Course Outline

NEW: March/2008

Program: Older Adults

Course of Study: Older Adults

Course: 6:6008 Health Literacy

52-01-57

Mental Fitness/Memory Enhancement/Software Applications

Course Description:

This competency-based course provides hands-on training in the use of techniques to improve memory skills in the still active senior, and facilitates the use of software applications to improve memory performance and monitor progress with quantifiable outcomes. Instruction includes: theories on how memory works, reasons for forgetfulness, the effect of aging and stress on memory, the definitions of Alzheimer's disease, dementia, and age associated memory impairment, and practical strategies for improving memory, including 40+ hours of guided practice using software applications. The course outline integrates the competency-based components with SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

Credits: 0*  

Prerequisites:
None

*This is a non-credit course and may be repeated to learn specific competencies.
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Outline Competency-Based Components</td>
<td>2-3</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>4</td>
</tr>
<tr>
<td>Competency-Based Components for the Mental Fitness/Memory Enhancement/Software Applications Course</td>
<td>5-11</td>
</tr>
<tr>
<td>Definitions of SCANS Competencies and Foundation Skills</td>
<td>12-14</td>
</tr>
<tr>
<td>Suggested Instructional Materials and Other Resources</td>
<td>15-16</td>
</tr>
<tr>
<td>Teaching Strategies and Evaluations</td>
<td>17</td>
</tr>
<tr>
<td>Teacher Feedback Form</td>
<td>18-19</td>
</tr>
</tbody>
</table>
COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOCATED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

The contributions of BERNADETTE HADERLEIN and ARLENE TORLUEMKE are gratefully acknowledged for the development of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

ARLENE TORLUEMKE
Teacher Adviser
Older Adults

APPROVED:

ED MORRIS
Interim Assistant Superintendent
Division of Adult and Career Education
# CBE Competency-Based Education

## COMPETENCY-BASED COMPONENTS

for the Mental Fitness/Memory Enhancement/Using Software Applications Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMUM COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. INTRODUCTION</strong></td>
<td>1. Define course objectives.</td>
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<td>2. Discuss class procedures and policies.</td>
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<td>3. Identify role/expectations of course.</td>
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<td>4. Discuss how memory serves us.</td>
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<td>5. Describe the two types of memory.</td>
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<td>a. Short-term memory</td>
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<td>b. Long-term memory</td>
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<td>6. Identify common memory problems.</td>
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<td>7. Discuss significance of class lessons in everyday life.</td>
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<td>8. Describe the software program that will be used in class.</td>
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<td></td>
<td>9. Discuss the research associated with the software.</td>
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<td></td>
<td>10. Identify other software available to enhance memory performance.</td>
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<td>11. Demonstrate the proper use of a computer mouse.</td>
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<td></td>
<td>12. Complete the demonstration exercises included in the software.</td>
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<td></td>
<td>13. Complete the pre-test calibration included in the software.</td>
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</tbody>
</table>

**COMPETENCIES**
- Resources: Allocates Time
- Interpersonal: Participates as Member of a Team
- Information: Acquires and Evaluates Information/Interprets and Communicates Information
- Systems: Understands Systems

**FOUNDATION SKILLS**
- Basic Skills: Listening/Speaking
- Thinking Skills: Decision Making
- Personal Qualities: Sociability/Self-Management

(4 hours)

(52-01-57)
B. HOW MEMORY WORKS

Understand how registration, retention, and retrieval are achieved.

1. Discuss the three stages of memory.
   a. Registration
   b. Storage
   c. Retrieval

2. List the four factors that determine how we register: attitude, interest, attention, and organization.

3. Describe several reasons why older persons may find it difficult to register information.


5. Explain how retrieving consists of recall and recognition.

6. Discuss working memory.

7. Discuss brain processing speed.

8. Explain the "Tip-of-the-Tongue" phenomenon.


10. Describe the benefits of mental stimulation to the function of short-term and long-term memory.

11. Identify different types of exercises that promote strong cognitive health.

12. Identify software programs that strengthen cognitive performance levels.

13. Describe "training at threshold".

COMPETENCIES

Resources: Allocates Time/Allocates Human Resources
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Interprets and Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

FOUNDATION SKILLS

Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management/Self-Esteem

(6 hours)
C. THEORIES CONCERNING FORGETFULNESS

Understand some reasons for forgetfulness.

