SCIT Southern California Institute of Technology

2026 CATALOG

PUBLISHED: January 1, 2026
FOR PERIOD: January 1, 2026 - December 31, 2026

Table of Contents

All information contained in this catalog is subject to revision. While every effort has been made to ensure the accuracy of the courses, descriptions, curricula, degree requirements, policies, dates, and fees presented, the institution reserves the right to modify or discontinue any content at any time and without prior notice. Any changes to this catalog will be documented in a Catalog Addendum, which will be provided in conjunction with this catalog. Each Catalog Addendum is incorporated by reference and becomes effective as of the date specified therein.

ABOUT SCIT

MISSION STATEMENT

We seek to create a hands-on learning experience within a student-centric culture that teaches industry relevant skills, fosters ingenuity, nurtures teamwork, develops critical thinking, and has a transformative impact on students seeking professional success in order to advance our communities.

VISION & PURPOSE

Founded to deliver effective, quality education focusing on application of technology, SCIT will be a leader in producing technological talent by:

- Affording the opportunity for students to apply their knowledge and reinforce their learning through hands-on instruction;
- Fostering ingenuity and a mindset of intellectual curiosity;
- Empowering students with the industry relevant knowledge and skills to seek greater opportunities;
- Supporting a dynamic faculty dedicated to teaching, mentoring, and encouraging students;
- Offering comprehensive curricula that is responsive to the needs of students, employers and communities.

VALUES

We value a culture of integrity, accountability, teamwork and professionalism, thus enriching the learning environment and preparing our students to succeed as industry and community leaders.

DIVERSITY, EQUITY AND INCLUSION STATEMENT

SCIT is committed to creating a diverse community that is inclusive, responsive and supportive of each and all of its students, faculty and staff. The institute seeks to promote diversity in its many forms, including, but not limited to, ethnicity, gender, age, religion, disability, sexual orientation, place of origin and socioeconomic status. The institute recognizes that students benefit from a learning atmosphere that is inclusive of participants from all manner of backgrounds, and encourages students to maintain diverse perspectives throughout their lives and strive to be responsible members of our community grounded on shared principles of fairness and respect toward one another.

HISTORY OF THE COLLEGE

Southern California Institute of Technology (SCIT) was founded in 1987 by a small team of educators with a vision to build an institution that prides itself on providing quality education by means of an application centered, hands-on teaching approach. SCIT first opened its doors in Anaheim, CA with a single classroom and offered diploma programs in the areas of electronics and computers.

The institution became accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) in 1995 and soon thereafter began offering Associates and Bachelor's degrees in the engineering and business disciplines.

The institution grew over the years and built a reputation within the business community for producing technically qualified graduates. The institution received many equipment donations from various companies from time to time and has used those donations along with substantial internal investments to build educational lab facilities to support its mission of providing quality hands-on education.

Since its inception, SCIT has attempted to bridge the positive qualities of multiple types of higher education institutions across the educational spectrum, from trade schools to traditional four year universities. The school seeks to develop an educational curricula that meet the academic standards expected of senior colleges and universities while also infusing a hands-on educational approach that provides an academic experience where conceptual topics are cemented into the learning process through application based lab work.

LEGAL STATUS

Southern California Institute of Technology is a wholly owned subsidiary of Southern California Education Corporation, Anaheim, California. CEO: Parviz Shams.

SCIT does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

ACCREDITATION

Southern California Institute of Technology is accredited by the Accrediting Commission of Career School and Colleges (ACCSC). ACCSC is recognized by the U.S. Department of Education as an accrediting agency. All programs listed in this catalog are accredited by ACCSC as of this Catalogs publication date.

