health care setting.

**NURS 576 Nursing Leadership Clinical Applications (2 credits)**

The nurse intern works the assignment of Registered Nurse preceptor to begin the process of providing client care independently on selected patients, consistent with the student's level of clinical experience and abilities. Health teaching will be emphasized throughout.

**NURS 580 Advanced Role Development, Theory & Leadership (3 credits)**

This course focuses on the role and accountabilities of advanced practice nurses. Emphasis is on historical and contemporary contexts, major themes and theories crucial to successful development, execution of and leadership in advance practice nursing. Focus is also on the impact and evolution, certification, legal issues, ethics, best practices, standards, standardized procedures, furnishing numbers, and professional activities inclusive of the nurse practitioner and its specialties, the clinical nurse leader, and other advanced practice roles.

**NURS 585 Healthcare Systems: Policy, Change & Informatics (3 credits)**

This course addresses the multi-faceted dimensions of policy, organizational and financial structures of the US health care delivery system. Emphasis is on critical analyses of historical, social, cultural, political, economic, legal and ethical dimensions of public and private policy formation, implementation and evaluation. Focus is also on the theories, principles, and research related to organizational systems, change requirements to achieve best practice, and the integration and use of informatics within health care organizations. The current policies regarding NPs, including furnishing numbers and standardized procedures will also be reviewed.

**NURS 590 Evidence Based Practice: Theory & Critical Inquiry (3 credits)**

This course builds a foundation and framework in evidence based research and the knowledge and skills necessary to understand, critique and utilize research from nursing and interdisciplinary fields. Emphasis is on the relationship between theory, research and practice. Scientific thinking through the study of

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typical models of qualitative and quantitative research is examined along with methodological congruence and design strengths and limitations. This is the preparatory course for MSN 675 Evidence Based Project Seminar and MSN 698 Evidence Based Health Project Field Work. Evidence based rationale used for standardized procedures will be a discussion point. Students will be reminded of the importance of furnishing numbers in the state of California.

**NURS 602 Health Promotion, Education & Disease Prevention Across the Lifespan (2 credits)**

This course examines health promotion and disease prevention strategies for families and communities in diverse settings. Principles of family theory, established models of family development, epidemiology, demography and health and wellness education are explored. An opportunity is given to design and develop intervention plans to improve wellness. The use of standardized procedures will be explored, with emphasis on developing teaching plans. Focus is also on risk assessment and gaining knowledge of national and local preventive resources and services. Furnishing numbers will be briefly discussed when medication therapy is discussed.

**NURS 608 Advanced Pathophysiology (4 credits)**

This course builds on a basic understanding of pathophysiology and uses a body system approach to explore the pathophysiologic sequelae of common disorders and diseases of adults and children. An understanding of the underlying disease processes is established to use as a foundation for clinical decision making used when assessing, planning and implementing nursing actions. Content is approached conceptually; only selected diseases/disorders are addressed. Selected diseases/disorders with standardized procedures will be discussed. Furnishing numbers will be briefly discussed when disease treatment with medications are reviewed.

**NURS 615 Advanced Pharmacology (4 credits)**

This course focuses on the synthesis of pharmacology, pharmacodynamics, and pharmacokinetics across the lifespan. Classifications of pharmaceuticals are examined in relation to indication for use and evidence of efficacy. Side effects, idiosyncratic effects, interactions, and allergic reactions are detailed. Specific problems related to nutritional, developmental, health status, client teaching and counseling are addressed with attention to elements promoting adherence, cost-effectiveness, and a positive therapeutic response. Emphasis is also on legalities of and regulations in prescription-writing privileges. Also included is the use of standardized procedures within the NP scope of practice. The necessity of furnishing numbers and DEA numbers prior to prescribing will be discussed.

**NURS 621 Advanced Health and Physical Assessment Across the Lifespan (3 credits)**

This course emphasizes focused assessments for a chief complaint that includes physical, psychosocial and spiritual health assessment, risk and functional assessment, and physical examination in diverse populations. A systematic method of diagnostic reasoning and clinical decision-making is used to establish clinical diagnoses. An overview of appropriate protocols for performing health screening, ordering, performing, and interpreting laboratory, radiographic, and other diagnostic data, as well as documentation and record keeping is included. Standardized procedures/furnishing numbers/legal implications will also be discussed.

