



# **Agenda**

## **Addiction Studies Advisory Committee**

Lake Tahoe Community College

Thursday January 26<sup>th</sup>, 2017

3:00 – 4:30 PM

A106

- Welcome and Introductions
- Program Overview and Biennial Review
- Update on Online Delivery
- CAADE Renewal due October 2018
- CCAPP Renewal due October 2017
- Internship Opportunities
- Student Learning Assessments
- New Brochure for Addiction Studies
- Promotional Flyers
- General Discussion

# 2015-16 ANNUAL PROGRAM REVIEW

## Addiction Studies

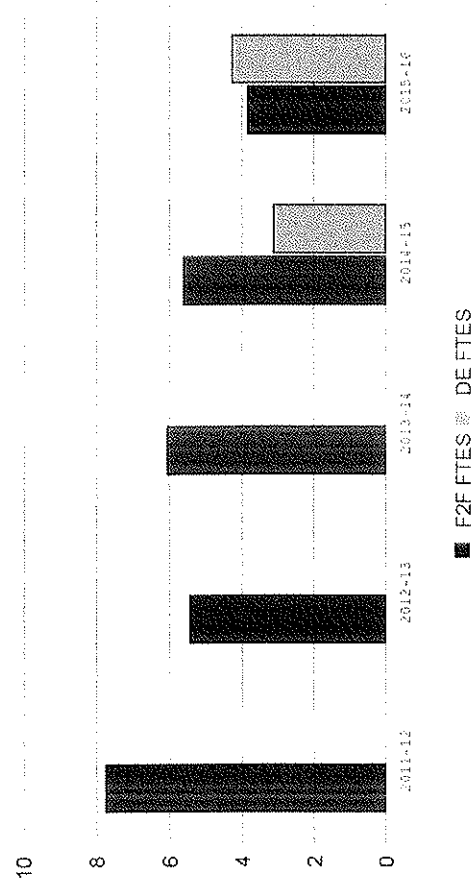


### ADDICTION STUDIES SUMMARY

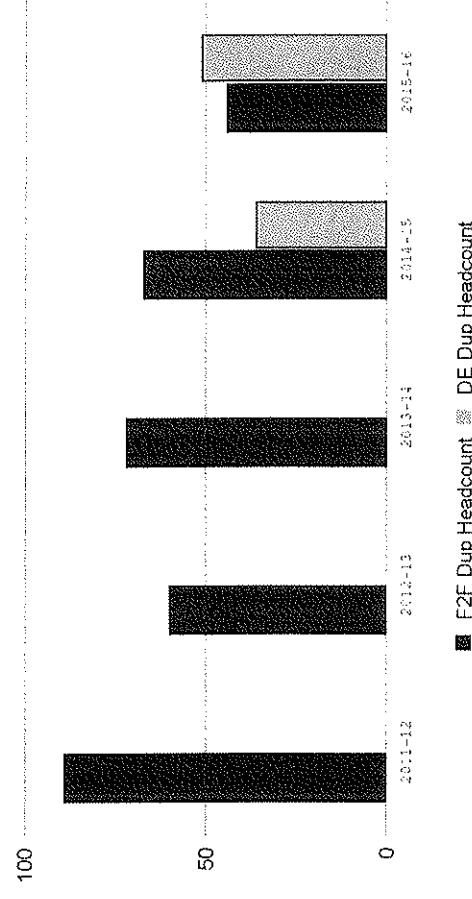
This report contains data from Academic Year (AY) 2011 to 2015. Information on program size based on full-time equivalent students (FTES), Student Success, and Student Achievement are presented below.

	Total Sections	F2F Sections	Dist Ed Sections	Total FTES	F2F FTES	Dist Ed FTES	Total Duplicated Headcount	F2F Duplicated Headcount	Dist Ed Duplicated Headcount
2011-12	4	4	0	7.74	7.74	0.00	89	89	0
2012-13	4	4	0	5.42	5.42	0.00	60	60	0
2013-14	4	4	0	6.05	6.05	0.00	72	72	0
2014-15	6	4	2	8.71	5.60	3.11	103	67	36
2015-16	7	4	3	8.10	3.83	4.27	95	44	51
4-Yr Chg (11-12 to 15-16)	75.0%	0.0%	—	4.6%	-50.5%	—	6.7%	-50.6%	—
1-Yr Chg (14-15 to 15-16)	16.7%	0.0%	50.0%	-7.0%	-31.5%	37.1%	-7.8%	-34.3%	41.7%