AGENCIES & APPROVALS

Southern California Institute of Technology is a private institution approved to operate in the State of California by the Bureau for Private Postsecondary Education. Approval to operate means being in compliance with state standards as set forth in the CEC and 5, CRC. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, www.bppe.ca.gov, toll free telephone number (888) 370-7589 or by fax (916) 574-8900. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. Additional approvals include:

- SCIT is approved to participate in federal student aid programs
- SCIT is approved to participate in veterans education benefits programs under Title 38 of the GI Bill® for eligible veteran students. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the

official U.S. government Web site at
https://www.benefits.va.gov/gibill.

- SCIT is approved by the California Department of Industrial Relations, Division of Apprenticeship Standards to offer the Whole General Electrician Curriculum
- SCIT is approved to issue I-20 Visas to admit foreign students
- SCIT is approved to provide training for the Workforce Investment Act (WIA)

ARTICULATION AGREEMENTS

Southern California Institute of Technology has not entered into any articulation or transfer agreement with any other college or university.

BOARD OF TUSTEES

The Board of Trustees is responsible for ensuring that Southern California Institute of Technology achieves its mission and purpose and maintains its academic and financial integrity as an institution of higher learning. The following are members of the Board of Trustees:

- Frank Akef
- Babak Ardalan
- Rosa Belerique
- Shahab Dadjou
- Richard Osborn
- Parviz Rashti
- Parviz Shams
- Sam Brian Shams
- Lissa B. Wayne

CAMPUS & FACILITIES

SCIT maintains an educational facility consisting of 40,000 square feet of classroom and laboratory space. The institution, the facilities it occupies, and the equipment utilized, fully comply with any and all federal, state, and local ordinances and regulations, including those requirements as to fire, building, and health safety. Instruction is in residence at the current facility with both day and night classes. The campus includes 25 classrooms and 12 instructional laboratories. Other school amenities include a student lounge, library, and access to high speed internet. SCIT's laboratory facilities include:

- **Biomedical Instrumentation:** The Biomedical Instrumentations Lab provides a dynamic and immersive clinical simulation, featuring a comprehensive array of electronic medical devices. These include, but are not limited to, patient monitoring systems, infusion pumps, cardiac defibrillators, ultrasound machines, neonatal equipment, and various other essential biomedical instruments. Within this simulated environment, students delve into the intricacies of device functionalities and preventative maintenance, gaining hands-on experience in troubleshooting and repairing these instruments with a keen adherence to established standards.
- **Code Special Topics:** The Code Special Topics Lab offers students the opportunity to apply their skills in real-world scenarios through hands-on projects designed to enhance their expertise in specialty electrical areas. Faculty members in the electrical department curate projects that mirror the

challenges students are likely to face in professional settings. These encompass a range of tasks, from large conduit bending to low voltage electrical installations like alarm or fire systems, as well as engaging projects like solar installation and other pertinent topics.

- **Computer Networking and Cybersecurity**: The Computer Networking and Cybersecurity Lab integrates both on-premises and virtual networking systems and devices, encompassing servers, clients, routers, switches, and firewalls. Here, students undergo comprehensive training in the installation, administration, security, and configuration of clients, servers, and network devices. This encompasses the crucial skill set required to establish and maintain network infrastructures tailored to the diverse needs of businesses, ranging from small enterprises to large corporations.
- **Electrical Wiring**: The Electrical Wiring Lab provides a diverse learning environment featuring both wood-framed and steel-framed setups, with multiple lab stations dedicated to hands-on activities. Here, students engage in the installation of wiring and electrical devices in accordance with the National Electrical Code (NEC) standards for both residential and commercial applications. Through practical exercises, students acquire proficiency in working with panels, breakers, receptacle switches, motion sensors, timers, fluorescent lighting, recessed lighting, and various other components. The lab is meticulously designed to replicate real-world jobsites, strictly adhering to safety standards. This immersive setting ensures that students become well-versed in NEC standards applicable to both residential and commercial structures.
- **Electric Motor Control**: The Electric Motor Lab provides a learning environment allowing students to learn various control techniques commonly employed across a diverse spectrum of electric motors, with a specific emphasis on speed control methodologies. This immersive learning environment provides students with extensive hands-on experience, allowing them to work with and understand the intricacies of a wide range of motors. These include, but are not limited to, AC motors, DC motors, dual voltage repulsion motors, 3-phase motors, synchronous motors, and an array of other motor types. Through this multifaceted exposure, students not only develop a nuanced understanding of motor dynamics and control strategies but also hone their practical skills in implementing these techniques across various motor configurations.
- **Electric Machines**: The Electric Machines Lab is an advanced setup curated to offer students immersive training in diverse control strategies commonly applied to various types of electric machines, with a particular focus on effective performance modulation. This dynamic learning space facilitates hands-on exploration and experimentation with an extensive array of electric machines, encompassing AC machines, DC machines, dual voltage repulsion machines, 3-phase machines, synchronous machines, and a myriad of other machine configurations. Through this comprehensive exposure, students not only cultivate a nuanced understanding of electric machine dynamics and control methodologies but also refine their practical skills in implementing these strategies across a spectrum of machine types, preparing them for the multifaceted challenges encountered in real-world applications.
- **Electronics Lab**: The Electronics Lab is an inclusive learning environment crafted to introduce students to fundamental