**NURS 626 Common Illnesses Across the Lifespan (3 credits)**

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This course explores levels of prevention and beginning primary care management of common health care problems experienced by clients and their families. Advanced health assessment, advanced pharmacology, ethical reasoning, spirituality and advanced physiology and pathophysiology principles are integrated. Evidence-based research is examined as the framework for developing comprehensive, cost effective, least invasive, quality health care for chronic health care problems. Focus is also on health promotion counseling, screening, and client education to optimize health. Emphasis is also on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, the caring professional role, legal and ethical issues (including the CA Nurse Practice Act, furnishing numbers, etc.), and teaching/coaching techniques and standardized procedures. Laboratory practice includes common minor procedures such as ingrown toe nail removal, removal of foreign objects, removal of cerumen impaction, and respiratory management such as pulmonary function testing, metered-dose inhaler, nebulizer therapy, and peak flow meter. Also included are demonstration and practice of women health exams, vaginal exams and insertions of contraceptive intrauterine devices, men's health exams, and infant and pediatric exams.

**NURS 634 Common Illnesses Across the Lifespan-Clinical Practicum (3 credits)**

In this clinical practice preceptored course, Nurse Practitioner students observe their preceptors' history and physical exam techniques and then perform supervised focused assessments. This practice opportunity assists in refining problem focused assessment techniques and beginning diagnostic reasoning to establish a differential diagnosis as well as offering opportunities to use communication and counseling techniques. Effective documentation of a focused history and physical using SOAP format and coding using the E/M Evaluation and Management coding system as well as the ICD-9 medical codes is emphasized. Standardized procedures will be used for treatment of common illnesses. Refer to the Student Clinical Handbook for detailed information. Nurse Practitioner limitations will be discussed prior to actual patient contact. Other important issues such as furnishing numbers, interpreters, etc. will also be discussed.

**NURS 642 Primary Healthcare of Chronic Clients/Families Across the Lifespan (3 credits)**

This course prepares nurse practitioner students with an understanding in continuous comprehensive care that includes strategies to manage chronic health problems, consulting, and the referral process. Patients across the life spectrum are managed within a culturally and spiritually diverse environment using the clinical decision making process in the evaluation of the chronic conditions. Emphasis is on critical thinking, diagnostic reasoning, use of standardized procedures, medication therapy including furnishing numbers/DEA numbers, and clinical decision making in the provision of culturally congruent care of patients with chronic conditions. Issues related to systematic interrelationships are incorporated. Laboratory includes interpretation of lab results, mental status exams, wound care and dermatological conditions across the lifespan.

**NURS 650 Primary Healthcare of Chronic Clients/Families Across the Lifespan-Clinical Practicum (3 credits)**

In this clinical practice preceptored course, Nurse Practitioner students refine problem focused assessment techniques and diagnostic reasoning to establish differential diagnosis of the chronically ill patients across the lifespan. Emphasis is also on strengthening communication and counseling techniques. Students demonstrate effective documentation of a focused history and physical using SOAP format and coding using the E/M Evaluation and Management coding system as well as the ICD-9

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medical codes. Standardized procedures will be used to care for chronically ill clients. Furnishing numbers will also be discussed. Refer to the Student Clinical Handbook for detailed information.

**NURS 658 Primary Healthcare of Acute Clients/Families Across the Lifespan (3 credits)**

This course focuses on advanced practice within a hospital or E/urgent care setting delivering care to a varied patient population, including pediatric, maternity, adult and geriatric all who many have numerous diagnoses and co-morbidities. Knowledge gained in Pathophysiology, pharmacology, and previous clinical courses form the foundation for this course. Assessment is critical, as the diagnosis, plan, implementation and evaluation all depend on a correct assessment. Students are expected to advance from the novice level as the course nears completion. Laboratory practice includes a review of basic radiology interpretation, 12 lead EKG reading, suturing, and trigger point injection techniques. It is an expectation that the students will use Standardized Procedures in the care of acutely ill clients. Furnishing numbers will also be discussed.

**NURS 667 Primary Healthcare of Acute Clients/Families Across the Lifespan-Clinical Practicum (3 credits)**

In this clinical practice preceptored course, Nurse Practitioner students are exposed to acute care clinical situations, strategies and a variety of treatment modalities. Students rotate through various acute care settings with different providers including an emergency room/urgent care practitioner, hospitalist, pediatric acute care provider and obstetric/acute and women's health care practitioner. The use of standardized procedures within the NP scope of practice will be included in the course. Furnishing numbers will also be discussed. Refer to the Student Clinical Handbook for detailed information.