1. Discuss myths about memory loss and forgetfulness.
2. Define absentmindedness.
3. Identify factors in forgetting:
   a. habit
   b. automatic gestures
   c. stress
   d. fatigue
   e. distractions
   f. false assumptions
   g. familiar environment
4. Discuss emotional causes for memory lapses (i.e., anxiety, depression, elation).
5. Discuss physical causes for memory lapses (i.e., malnutrition, dehydration, social isolation).
6. Identify the effect of certain medications on memory.
7. Identify the problems of overmedication and medication interactions.
8. Identify the effects of alcohol on memory.

COMPETENCIES
Information: Acquires and Evaluates Information/Interprets and Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

FOUNDATION SKILLS
Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management/Self-Esteem

D. THE EFFECT OF THE AGING PROCESS ON MEMORY

Understand how the aging process affects memory.

1. Discuss the physiological changes in normal aging (i.e. tiring easily, reduced perception, shorter attention span, greater sensitivity to interference, lack of spontaneous organization, reduced ability to do several things at once, slightly reduced memory capacity).
2. Discuss the psychosocial and emotional changes common to aging (i.e., midlife changes, retirement, living alone, losses, depression, mental attitudes).
3. Explain the effects of divided attention on memory.
4. Discuss why it seems more difficult to learn new things as we age.
### COMPETENCIES
- Information: Acquires and Evaluates Information/Interprets and Communicates Information
- Systems: Understands Systems/Monitors and Corrects Performance

### FOUNDATION SKILLS
- Basic Skills: Listening/Speaking
- Thinking Skills: Decision Making
- Personal Qualities: Sociability/Self-Management/Self-Esteem

### E. THE EFFECT OF LIFE STYLES ON MEMORY

Understand how life styles affect memory.

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<tbody>
<tr>
<td>1.</td>
<td>Explain the effect of nutrition on memory.</td>
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<td>2.</td>
<td>Describe the effects of medication on memory.</td>
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<tr>
<td>3.</td>
<td>Describe the effects of stress and/or tension on memory.</td>
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<td>4.</td>
<td>Identify personal stressors.</td>
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<td>5.</td>
<td>Discuss how relaxation can aid memory.</td>
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<td>6.</td>
<td>Describe the effects of lack of physical activity on memory.</td>
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<td>7.</td>
<td>Describe the effects of hearing/vision problems on memory.</td>
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<td>8.</td>
<td>Describe the effects of fatigue on memory.</td>
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<td>9.</td>
<td>Describe the effect of lack of sleep (or insomnia) on memory.</td>
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<tr>
<td>10.</td>
<td>Describe the effects of lack of organization in your daily life on memory.</td>
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<td>11.</td>
<td>Describe the effect of a lack of mental stimulation on memory.</td>
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<tr>
<td>12.</td>
<td>Describe the effect of negative expectation on memory.</td>
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<tr>
<td>13.</td>
<td>Describe the lack of social interaction on memory.</td>
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<tr>
<td>14.</td>
<td>Describe the effect of loss and grief on memory.</td>
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<tr>
<td>15.</td>
<td>Discuss negative brain plasticity.</td>
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</tbody>
</table>

### COMPETENCIES
- Interpersonal: Participates as Member of a Team
- Information: Acquires and Evaluates Information/Interprets and Communicates Information
- Systems: Understands Systems/Monitors and Corrects Performance

### FOUNDATION SKILLS
- Basic Skills: Listening/Speaking
- Thinking Skills: Decision Making
- Personal Qualities: Sociability/Self-Management/Self-Esteem

(4 hours)
F. DEMENTIA AND OTHER MEDICAL CONDITIONS WHICH EFFECT MEMORY

Understand medical conditions which affect memory.

1. Define dementia.
2. Discuss conditions which may cause or mimic dementia:
   a. brain tumors, head injuries, metabolic changes, thyroid problems, nutritional deficiencies
   b. toxins, including chronic alcohol abuse, drugs or medication
   c. normal-pressure hydrocephalus
   d. depression
   e. delirium
3. Identify signs and symptoms of Alzheimer’s disease:
   a. increasing and persistent forgetfulness
   b. difficulties with abstract thinking
   c. difficulty finding the right word
   d. disorientation
   e. loss of judgement
   f. difficulty performing familiar tasks
   g. personality changes

COMPETENCIES
Resources: Time/Human Resources
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Interprets and Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

FOUNDATION SKILLS
Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management/Self-Esteem

G. PRACTICAL STRATEGIES FOR IMPROVING MEMORY

Demonstrate knowledge of practical strategies for improving memory.