concepts in circuit analysis, digital electronics, and semiconductor principles. This comprehensive setting enables hands-on exploration as students delve into the essentials of circuit analysis, gaining proficiency in understanding and manipulating electronic circuits. Additionally, the lab provides a platform for students to grasp foundational digital electronics concepts, allowing them to work with binary systems, logic gates, and digital circuit design. Furthermore, the lab curriculum incorporates semiconductor principles, providing students with a solid foundation in the behavior and applications of semiconductors in electronic devices. Through practical exercises and experimentation, students not only acquire theoretical knowledge but also develop the skills necessary to apply these concepts in real-world scenarios, preparing them for the multifaceted realm of electronics.

- **Engineering Design**: The Engineering Design Lab serves as an expansive and collaborative workspace, providing senior students with a dedicated environment to embark on their capstone projects. This well-equipped lab features an array of engineering tools and devices, empowering students to conceive, design, and construct innovative devices that seamlessly integrate a myriad of interdisciplinary concepts acquired during their academic journey. Whether working independently or in teams, students undertake the challenge of bringing their projects to fruition. Upon completion, they submit comprehensive reports detailing the intricacies of their designs and assessing the market feasibility of their envisioned products. This dynamic and hands-on lab experience not only fosters creativity and problem-solving skills but also prepares students for the practical complexities of engineering projects in the professional arena.

- **Industrial Automation**: The Industrial Automation Lab provides students with a hands-on opportunity to conceptualize, design, and implement automation processes. Delving into the intricate world of industrial automation, students gain insights into diverse sensor technologies and their integration with Programmable Logic Controller (PLC) inputs. Through the application of ladder logic programming, students master the art of orchestrating these inputs to achieve specific objectives. For instance, students learn to program a PLC to precisely control the speed of a conveyor belt in response to a triggered input, such as pressing a button. This automated conveyor system efficiently transports a block to a predetermined endpoint, initiating subsequent processes. This immersive lab experience not only equips students with practical knowledge in industrial automation but also nurtures creativity in the realm of automation.

- **Pneumatics**: The Pneumatics Lab is an innovative learning space, comprising structured steel racks housing an assortment of pneumatic valves and regulators. Its primary objective is to provide students with comprehensive training on the precise control of pneumatic-based mechanics using Programmable Logic Controllers (PLCs). Featuring a diverse array of valves and regulators, the lab offers students hands-on experience with various motions achievable through pneumatic devices. Within this dynamic setting, students are introduced to a spectrum of techniques for effectively managing solenoid valves. Notably, the lab emphasizes the utilization of PLC units to transmit precise signals, enabling

students to develop proficiency in the nuanced art of controlling pneumatic systems.