**NURS 675 Nurse Practitioner Practice Management (1 credit)**

During this preceptored clinical course students advance from beginner to intermediate to advanced levels. Each level builds upon the previous to prepare for entry into nurse practitioner practice. Preceptors supervise clinical skills and assist in the critical analysis of interview and physical assessment data to develop differential diagnoses, working diagnoses and a plan of care. In this course it is expected that all role functions are performed with an increasingly complex caseload. Focus is on normal and common pathological conditions in the primary care of adult women, men, geriatric and children populations both as individuals and within the family of varied diverse cultural and socioeconomic backgrounds. The use of standardized procedures with the NP scope of practice will be emphasized as well as legal and ethical issues (including furnishing numbers).

**NURS 685 Clinical Residency (6 credits)**

During this preceptored clinical course students advance from beginner to intermediate to advanced levels. Each level builds upon the previous to prepare for entry into nurse practitioner practice. Preceptors supervise clinical skills and assist in the critical analysis of interview and physical assessment data to develop differential diagnoses, working diagnoses and a plan of care. In this course it is expected that all role functions are performed with an increasingly complex caseload. Focus is on normal and common pathological conditions in the primary care of adult women, men, geriatric and children populations both as individuals and within the family of varied diverse cultural and socioeconomic



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backgrounds. It is an expectation that the students will use Standardized Procedures. Furnishing numbers will also be discussed. Refer to the Student Clinical Handbook for detailed information.

**NURS 695 Evidence Based Family Health Project Field Work (2 credits)**

In this course, the Family Health Project is completed and is developed as a publishable document. Students are expected to present their Projects at the IAC Graduate Student Research Forum.

## **PHILOSOPHY**

**PHIL 180 Introduction to Philosophy (3 credits)**

Various traditions of philosophical thought. Includes concepts of knowledge, reality, skepticism, dogmatism, common sense, materialism, mind-body duality, existence of God, and free will. Selected philosophers from Classic Era to the 20th century. Prerequisites: None

**PHIL 181 Introduction to Logic (3 credits)**

Basic concepts of logic. Includes deductive and inductive reasoning, techniques of argumentation, analysis and assessment, evaluation of evidence, language, definition, and fallacies. Prerequisites: None

**PHIL 182 Introduction to Ethics (3 credits)**

Survey of theoretical approaches to ethics. Covers such topics as ethical relativism, egoism, utilitarianism, justice and moral responsibility. Prerequisites: None

**PHIL 380 Ethics in Health Care**

Examines the principles of ethics and how personal and professional values relate to ethics in Nursing. Recognize and analyze ethical principles in daily practice. Prerequisites: ENGL 201

## **POLITICAL SCIENCE**

**POLI 100 Contemporary Issues in Law and Politics. (3 credits)**

An analysis of the political/governmental processes through tracing policy formulation and program implementation. Prerequisites: None

**POLI 326 Civil Rights, Law, and the Legal System. (3 credits)**

Forces influencing the making of laws, nature and limits of the judicial function. Includes civil rights, public policy, legislative process, comparative governments. Prerequisites: US History

**POLI 327 U.S. International Politics (3 credits)**

The study of international politics from the standpoint of theories of international politics. Examination of paths and obstacles to world peace. Prerequisites: World History

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**POLI 328 Principles of International Law** (3 credits)

Overview of international law and how this relates to U.S. policy. Case studies of legal precedents affecting the regulation of the international community; evaluation on the efficacy of international judicial sanctions. Prerequisites: World History

**POLI 329 Social Political Ideas** (3 credits)

An analysis of the major theories and ideologies from the Greeks and Romans; the Renaissance and Enlightenment; modern and contemporary theorists. Prerequisites: Prerequisites: US History.

**POLI 300 American Political Institutions.** (3 credits)

Development and dynamics of American political institutions and political processes including the role of women and ethnic groups. Compares and contrasts US Constitution with CA Constitution. Prerequisites: US History.

**POLI 330 Comparative Governments** (3 credits)

A study of the basic concepts and principles of comparative government; major approaches; and analytical systems with special emphasis on the problems of cross-cultural comparison involving non-Western and underdeveloped nations. Prerequisites: World History.