### RESIDENT FTES



### DUPLICATED HEADCOUNT



# 2015-16 ANNUAL PROGRAM REVIEW

## Addiction Studies

### DEMOGRAPHICS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Male	28	53.8%	11	30.6%	11	28.9%	21	33.3%	18	30.5%
Female	24	46.2%	24	66.7%	26	68.4%	42	66.7%	41	69.5%
Unknown	0	0.0%	1	2.8%	1	2.6%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
African American	3	5.8%	0	0.0%	1	2.6%	2	3.2%	2	3.4%
Asian	0	0.0%	0	0.0%	0	0.0%	1	1.6%	0	0.0%
Hispanic	10	19.2%	6	16.7%	6	15.8%	19	30.2%	17	28.8%
Native Amer/Alaska Native	0	0.0%	2	5.6%	1	2.6%	1	1.6%	1	1.7%
White Non-Hispanic	36	69.2%	27	75.0%	26	68.4%	36	57.1%	36	61.0%
Two or more races	3	5.8%	1	2.8%	3	7.9%	4	6.3%	3	5.1%
Unknown	0	0.0%	0	0.0%	1	2.6%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Age < 25	21	40.4%	10	27.8%	7	18.4%	19	30.2%	16	27.1%
Age 25 - 49	26	50.0%	18	50.0%	23	60.5%	34	54.0%	32	54.2%
Age 50 +	5	9.6%	8	22.2%	8	21.1%	10	15.9%	11	18.6%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	N	%	N	%	N	%	N	%	N	%
Median Age	31		34		35		29		32	
Youngest	17		17		17		17		18	
Oldest	61		59		63		61		86	

# 2015-16 ANNUAL PROGRAM REVIEW

## Addiction Studies

### COURSE SUCCESS

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Male	43	81.4%	14	64.3%	18	94.4%	35	80.0%	27	88.9%
Female	41	80.5%	44	88.6%	52	94.2%	61	85.2%	62	85.5%
Unknown	0	0.0%	1	100.0%	2	50.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
African American	4	100.0%	0	0.0%	2	100.0%	2	0.0%	2	100.0%
Asian	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Hispanic	19	89.5%	12	91.7%	11	72.7%	31	87.1%	27	92.6%
Native Amer/Alaska Native	0	0.0%	3	100.0%	3	100.0%	1	100.0%	2	50.0%
White Non-Hispanic	56	76.8%	41	78.0%	52	96.2%	57	82.5%	55	87.3%
Two or more races	5	80.0%	3	100.0%	3	100.0%	4	100.0%	3	33.3%
Unknown	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%

	2011-12		2012-13		2013-14		2014-15		2015-16	
	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success	Enrollment	Success
Age < 25	19	52.6%	16	87.5%	12	91.7%	26	73.1%	19	73.7%
Age 25 - 49	55	90.9%	31	80.6%	45	95.6%	53	86.8%	53	90.6%
Age 50 +	10	80.0%	12	83.3%	15	86.7%	17	88.2%	17	88.2%

NOTE: Enrollment = duplicated headcount, excluding audits, noncredit, and drops w/ no record.

# 2015-16 ANNUAL PROGRAM REVIEW

## Addiction Studies

### AWARDS

	Award Type	Award Title	Awards Conferred
2012-13	AA Degree	Addiction Studies	1
2013-14	Certificate	Addiction Studies	2
2014-15	AA Degree	Addiction Studies	1
	Certificate	Addiction Studies	3
2015-16	Certificate	Addiction Studies	1

ANNUAL PROGRAM  
CTE PROGRAM ADDENDUM

---

**ADDICTION STUDIES**  
**(2015-16)**

For all Career and Technical Education (CTE) Programs, please fill out the following worksheet as part of the required biennial review.