- **Programmable Logic Controllers (PLC)**: The Programmable Logic Controller (PLC) Lab is a dynamic facility featuring multiple workstations, each equipped with computers, PLC units, and interfacing devices, providing students with comprehensive training in programming and uploading ladder logic code. Through hands-on engagement with RSLogix software, students navigate a graphical interface that vividly represents essential computer programming functions, including if/else statements. This lab places a primary focus on the Allen Bradley family of Programmable Logic Controllers, widely employed in diverse industrial settings such as factories. This immersive learning environment ensures that students not only acquire proficiency in programming PLCs but also gain practical experience using tools integral to contemporary industrial automation.

- **Robotics**: The Robotics Systems Lab is a dynamic space featuring an array of robotic arms and industrial devices, including conveyor belts and sensors, strategically arranged to simulate small-scale manufacturing lines. In this lab, students engage in hands-on learning experiences, mastering the art of interfacing robotic systems with computers and Programmable Logic Controller (PLC) units. The objective is to orchestrate a controlled sequence of outputs through the utilization of multiple electromechanical inputs. This immersive environment empowers students to translate theoretical knowledge into practical skills, enabling them to produce specific motions in response to inputs from diverse sensors. As a result, students develop a profound understanding of the intricacies of robotics systems and gain valuable expertise in their real-world applications.

LIBRARY

It is the mission of SCIT's library to support the curricular and professional needs of the students, faculty, and administration by continuously developing, acquiring and maintaining information resources and services. The college continues to expand its core materials in order to make the library experience more beneficial for the students. A professional librarian is available to help students and faculty with research projects and other information needs. The SCIT library has over 2500 books and reference materials available for students and faculty to check out. Our collection includes reference material in the areas related to the subject matter taught at the school. The library is normally open from 8 a.m. to 10 p.m. Monday through Friday (excluding holidays). If students require resources from external libraries, they may submit a request to the school librarian to obtain such resources ("external resources"). Requests for external resources are reviewed on a case by case basis and may take up to 4 weeks to complete. The school does not guarantee that it will be able to secure external resources from other libraries. There is no additional charge to secure external resources; however, there may be additional charges for external resources that are not returned to the school librarian prior to the expiration of the borrowing time. The borrowing time for external resources are determined on a case by case basis depending on the policies of the library lending the external resource. For more information on how to access the schools' library resources or to obtain external resources, please see the school librarian.

ADDRESS & CONTACT INFORMATION

525 North Muller Street
Anaheim, CA 92801
Phone: (714) 300-0300
Website: www.scitech.edu
General email: info@scitech.edu

ADMISSIONS

ADMISSIONS PROCESS

The Admissions Process is a sequence of steps an applicant must complete in order to enroll at the school. The Admissions Process is as follows:

1. Complete an Application for Admissions (available from the SCIT Admissions Office).

2. The applicant completes an interview with an Admissions Office Official whereby the student is provided with the most recently published school Catalog and the Student Performance Fact Sheet specifying the most recently reported completion and placement rates for the applicants program(s) of interest. The topics discussed at the interview may include, but are not limited to; why the applicant wants to attend college and what they expect to gain by attending college, are the program objectives compatible with the academic and career goals of the applicant, how well the applicant has previously performed academically with the topics that fall under the scope of the program, and are the applicant's career and outcome expectations realistic compared to the performance of the program. Applicants may also be provided a tour of the campus and relevant instructional facilities.

3. The applicant schedules a time to complete an entrance exam.

4. If the applicant meets all the admissions requirements, s/he is referred to the schools Financial Aid Office to review the cost of the program and any federal and state student aid they may be eligible to receive. The schools Financial Aid Office is independent from the schools Admissions Office and provides the applicant with information on how to apply for federal student aid online (online FAFSA) and provides any assistance if needed. The Financial Aid Officer provides an Award Letter to the applicant, reviews all aid the applicant is eligible to receive to finance their education, and reviews the repayment responsibilities of the applicant if they were to receive such aid.