**POLI 427 International Relations** (3 credits)

Analysis of the political beliefs, governmental evolution, and international relations of the developing areas of the world and how these influence U.S. political relations. Prerequisites: World History

**POLI 430 Federal, State and Local Governments** (3 credits)

A study of the political, administrative, and judicial systems: includes federal, state, counties, cities, and special districts. Emphasis on intergovernmental relations, functions, trends, current problems. Prerequisites: US History

## **PORTFOLIO**

**PORT 499 Portfolio** (1 credit)

Senior project presented at graduation. A compilation of examples of products from a variety of classes. Includes also resume, philosophy, transcripts, and autobiography.

**PORT 599 Portfolio** (1 credit)

Credential project presented at exit interview. Includes autobiography, philosophy, resume, transcripts, letters of recommendation, awards, lesson plans, TPAs and other materials. The portfolio is based on the Six California Standards for the Teaching Profession.

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## **PSYCHOLOGY**

### **PSYC 185 General Psychology (3 credits)**

A survey of the principles and concepts basic to understanding of human behavior. Includes history and development of basic theories. Prerequisites: None

### **PSYC 285 Child Development (3 credits)**

Development from conception to pre-adolescence. Includes biological, psychological, cognitive-structural, stimulus response, humanistic views. Parental care, attachment-separation, parenting, and institutional care. Prerequisites: None

### **PSYC 370 Abnormal Psychology (3 credits)**

Major models of abnormal psychology--psychological, biological and sociological. Also includes current treatments, legal, and ethnical issues. Prerequisite: PSYC 185

### **PSYC 380 Cognitive Psychology (3 credits)**

The study of thinking, problem solving, language, concept learning, decision making, reasoning, cognitive development and cognitive structure. Prerequisites: PSYC 185

### **PSYC 385 The Exceptional Child (3 credits)**

Introduction to the social, psychological and educational problems of exceptional persons. Includes persons with mental, emotional, sensory, motor, multiple handicaps and gifted children. Prerequisites: PSYC 185

### **PSYC 480 Pre-Adolescent and Adolescent Psychology (3 credits)**

Psychological development of the individual from childhood to adolescence. Prerequisites: PSYC 185

### **PSYC 485 Developmental Psychology (3 credits)**

This advanced course encourages critical thinking about topics relevant to applying tenets of developmental psychology to practical applications. The research and theory of developmental psychology are explored utilizing biological, cognitive, emotional, social and moral development of human beings from conception to death. The impact of personal experience upon our beliefs and practices will also be evaluated. Prerequisites: PSYC 185 recommended

### **PSYC 490 Adolescent Psychology (3 credits)**

Theories and research in the physical, cognitive, social, physical and psychological development of adolescents. Includes issues of gender, social class, racial/ethnic factors, age, norms, cultural-family conflict, and deviant behavior. Prerequisites: PSYC 185

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## SCIENCE

### **SCI 220 Survey of Physical Science (3 credits)**

Introduction to the basic principles and general concepts of physical sciences. Selected topics from chemistry and physics. Pre-requisites: None

### **SCI 330 Earth and Space Science (3 credits)**

Selected topics on Earth, Space, and Oceanography. Concepts and content found in CA Standards for Elementary schools. Prerequisites: 3 credits of science

### **SCI 400 Fundamentals of Nursing (3 credits)**

Review of the foundations of nursing, systems assessment, and basic nursing care. The physiological, psychosocial, family, and spiritual aspects of client care are emphasized.

### **SCI 401 Pharmacology and Parenteral Therapies (3 credits)**

Review of the major classifications of medications and their prototype, pharmacological actions, therapeutic uses, side and adverse effects in the organ systems. Reducing and preventing client risk potential is stressed.

### **SCI 402 Maternal, Newborn Pediatric Nursing (3 credits)**

Review of nursing care in the different stages of normal and complicated pregnancy. Assessment and care of the newborn and children are included.

### **SCI 403 Adult Medical Surgical Nursing (3 credits)**

Review of the nursing care of clients with different organ pathologies from diagnosis, therapeutic interventions and patient education. Recognition of priorities and complications is crucial.

### **SCI 404 Mental Health Nursing/Leadership (3 credits)**

Review of basic principles in the detection and prevention of mental disorders. Various leadership roles relevant to nursing practice are emphasized.