<b>1. Purpose of this Program</b>  Significantly Changed Purpose in the Last Two Years      Minor Changes in Purpose in the Last Two Years      No Changes in Purpose in the Last Two Years <div style="text-align: center;"><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></div> <p style="text-align: center;">(Description, mission, target population, etc.)</p>
<b>2. Demand for this Program</b>  High Demand      Adequate Demand for our students      Low Demand <div style="text-align: center;"><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></div> <p style="text-align: center;">(Labor market data, advisory input, etc.)</p>
<b>3. Quality of this Program</b>  Highest Quality      Meets Student Needs      Needs Significant Improvement <div style="text-align: center;"><input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></div> <p style="text-align: center;">(Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)</p>
<b>4. External Issues</b>  Benefits From and Contributes to External Issues      Complies with External Issues      Not Consistent with External Issues <div style="text-align: center;"><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></div> <p style="text-align: center;">(Legislation, CCCC mandates, VTEA, Tech Prep, CalWORKs, WIA, BOG Career Ladders, etc.)</p>
<b>5. Cost of this Program</b>  Income Exceeds Expenditures      Income Covers Expenditures      Expenditures Exceed Income <div style="text-align: center;"><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></div> <p style="text-align: center;">(Enrollment/FTEs generated &amp; in-kind contributions of time/resources minus salaries/equipment/supplies, etc)</p>
<b>6. Two-Year Plan</b>  Significant Growth Anticipated      On Track for Next Two Years      Need Significant Changes and/or Increased Resources to Continue <div style="text-align: center;"><input type="checkbox"/> ————— <input type="checkbox"/> ————— <input checked="" type="checkbox"/> ————— <input type="checkbox"/> ————— <input type="checkbox"/></div> <p style="text-align: center;">(Recommendations, project future trends, personnel and equipment needs, etc.)</p>



## **Addiction Studies Advisory Committee Meeting Minutes January 26<sup>th</sup>, 2017**

### **Present**

- ❖ Brad Deeds – Dean of Workforce Development and Instruction, Lake Tahoe Community College (LTCC)
- ❖ Brian Williams – Lieutenant, South Lake Tahoe Police Department and Adjunct Faculty – Criminal Justice, LTCC
- ❖ Christina Tibbetts – Health Education Coordinator, El Dorado County Health and Human Services Agency
- ❖ Elizabeth Fedor – Counselor, Tahoe Turning Point and Adjunct Faculty – Addiction Studies, LTCC
- ❖ Gizeh Martinez – Student Equity Program Assistant, LTCC
- ❖ Jamie Rhone – Career & Technical Technician Program Specialist, LTCC
- ❖ Jenna Palacio – Internship-Work Experience Adjunct Faculty, LTCC
- ❖ Jeremy Brown – Director of Institutional Effectiveness, LTCC
- ❖ John Martinez - District Director, Tahoe Center, California Conservation Corps
- ❖ Karen Naegeli – Mental Health Program Coordinator, El Dorado County Behavioral Health and Adjunct Faculty – Addiction Studies, LTCC
- ❖ Jeff Cowen – Board of Trustee, LTCC
- ❖ Melissa Liggett – Career & Technical Education Program Technician, LTCC
- ❖ Sabrina Owen – Manager of Mental Health programs, El Dorado County of Behavioral Health
- ❖ Sarah Marquez – Counselor, LTCC

The meeting was called to order at 3:05 p.m.

### **Welcome and Introductions**

Introductions were made around the room. Brad Deeds, the new Dean of Workforce Development and Instruction, joined LTCC in September of 2016. He comes with extensive experience in workforce development via the Nevada Department of Education. He was former state director of adult education, state High School Equivalency Administrator, and was responsible for distance education and corrections education for the state of Nevada. He is here to support the students and community and is looking forward to developing valuable partnerships.

Jeff Cowen was elected to the Lake Tahoe Community College Board of Trustees in 2014. He also owns the Blue Angel Café in South Lake Tahoe and has been involved with the Tahoe Regional Planning Agency for many years.

Sarah Marquez is a counselor for Enrollment Services and she also helps out with the Disability Resource Center.

Brian Williams has been a Lieutenant for the South Lake Police Department for over 30 years and will be retiring in two months. He will be taking a temporary hiatus from teaching at Lake Tahoe Community College.

Jenna Palacio has been the Adjunct Faculty/Coordinator for the Internship-Work Experience Department since October 2014 and is also involved with the Tahoe Regional Young Professionals as a board member. She is also part of the Lake Tahoe Visitor Authority's Marketing Advisory Committee and is on the South Lake Tahoe Planning Commission.



John Martinez is the current District Director at the Tahoe Center for the California Conservation Corps (CCC). The CCC works for a wide range of project sponsors throughout California, including state, federal, city and county agencies, school districts, nonprofit organizations and private industry. Corps members are recruited statewide. The CCC helps members continue their training and education after the Corps and members can earn up to \$5,000 in scholarships. Corps members can simultaneously earn two types of scholarships – the CCC Scholarship and the Corps Networks AmeriCorps Education Award. Both scholarships help them to get the training and education they need for the job, career or other endeavor of their choice. These scholarships also provide an incentive and reward to corps members completing one year of service. John would like to expand corps members' opportunities at LTCC and invited committee members to contact him.