5. After the applicant has had time to review the Award Letter and subsequently decides to enroll at the school contingent upon meeting the Admissions Requirements, an Enrollment Agreement is furnished and reviewed with the student by an Enrollment Official, who functions independently from the schools Admissions Office. The Enrollment Official reviews the total educational cost of the program with the applicant along with the terms of the Enrollment Agreement, which includes the withdrawal and refund policies of the school. The Enrollment Official also confirms with the applicant that he or she received the most recently published school Catalog and the Student Performance Fact Sheet specifying the most recently reported completion and placement rates for the applicant's specified program(s). The Enrollment Official also reviews the cancelation policy of the Enrollment Agreement with the applicant if they were to decide to cancel their enrollment prior to beginning their schoolwork. After the student signs the Enrollment Agreement, a copy of the said agreement is provided to the applicant and he or she is referred to the Admissions Office to be scheduled to attend orientation prior to the student's schoolwork and complete any additional required paperwork.

Applicants for programs offered entirely through distance education complete the same admissions process; however, each step is performed online by completing electronic forms and participating in teleconference sessions with representatives from the Admissions and Financial Aid Offices. Such applicants must have access to a computer and high speed internet in order to successfully be able to complete the admissions process.

ADMISSIONS REQUIREMENTS – UNDERGRADUATE STUDIES

- Complete an Application for Admissions.

- Interview with and receive a recommendation by an Admissions Office Official to enroll in the school.

- Pass a standardized entrance exam**.

- Have earned at least a high school diploma or General Equivalency Certificate.

- Be at least 17 years of age by the first day of class.

** Minimum exam score to enroll in a diploma level program is 18. Minimum exam score to enroll in a degree level program is 25.

DISTANCE EDUCATION REQUIREMENTS

Students enrolled in programs that have some or all courses delivered through distance education (i.e. online) must have access to a personal computer with an installed web camera and microphone, and a high speed internet connection prior to beginning the program. Applicants must be able to demonstrate computer proficiency with the school's online course delivery system by successfully completing an online course orientation prior to beginning their program.

ADMISSIONS OF FOREIGN STUDENTS

SCIT is authorized by the U.S. Department of Homeland Security ("DHS") to accept nonimmigrant students. Students who are not U.S. citizens or permanent residents must contact the Foreign Admissions Advisor at the school. Before an I-20 can be issued, the nonimmigrant applicant must provide a copy of high school transcript, college transcript, or equivalent, which documents the applicant's academic achievements. If this documentation is written in a language other than English, it must be translated into English and evaluated for equivalency to a U.S. high school diploma by a school official or appropriate outside agency. A statement of financial support, explaining that tuition will be paid in advance of each term, and if applicable, a letter from a sponsor explaining that all necessary living expenses for the international applicant will be provided (Form I-134 may be used). International applicants will not be eligible for U.S. Federal Financial Assistance and applicants cannot work legally in the United States without permission from the DHS. The school only issues I-20's and does not offer any visa services other than vouching for student status for admitted and enrolled international students. International students are responsible for all associated charges to obtain a visa and any charges for maintaining a student visa.

ENGLISH LANGUAGE PROFICIENCY

All classes are conducted in English. English language proficiency is in part determined by the outcome of the standardized entrance exam which tests the students reading comprehension and sentence skills. Applicants from countries where English is not the primary language, and applicants whose native language is

not English, must demonstrate English-language proficiency by providing SCIT with one of the following:

- Completion of a high school diploma or GED in the United States or other nation where English is the official language of the nation, or
- Completion of or enrollment in an accredited college program in the United States, or
- TOEFL paper test score of at least 550 (47 for the 2017 revised paper based test) or TOEFL iBT (Internet Based Test) of at least 65, or
- IELTS minimum Band Score of 5, or
- iTEP minimum score of 3.5, or
- A certificate indicating an intermediate ESL program was successfully completed at an institution approved by a government agency or a recognized accrediting agency.