### **SCI 405 Community Health And Nutrition (3 credits)**

Health maintenance, promotion of wellness and prevention of disease at the community level is emphasized. Awareness and accessibility of quality resources is essential.

### **SCI 450 Capstone Microbiology (3 credits)**

The fundamentals of microbiology are presented by correlating etiology, pathogenesis and laboratory diagnosis to disease entities caused by bacteria, viruses, fungus, and parasites.

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**SCI 451 Capstone Anatomy (3 credits)**

Basic anatomical relationships are presented in a regional manner. Case-based presentations are utilized for clinical discussion.

**SCI 452 Capstone Physiology (3 credits)**

Functions of human structures in relation to homeostasis and diseases. Case-based presentations are utilized for clinical discussions.

**SCI 453 Capstone Review Microbiology (1 credit)**

A concise review of selected microbial agents in disease entities commonly found in clinical settings.

**SCI 454 Capstone Review Anatomy (1 credit)**

An overview of human structure in relation to the performance of basic allied and health care skills.

**SCI 455 Capstone Review Physiology (1 credit)**

A brief review of the diseases caused by bacteria, viruses, fungi, and parasites in preparation for allied and healthcare programs.

## **SOCIOLOGY**

**SOCI 180 Introduction to Sociology (3 credits)**

Study of human behavior. Includes sociological perspective, culture, socialization, social organization and stratification, deviant behavior and the family. Prerequisite: None

**SOCI 305 Critical Perspectives in Society (3 credits)**

Study of human society from diverse perspectives. Analysis of the nature of social organizations and cultures developed by human need. Prerequisites: PSYC 185

**SOCI 325 World Religions (3 credits)**

Survey of world religions both East and West. Includes history, philosophy, influence on culture and society. Prerequisites: ENGL 201

**SOCI 425 Women in Society (3 credits)**

Social, cultural, economic, political, and intellectual contributions of women. Emphasis on women's contribution to society and to the United States. Prerequisites: None

**SOCI 431 Selected Topics (3 credits)**

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Content to be chosen by the Faculty. Prerequisites: Upper division status

## **SPANISH**

### **SPAN 110 Elementary Spanish A (3 credits)**

Fundamentals of Spanish. Includes listening, speaking, grammar, reading, and writing. Emphasis placed on classroom vocabulary and development of communicative skills in cultural context. Prerequisites: None

### **SPAN 111 Elementary Spanish B (3 credits)**

Fundamentals of Spanish. Continuation of Spanish 101. Includes listening, speaking, grammar, reading, and writing. Emphasis placed on classroom vocabulary and development of communicative skills in cultural context. Prerequisites: SPAN 110 or placement test.

### **SPAN 210 Intermediate Spanish A (3 credits)**

Fundamental principles of Spanish grammar and vocabulary applied to the classroom. Includes listening, speaking, reading, and writing. Emphasis on cultural material, vocabulary and communicative skills in cultural context. Prerequisites: Placement test

### **SPAN 211 Intermediate Spanish B (3 credits)**

Continuation of Spanish 210. Includes vocabulary and reading. Introduction to writing through culture and literature. Prerequisites: SPAN 210

### **SPAN 212 Spanish for the Spanish Speaker A (3 credits)**

Fundamentals of grammar and composition designed for native speakers. Emphasizes use of literature for writing. Prerequisite: Placement test or permission of Faculty.

### **SPAN 213 Spanish for the Spanish Speaker B (3 credits)**

Advanced grammar and composition designed for native speakers. Composition based on selected literature. Prerequisites: SPAN 212

### **SPAN 214 Grammar & Composition (3 credits)**

Review of selected grammatical structures through use of literary and cultural issues. Practice in expository and argumentative writing. Prerequisites: Placement test or permission of Faculty.

### **SPAN 215 Introduction to Spanish Literature. (3 credits)**

Survey of Spanish literature, including poetry, drama, short story, and novel of peninsular and American. Prerequisite: Placement test or permission of Faculty.

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**SPAN 216 Educational Translation Skills (3 credits)**

Theoretical grounding and practical problems of translation as applied to educational settings. Practice in translation and interpretation between Spanish and English. Prerequisites: Permission of Faculty.