Sabrina Owen is the Manager of Mental Health Programs for El Dorado County of Behavioral Health since the early 2000's and has been in the South Lake Tahoe area since the 90's. Christina Tibbits is also employed with the El Dorado County of Behavioral Health.

## Program Overview and Biennial Review

Brad reviewed certificate and degree completion data, student enrollments/Full-Time Equivalent Students (FTES), and completion rates for the Addiction Studies program.  $FTES = (\text{Census Day Enrollment} \times \text{Weekly Student Contact Hours} \times \text{Term Length Multiplier}) / 525$  is a standardized measure of student enrollment at a department, division, or an institution. In a FTES, a student's actual course load is standardized against the normal (i.e., basic) course load. A FTES of 1.0 for a student "means that the student is equivalent to a full-time student, while an FTES of 0.5 for a student" means that the student is half-time. **The total FTES for 2015-16, including face-to-face and online students, for Addiction Studies is 8.10. The total duplicated headcount is 95 students.** The numbers indicate the program is solid. **FTES has increased by 4.6% since 2011-12. The majority of students are between the ages of 25-49 years of age, at 54.2%. Female students are at 69.5% for 2015-16.** Possible funding sources might be explored to attract more males in Addiction Studies; such students are considered "Non-trads" or Non-traditional students, for example, males in nursing or "women" in fire science. The Addiction Studies program is small but steady and cost effective. **In 2015-16, one certificate and one Associate's degree was awarded.** Student earnings and employed could also be tracked after graduation to get a better view of student success.

The majority of students use the Addiction Studies program as a stepping stone to a psychology or addiction studies degree. Most treatment programs require substance abuse counselors to have a bachelor's or master's degree and past experience with addiction and mental health treatment.

## Informational Flyers

Brad presented the Addiction Studies "Pathways to Completion" flyer and explained they are created by Melissa Liggett. They include the detailed schedule for the entire academic year and are intended to assist students and counselors with academic planning as they map out their academic calendar.

## Update on Online Delivery

Karen Naegeli has been teaching addiction studies courses at LTCC for the last three years. The first year was not a smooth transition into the online modality but the second year was better. Students come from across the state and beyond. There is a wide variety of student interest in the program. One student was a licensed Marriage and Family Therapist (MFT) and was looking to expand her education. Many students are looking to solve their own addiction issues. This year there seems to be a lot of late registration requests this quarter and may be due to the difficulty of student access to the LTCC campus because of snow closures. This winter quarter has been unique as LTCC was forced to close the college for several days due to heavy snow and flooding conditions. The snow closures do not affect online classes. Betsy Fedor's face-to-face course has yet to meet, physically, this quarter.



She has been in communication with students via email and phone. Her and other classes will meet extra days (Fridays in March) and finals week, and instructors will be flexible with the students to make up any missed class time. Another resource Instructors can use to make up the missed time is the online portal, Canvas, which Karen uses for her courses. Instructors can use this as a means of communication to students, however, unless an online addendum has been previously filed, this cannot be used as a means to make up any missed contact hours. The course COU-124 "Group Leadership" has not been previously offered online due to the high amount of group exercises required. This course also has a critical student to student interaction component and should be offered only as a face-to-face class. COU 126 "Intervention & Referral Techniques" was also a difficult course to offer online due to the amount of role playing exercises required and an effort to find a way for students to upload videos of a mock crisis counseling session will be explored for next offering. Karen also changed the textbooks on some of the courses. It has been difficult finding an up-to-date textbook that has all of the required information for the course.

Some students are struggling with the curriculum or do not participate fully with the reading assignments, etc. There is a link in adjunct's passport account where he/she can report a student that needs extra support. Information about the "Retention Alert" can be found in Passport or by clicking:  
<https://portal.ltcc.edu/facstaffresources/Documents/Retention%20Alert%20Handout.pdf>

### **CAADE Renewal due March 2018 and CCAPP Renewal due October 2017**

The California Association for Alcohol/Drug Educators or CAADE renewal was last completed in 2013. Under the direction of former Dean Virginia Berry, Karen Naegeli worked closely with Jamie Rhone to submit the application and required paperwork to become accredited with the California Consortium of Addiction Programs and Professionals or CCAPP. The Addiction Studies curriculum was modified to focus on the amount of hours spent on "ethical" issues to accommodate the requirements of CCAPP. All course outlines include topics on ethics and instructors will supplement their courses with handouts. Karen Naegeli suggested a 48-hour "Ethics" course be created to supplement the AS Degree and Certificate. The renewal is due in October of 2017.