ADMISSIONS OF THOSE NOT SEEKING A DEGREE OR DIPLOMA

Students wishing to take specific courses but not wanting to pursue a degree or diploma must complete an application for admission. Students must meet the same academic qualifications as those applying for a regular program or cannot be admitted.

DISTANCE EDUCATION AVAILABILITY

Programs offered entirely through distance education are available to residents of the following states: California.

TRANSFER CREDIT & ADVANCED STANDING

TRANSFER OF CREDIT TO SCIT

If a student has credit from courses completed at any other accredited academic institution, they may request their official transcripts to be mailed directly to the SCIT Education Department from the respective academic institution in order to be evaluated for the awarding of transfer credit toward courses in their Academic Plan. Students may request for transfer credit award both prior to and during their enrollment at the school. The SCIT Education Department evaluates each transfer credit request on a case by case basis and is based on how recent the course(s) were completed, whether or not the course(s) are sufficiently thorough and relevant, and if it can be demonstrated that the student completed the course satisfactorily. The SCIT Education Department may require the student to complete an examination if it cannot determine in its sole and absolute discretion that any of the abovementioned criteria were met for the awarding of transfer credit. The school will maintain a written record of any previous education used to award transfer credit to the student and the school will notify the student if and when transfer credit is awarded. If transfer credit is awarded, the student will not be required to enroll in the course(s) for which they received transfer credit and their program length may be reduced. The total costs associated with the tuition, books, materials and fees for all courses that the student receives transfer credit but has not yet attempted will be reduced from the Total Cost of the students' enrollment. Students must earn at least 50% of the credits needed to graduate at the school.

TRANSFER OF CREDIT TO SCIT FOR VA STUDENTS

In accordance with the Code of Federal Regulation 21.4253(d)(3), this institution will conduct and maintain a written record of any evaluation of previous education and training for all veterans and eligible persons, grant and record appropriate credit if merited, shorten the program proportionally consistent with the credit received, and notify the VA and student accordingly.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Southern California Institute of Technology is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or diploma you earn in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree or diploma that you earn at this institution are not accepted at the institution in which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Southern California Institute of Technology to determine if your credit or degree or diploma will transfer.

EXPERIENTIAL LEARNING CREDIT

Experience related to your field of study that you wish to obtain experiential learning credit for must be substantially equivalent to course material offered by SCIT and will be judged entirely on documentation showing the experiential learning substantially meets the objectives of the course, is equivalent in length, and is completely and adequately documented. Acceptable documentation includes: (1) A written description of the experiences with work product documents, (2) Estimated total hours of life/work experience supported by documentation, (3) Notarized documentation from your field supervisor(s) attesting to the experience, (4) Military DD214 to document your experience. The faculty evaluating the learning experience will prepare a report indicating: (1) the documents in the student file on which the faculty member relied upon to determine the nature of the student's prior learning, (2) The basis for determining that the experience is equivalent to college level learning and demonstrates a balance between theory and practice, (3) The basis for determining to what college level the experience is equivalent and the proper number of units awarded. If testing is required, an equivalent to the course final will be given at a cost of $100 per exam, as required. Prospective applicants who would like to appeal any denial of experiential learning credit may do so in a written letter stating the reason for the appeal and include additional documents that may aid in the evaluation of the appeal. Experiential learning credit appeals are reviewed by the Dean of Education and may only be made once for each course the applicant seeks to obtain credit. The Dean of Education makes all final determinations to grant or deny experiential learning credit.

LATE ADMISSION

Classes start on the date indicated in the Academic Calendar. Late starts (starts that begin after the first class meeting) are considered on an individual basis after assessing the student's ability to complete any missed work. However, students will not be allowed to enter a class after the Add/Drop period without the permission of the Director of Admissions.