**SPAN 300 The Short Story (3 credits)**

Survey of short stories from various authors from Spain and Latin America. Emphasis on development of writing skills, interpretation skills, and beginning of literary critique. Prerequisites: SPAN 214

**SPAN 305 Composition and Reading (3 credits)**

Advanced composition based on short readings. Includes literary critique of poetry, drama, and prose. Prerequisites: Six credits of basic college Spanish or placement test

**SPAN 310 Advanced Composition (3 credits)**

Expository writing. Mastery of style and use of MLA format. Content based on literary works. Prerequisites: Placement test or permission of Faculty

**SPAN 311 Survey of Spanish Literature A (3 credits)**

Introduces students to the highlights of Spanish literature from its origins to the Golden Age. Prerequisites: SPAN 310 or permission of Faculty.

**SPAN 312 Survey of Spanish Literature B (3 credits)**

Survey of selected works from Spanish authors from the Golden Age until the present. Prerequisites: SPAN 310 or permission of Faculty.

**SPAN 313 Survey of Latin American Literature I (3 credits)**

A survey of literary genres: poetry, drama, essay, short story, and novel of Latin American authors. Prerequisites: Placement test or permission of Faculty.

**SPAN 314 Survey of Latin American Literature II (3 credits)**

A survey of literary genres: poetry, drama, essay, short story, and novel of Latin American authors. From 1900 to the present. Prerequisites: SPAN 313

**SPAN 315 Literature of the Golden Age (3 credits)**

A study of the major trends in the literature of the Golden Age. Includes Cervantes and the novel, poetry, epic, lyric, drama, essay. Prerequisites: Placement test or permission of Faculty.

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**SPAN 316 Mexican History & Culture (3 credits)**

Survey of the origins and history of the development of Mexico. Includes pre-Columbian cultures, the colonies, independence, revolution, and U.S. relationship. Prerequisites: HIST 120 & HIST 220 and placement test

**SPAN 317 Latin American History & Culture (3 credits)**

A study of selected aspects of the history, culture, and society of Latin America and an analysis of the relation of these aspects to the contemporary situation. Prerequisites: None

**SPAN 318 Selected Authors (3 credits)**

Selected works from a variety of authors both Spanish and Latin American. Literary critique of works used in AP classes. Prerequisites: Placement test

**SPAN 351 Spanish for Educators I (3 credits)**

Advanced Spanish for classroom teachers who are bilingual. Emphasis on composition based on vocabulary and terms used in the classroom and in the school curriculum. Prerequisite: 3.5 on the oral proficiency exam.

**SPAN 352 Spanish for Educators II (3 credits)**

Advanced Spanish composition and grammar. Content based on pedagogical and academic terminology. Prerequisite: SPAN 351

**SPAN 410 Structure of the Spanish Language (3 credits)**

Advanced grammar and structure. Includes basic linguistics: sounds, sound relationships, sentence inflection, and analysis of structure and basic principle of phonetics. Preparation to teach AP Language. Prerequisites: Placement test

**SPAN 411 Mexican Literature (3 credits)**

Survey of selected works of Mexican authors. Including indigenous writing. Analysis of trends and how literature influenced society. Prose, poetry, essay, and the novel. Prerequisite: Placement test

**SPAN 412 Spanish History & Civilization (3 credits)**

Overview of Spanish history. Includes customs, traditions, political and literary movements. Contributions Spain gave to the civilization and to the Americas. Prerequisites: Placement test

**SPAN 413 Methods of Teaching Spanish (3 credits)**

Teaching of Spanish includes contemporary theory and methods, language acquisition theories, methodologies of learning languages, regalia for classrooms. Prerequisites: None



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**SPAN 414 Comparative Structures of Spanish and English.** (3 credits)

A comparative study of the Spanish and English linguistic structures, phonetics, morphology, syntax, false cognates as part of the bilingual learning process. Prerequisites: ENGL 310 and placement test

**SPAN 415 Spanish Children's Literature** (3 credits)

Study of form, content, and theme in children's literature in Spanish, classic, and contemporary. Includes ideas for teachers in designing literature-based thematic credits. Prerequisites: Placement test

**SPAN 416 Literatura Afrolatinoamericana** (3 credits)

Novels, short stories, prose, and poetry written by Afro-Latino-American authors. Presentation and analysis of little known works between 1492-1992. Prerequisites: SPAN 311 and SPAN 312