### **Internship Opportunities**

Jenna Palacio, Internship/Work Experience Instructor, acknowledged the valuable partnerships in the room and thanked the group for their support of the program. This is an amazing group and the Internship program would not be able to succeed without their participation. A successful Internship is based on professionalism and performance to measurable work site learning objectives directly related to the student's career goals. Students are vetted before entering the program as not all students are ready for an internship.

In 2015-16, Jenna worked with Dean Virginia Berry to re-structure the course COU 134 and the related "Fieldwork" packet. Students previously earned one unit for every 40 hours of volunteer work or 50 hours of paid employment, up to 3 units per quarter. Students would have to repeat the course three times, in order to complete the nine units of field experience required to meet industry certifications. The new packet includes the modified version of COU 134, which allows students to earn one unit for every 40 hours of volunteer work per or 50 hours of paid employment, up to six units per quarter. This will allow the internship student more flexibility and to be able to earn "fieldwork" hours in a shorter amount of time. Students can also take COU 132 "Occupational Work Experience", which is for students who are employed in jobs related to their educational goals, or COU 133 "Internship - Occupational Work Experience", a supervised worksite placement the student earns which is related to the student's educational goals.

## Student Learning Outcome Assessments

There were four assessment reports completed for Addiction Studies in 2015-16:

- Paul Gessford assessed COU-120 "Introduction to Alcohol & Drug Studies" in the fall of 2015 and reiterated that the majority of students are in their own recovery and engaged in this program.
- Karen Naegeli assessed COU-126 "Intervention & Referral Techniques" in the fall of 2015 and expressed the need to have the ability to upload videos of students in a mock crisis due to the large participation of role playing required.
- Betsy Fedor assessed COU-124 "Group Leadership & Process" in the spring of 2016 and also expressed the need to keep this course as a face-to-face class due to the huge amount of group work involved. She also mentioned she had numerous individuals with behavioral issues in the classroom. Karen explained she tends to have less disruptive behavior due to the nature of an online course.
- Rich Barna assessed COU-127 "Dual Disorders and Mental Health Issues" in the spring of 2016. Half of his students were academically prepared, however, the other half lacked study skills and focus. As a result, only half the class passed the final exam and class.

## General Discussion

It is important to keep a neutral position in the classroom as this is a small town and many students already know the instructors or visa-versa. It can be difficult when students address personal issues in the classroom. It is important to set boundaries on the first day of class.

After offering various Addiction Studies courses for over two years, the Addiction Studies Faculty collectively decided COU 120 "Introduction to Alcohol and Drug Studies", COU 121 "The Physical, Chemical, and Behavioral Effects of Alcohol and Drugs", COU 123 "Alcohol and Drug Prevention and Education", and COU 127 "Dual Disorders and Mental Health Issues" are the only Addiction Studies courses we should be offering online. The other courses, COU 122 "Rehabilitation and Recovery from Alcohol and Drug Abuse", COU 124 "Group Leadership and Process", and COU 125 "Counseling the Family of Addiction Persons" should be only taught in face-to-face format.

The Addiction Studies Faculty also noted some of our course titles should be changed to reflect the updated vernacular and industry-recognized terminology. Recommendations are in red:

- ~~COU-120 Introduction to Alcohol and Drug Studies~~ Introduction to Substance Use Disorders Studies
- ~~COU-121 The Physical, Chemical, and Behavioral Effects of Alcohol and Drugs~~ The Physical, Chemical, and Behavioral Effects of Substance Use Disorders
- ~~COU-122 Rehabilitation and Recovery from Alcohol and Drug Abuse~~ Rehabilitation and Recovery from Substance Use Disorders
- ~~COU-123 Alcohol and Drug Prevention and Education~~ Substance Use Disorders Prevention and Education
- COU 124 Group Leadership and Process
- COU 125 Counseling the Family of Addicted Persons
- COU 126 Intervention and Referral Techniques
- ~~COU-127 Dual Disorders and Mental Health Issues~~ Co-occurring Disorders

**The following handouts were presented as an attachment to the meeting minutes:**

- Annual Program Review (2015-16) – Addiction Studies
- CTE Program Addendum (2015-16) – Addiction Studies
- Pathways to Completion Flyer (2016-17) – Addiction Studies
- LTCC Catalog Page 61 (2016-17) – Addiction Studies
- Advisory Committee Minutes (2-17-16) – Addiction Studies

The meeting adjourned at 4:20 p.m.