READMISSION

An applicant who was a prior student and withdrew or was dismissed from the school may be evaluated by a Readmission Committee and may be required to attend a meeting with the Readmission Committee prior to beginning the application process. The members of the Readmission Committee will be designated by the school. The Readmission Committee will review the circumstances leading to the students' prior withdrawal or dismissal from the school, which may include but is not limited to violations of the Student Code of Conduct, unsatisfactory academic progress, or lack of attendance. Upon review of the circumstances leading to the prior students' withdrawal or dismissal, the Readmissions Committee will make a recommendation to the Director of Admissions whether or not to allow the applicant to begin the application process. If the Readmissions Committee recommends not allowing the applicant to begin the application process, the Director of Admissions may reject any application submitted by the applicant and the applicant will not be allowed to reenroll in the school.

Prior students who were dismissed from the school for reasons that include, but are not limited to, violation of the Student Code of Conduct, unsatisfactory academic progress, lack of attendance, or inability to meet financial obligations to the school may not reapply for admission to the school for a minimum period of six months after the date the school determined the student was withdrawn from the school. The Director of Admission may waive this restriction for extenuating circumstances that led to the student to being dismissed from the school.

Prior students who withdrew from the school due to a Military service obligation are waived from evaluation by a Readmission Committee and may return to their program of study when ready to reenroll in the school.

CANCELED ENROLLMENTS

Any student who does not complete SCIT's enrollment process in a timely manner or who cancels his or her enrollment prior to beginning class may have their application canceled. If a new student does not attend during the Attendance Census Period of their first class, he or she may have their enrollment cancelled. In such cases, the student will be entitled to refunds in accordance with the Refund Policy and may be required to repeat the Admissions Process if he or she later decides to seek admission to the school.

NON-DISCRIMINATION POLICY

Southern California Institute of Technology does not discriminate based on any legally recognized basis ("protected classes") including, but not limited to: race; color; religion; genetic information; national origin; sex; pregnancy, childbirth, or related medical conditions; age; disability; citizenship status; uniform service member status; or any other protected class under federal, state or local law in any of its programs, activities or employment practices. Any person who believes that he or she has been or is being subjected to discrimination based on the protected classes specified above may submit a written complaint to the President of the school and or may file a written complaint directly with the U.S. Department of Labor, Civil Rights Center, 200 Constitution Avenue N.W., Room N-4123, Washington D.C. 20210. Students applying to or enrolled in the school who receive WIOA financial assistance who believe they have been subjected to discrimination based on the protected classes specified above may additionally submit a written complaint to the Orange County Workforce Development Board, 1300 S. Grand Ave Building B, 3rd Floor, Santa Ana, CA 92705.

FINANCIAL AID

GENERAL INFORMATION

In today's society any education after high school will cost time, money and effort. The SCIT Financial Aid Office is committed to providing students and their families with the financial resources they need to finance their education and ensure access to their academic goals. SCIT is an eligible institution participating in federal financial aid programs. Financial aid is available to those who qualify. The U.S. Department of Education has approved Southern California Institute of Technology for participation in the following programs:

- Federal Pell Grant
- Federal Supplemental Education Opportunity Grant (FSEOG)
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Parent Loans to Undergraduate Students (PLUS)
- Federal Work Study (FWS)

Southern California Institute of Technology also participates in the following programs provided by the State of California, contingent on the institutions current eligibility status:

- Cal Grant A
- Cal Grant B
- Cal Grant C

Please Note: The stated financial aid guidelines and procedures may be a combination of constantly changing federal and state regulations. For information regarding the current changes and eligibility status of the institution, please contact the SCIT Financial Aid Office.

FINANCIAL AID ELIGIBILITY

Eligibility for most financial aid programs is based on financial need and several other factors. Your eligibility is determined by the information you provide on the Free Application for Federal Student Aid (FAFSA). Basic eligibility requirements include the following:

- Be a U.S. citizen or eligible non-citizen;
- Be enrolled as a regular student working toward a degree or certificate in an eligible program;
- Maintaining Satisfactory Academic Progress;
- Not owe a refund on a federal grant or be in default on a federal educational loan.

Non-citizens are required to verify eligibility with the Financial Aid Office. Students who are required to register with Selective Service must be registered in order to receive financial aid.