**SPAN 417 Senior Seminar** (3 credits)

Content to be determined by Faculty. Analysis of different genres of Literature or trends in American or Peninsular literature. Prerequisite: Upper division status or permission of Faculty

**SPAN 450 Advanced Spanish for Bilingual Teachers I** (3 credits)

Emphasis placed on terminology and forms used in the bilingual classroom. Discussions and readings of classroom-based topics. Prerequisite: 3.5 on Oral Proficiency exam

**SPAN 451 Advanced Spanish for Bilingual Teachers II** (3 credits)

Advanced writing and composition based on letters, memos, lesson planning using Spanish in the bilingual classroom. Prerequisites: SPAN 450

**SPAN 452 Theories and Practices in Teaching Reading in Spanish** (3 credits)

Introduces theories of the teaching of reading in Spanish. Strategies, methods, and use of children's Spanish literature. Prerequisites: Placement test

## **THEATER**

**THEA 106 Theater for Teachers** (3 credits)

Basic skills, techniques, and conceptual foundations of drama. Includes the components of the California Student content standards. Prerequisites: None

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## **SPECIAL TOPICS**

### **SPTP 199 Special Topics**

This course is a course designed for independent study at the freshman level. The topic is not covered in any of the courses in the regular program.

### **SPTP 299 Special Topics**

This course is a course designed for independent study at the sophomore level. The topic is not covered in any of the courses in the regular program.

### **SPTP 399 Special Topics**

This course is a course designed for independent study at the junior level. The topic is not covered in any of the courses in the regular program.

### **SPTP 499 Special Topics**

This course is a course designed for independent study at the senior level. The topic is not covered in any of the courses in the regular program.

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## Faculty

Adams, Rosemarie, M.A.

Adlman, Lea, BSN, RN

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Ashkiani, Ali, Ph.D.

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Martinez-Caceres, Arturo, M.Sc.

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Spielgel, Jerry, Ph.D.

Stankous, Nina, Ph.D.

Vera, Marina, M.A.

Viramontes de Marin, Maria, Ph.D.

Walters, Latrice, MSN, RN

Williams, Jack, Ph.D.

Zivkovic, Mirjana, M.D., Ph.D.

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## Administration

**Yoram Neumann, Ph.D**

President and CEO

**Edith Neumann, Ph.D, R.N.**

Provost and Chief Academic Officer

**Tom Finaly, B.A.**

Chief Operation Officer (COO)

**Roy Finaly, MBA**

Chief Information Officer (CIO)

**Roberta Maso-Fleischman, Ph.D.**

Director of Institutional Research and  
Assessment

**Igein, Godwin, Ph.D.**

Director of Program Planning and Development

**Poet, Anthony, Ed.D.**

Director of Graduate Program in Education

**Milla, Rosalinda Elena, M.D.**

Director of BS in Sciences Department

**Hargrove, Hazel, MSN, RN**

Director of EL-MSN Programs

**Archer, Elizabeth, Ph.D.**

Director of Liberal Arts Studies

**Miller, Christina, Ph.D.**

Director of Financial Aid, VA, Scholarships and  
International Services

**Seago, Diane, MSN, FNP-BC**

Director of MSN/FNP program

## Administrative Staff

**Cooper, Dave, B.S.**

Director of IT & Facilities

**Fernea, Laura Ann, M.P.H.**

Student Success Advisor

**Frausto, Anjelica**

Administrative Coordinator

**Garcia, Veronica, M.Ed.**

Registrar and Admission

**Glaser, Veronica, B.A.**

Recruiter

**Guzman, Diana**

Records Clerk

**Hodge, Jesse, B.A.**

Academic Counselor

**Hueso, Teresina**

Program Assistant

**Inthavong, Chanthone**

Academic Counselor

**Lopez, Catalina, M.S.**

Librarian

**Martinez, Karina**

Transcript Evaluator & Assistant to the Registrar

**Martinez, Yadira**

Financial Aid Assistant

**McGee, David, B.A.**

College Relations Manager

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## **Administrative Staff**

**Naanos, Anna-May, B.A.**

Faculty Services Coordinator

**Schainker, Howard, J.D.**

Director of Human Relations & Compliance

**Smith, Mary Jane, BSN, RN, CNN**

Clinical Services Manager

**Waite, James, B.A.**

Lead Enrollment Advisor

**Ward, Mary Ellen, M.S.**

Controller