Respectively submitted,  
Melissa Liggett  
Career & Technical Education Technician

# ADDICTION STUDIES

## Pathways to Completion – Certificate of Achievement

**\*REQUIRED COURSES [32 units] See back page**

**\*\*SELECT 2 COURSES [8 units] See back page**

**\*\*\*CAADE and CCAPP Certification [9 units minimum]**

*Summer 2016 See back page*

■ **COU 120-01 Introduction to Alcohol and Drug Studies\***  
Online! 6/20 – 7/29/16 [4 units]

■ **COU 134 -01\*\*\* TBA 6/27 - 9/16/16 [3 units]**  
■ **PSY 101-01\*\* Online! 6/20 – 7/29/16 [4 units]**  
■ **PSY 202-01\*\* Online! 6/20 – 7/29/16 [4 units]**  
■ **SOC 101-01\*\* Online! 6/20 – 7/29/16 [4 units]**

*Fall 2016*

■ **COU 125-01 Counseling the Family of Addicted Persons\***  
Online! 9/19 - 12/8/16 [4 units]

■ **COU 126-01 Intervention and Referral Techniques\***  
M: 6:00PM - 9:50PM 9/19 - 12/05/16 [4 units]

■ **COU 109-01\*\* TH: 6:00 – 8:50PM 9/22 - 12/6/16 [4 units]**  
■ **COU 134 -01\*\*\* TBA 9/19 - 12/8/16 [1-6 units]**  
■ **PSY 101-01\*\* TTH: 1:00 - 2:50PM 9/20 - 12/8/16 [4 units]**  
■ **PSY 101-02\*\* MW: 4:00 – 5:50PM 1/9 – 3/29/17 [4 units]**  
■ **PSY 101-03\*\* Online! 9/19-12/8/16 [4 units]**  
■ **PSY 101-04\*\* Online! 9/19-12/8/16 [4 units]**  
■ **PSY 202-01\*\* Online! 9/19-12/8/16 [4 units]**  
■ **SOC 101-01\*\* MW: 11:00AM - 12:50PM 9/19-12/5/16 [4 units]**  
■ **SOC 101-02\*\* Online! 9/19 - 12/8/16 [4 units]**

*Winter 2017*

■ **COU 121-01 The Physical, Chemical, and Behavioral Effects of Alcohol and Drugs\* M: 6:00 - 10:25PM 1/9 - 3/31/17 [4 units]**

■ **COU 123-01 Alcohol and Drug Prevention and Education\***  
Online! 1/9 - 3/31/17 [4 units]

■ **COU 134 -01\*\*\* TBA 1/9 - 3/31/17 [1-6 units]**  
■ **PSY 101-01\*\* T/TH: 10:00 - 11:50AM 1/10 - 3/28/17 [4 units]**  
■ **PSY 101-02\*\* M/W: 4:00-5:50PM 1/9 - 3/29/17 [4 units]**  
■ **PSY 101-03\*\* Online! 1/9 - 3/31/17 [4 units]**  
■ **PSY 101-04\*\* Online! 1/30 - 3/10/17 [4 units]**  
■ **PSY 202-01\*\* Online! 1/30 - 3/10/17 [4 units]**  
■ **SOC 101-01\*\* Online! 1/9 - 3/31/17 [4 units]**

*Spring 2017*

■ **COU-122-01 Rehabilitation and Recovery From Alcohol and Drug Abuse\* M: 6:00 - 10:25PM 4/10 - 6/26/17 [4 units]**

■ **COU 125-01 Counseling the Family of Addicted Persons\***  
W: 6:00 - 9:50PM 4/12 - 6/28/17 [4 units]

■ **COU 127-01 Dual Disorders and Mental Health Issues\***  
Online! 4/3 - 6/22/17 [4 units]

■ **COU 134 -01\*\*\* TBA 4/10 - 6/29/17 [1-6 units]**  
■ **PSY 101-01\*\* T/TH: 1:00 - 2:50PM 4/10 - 6/29/17 [4 units]**  
■ **PSY 101-02\*\* M: 6:00 - 7:50PM 4/10 - 06/26/17 [4 units]**  
■ **PSY 101-03\*\* Online! 4/10 - 6/29/17 [4 units]**  
■ **PSY 202-01\*\* Online! 4/10 - 6/29/17 [4 units]**  
■ **SOC 101-01\*\* Online! 4/10 - 6/29/17 [4 units]**

**Students are required to meet with a counselor to develop an Educational Plan. All schedules subject to change!**