1. Identify preconditions for improving memory.
2. Discuss three external techniques: written reminders, auditory reminders, environmental change.
3. Establish goals for memory improvement.
4. Discuss two memory processing styles.
   a. Auditory
   b. Visual
5. Describe the research outcomes of the software.
6. Discuss the learning modules included in The Brain Fitness Program
   a. “High or Low?”
   b. “Tell Us Apart”
   c. “Match it!”

(2 hours)
d. “Sound Replay”
e. “Listen and Do”
f. “Storyteller”

7. Discuss the learning modules included in InSight:
a. “Bird Safari”
b. “Jewel Diver”
c. “Master Gardner”
d. “Road Tour”
e. “Sweep Seeker”

8. Discuss the learning modules included in other software applications.

9. Understand the role of each module toward improving memory.

10. Discuss the role of neuromodulators in learning and memory.

11. List the neuromodulators:
a. Acetylcholine
b. Dopamine
c. Norepinephrine

12. Describe the way each neuromodulator shapes learning and memory:
a. Acetylcholine--released when you are learning under conditions that require sharp focus; helps you to “tune in” in ways that sharpen memory
b. Dopamine—released when you expect to be rewarded; released when you feel good about achieving goals or when you chuckle or grin
c. Norepinephrine—released whenever you encounter something new or surprising; the brain’s way of alerting you to new information.

Competencies
Resources: Time/Human Resources
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/Interprets and Communicates Information
Systems: Understands Systems/Monitors and Corrects Performance

Foundation Skills
Basic Skills: Listening/Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/Self-Management/Self-Esteem

(4 hours)
H. MEMORY TRAINING

Using the instructional software, train at threshold to improve cognitive health.

1. Demonstrate use of modules included in the software.
   a. “High or Low?”
   b. “Tell Us Apart”
   c. “Match it!”
   d. “Sound Replay”
   e. “Listen and Do”
   f. “Storyteller”

2. Demonstrate the use of modules included in the visual processing software:
   a. “Bird Safari”
   b. “Jewel Diver”
   c. “Master Gardner”
   d. “Road Tour”
   e. “Sweep Seeker”

3. Demonstrate the ability to start, run, and end each session of the software program.

4. Complete the exercise modules included in the software.

5. Discuss the value of journaling.

6. Demonstrate reflective journaling.

7. Understand the progress screens that follow each session.

8. Discuss the visual rewards that accompany each exercise.

(46 hours)

I. EVALUATION

Understand the progress achieved.

1. Discuss progress in each learning module of the software.

2. Discuss improvement in brain processing speed.

3. Discuss improvement in working memory.

4. Identify and discuss application of progress.

5. Discuss strategies to improve performance in the software modules.

(2 hours)
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of Competencies

Resources

• Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
• Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
• Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
• Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information

• Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
• Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
• Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
• Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal

• Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
• Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
• Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
• Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
• Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
• Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

Systems
• Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
• Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
• Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

Technology
• Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
• Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
• Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills
• Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
• Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
• Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
• Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
• Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
• Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills
• Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
• Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
• Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
• Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
• Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
• Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

Personal Qualities

- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEACHER RESOURCE MATERIALS

Software:


Other Resources:


RESOURCE PERSONS

Subject area adviser
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion
B. Student demonstration and participation
C. Multimedia presentations

EVALUATION

A. Teacher observation
B. Self assessment
C. Software tracking
TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name ________________________________ Date ________________________________

School ________________________________ Contact Number ________________________________

Feedback

Course Number and/or Title of Course _____________________________________________________

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

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<tr>
<th>Statement</th>
<th>Yes</th>
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<tbody>
<tr>
<td>1. This outline is easy to use.</td>
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<td>2. This outline contains appropriate content for the course.</td>
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<td>3. This outline reflects the needs of my students.</td>
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<td>4. This outline reflects the current educational standards.</td>
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<td>5. I use this outline to plan my lessons.</td>
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<td>6. I use the materials/textbook suggested for use with this course.</td>
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<td>7. The materials/textbooks suggested for use with this course correlate with the competencies.</td>
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Comments for above statements:
Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?

2. What is the most helpful section or feature of this course outline? Why?

3. What section or feature of this course outline do you use the least? Why?

4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

<table>
<thead>
<tr>
<th>Error</th>
<th>Correction</th>
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Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Building, 18th Floor, Room 185.
Statement for Civil Rights

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