Since it is important that you understand the available financial aid programs and your rights and responsibilities under them, the U.S. Department of Education has prepared a brochure entitled THE GUIDE TO FEDERAL FINANCIAL AID PROGRAMS, which explains these federal programs. You may obtain a copy of this booklet from the Financial Aid Office.

APPLICATION PROCEDURE

The first step in applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA). This application must be completed every award year and may be completed online at fafsa.ed.gov. FAFSA worksheets are available from the Financial Aid Office to assist students prior to completing the application on the web. In addition to completing the FAFSA, students may be required to submit other supporting documents. The supporting documents vary according to a student's particular situation. For more information, contact the Financial Aid Office. The FAFSA and other documents are reviewed by the Financial Aid Administrator to determine the student's eligibility. The Financial Aid Administrator will review available funds and discuss financial options with the students to finance their education.

FINANCIAL AID AVAILABLE

FEDERAL GRANTS

Federal Pell Grant (FPELL)

Pell Grants are awarded on the basis of financial need and do not have to be repaid. They are provided by the federal government and are awarded to students who demonstrate the greatest financial need and have completed their financial aid application.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Supplemental Education Opportunity Grants are awarded on the basis of financial need and do not have to be repaid. They are provided by the federal government and are awarded to students who demonstrate the greatest financial need and have completed their financial aid application. It is usually available only to those students who also qualify for the Federal Pell Grant.

CALIFORNIA GRANT PROGRAMS (CAL GRANT)

Cal Grants are grants provided by the State of California for qualified educational institutions. Due to the need for educational institutions to recertify eligibility to receive Cal Grants, please check with the SCIT Financial Aid office for the current awards available. Applicants must apply for the Cal Grant by published deadlines.

Cal Grant A

Cal Grant A awards can be used for tuition and fees. Applicants must be working toward a two-year or four-year degree.

Cal Grant B

Cal Grant B awards provide low-income students with a living allowance and assistance with tuition and fees. The minimum course length is one academic year.

Cal Grant C

Cal Grant C awards help pay for tuition and training costs at occupational or career colleges. To qualify, you must enroll in a vocational program that is at least four months long. Funding is available for up to two years, depending on the length of your program.

LOANS

Federal Direct Subsidized Loan

This program is a low interest rate, long-term loan program for undergraduate students who demonstrate financial need. The

federal government will pay interest on this loan while the student is enrolled in college at least half-time.

Federal Direct Unsubsidized Loan

This program is a low interest rate, long-term loan program for undergraduate students. This loan is not based on financial need. The student is responsible for the interest during all periods.

Federal Parent Loan for Undergraduate Students (PLUS)

Through the Parent Loan for Undergraduate Students (PLUS) program, parents of undergraduate students may borrow up to the annual cost of attendance minus any financial aid. The Federal PLUS loan program is designed to assist parents of dependent undergraduate students who are unable to meet their expected parental contribution or have additional financial need that is not met with other financial aid resources. This loan is limited to parents who don't have an adverse credit history.

Private Loans

Private loans are available from a variety of banks and lenders. The terms and rates for alternative loans are usually determined by the lender. The eligibility for these loans is determined by the borrowers (and co-borrowers) credit history.

FEDERAL COLLEGE WORK-STUDY PROGRAM

SCIT participates in the Federal College Work-Study Program with award amounts based on demonstrated need. Work-study is money that students may earn by working a part time job. The program allows students to gain work experience and pay for a part of their educational expenses as they earn their award. Funds for this program come from the federal government, as well as, the school.

SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress is necessary to maintain eligibility for Title IV and state funded programs. See the Academics section for SCIT's Satisfactory Academic Progress criteria.

NOTICE TO APPLICANTS OF FINANCIAL AID

An offer of financial aid is contingent upon receipt of funds from all funding sources. The Financial Aid Office reserves the right to revise offers of financial aid at any time during the academic year based on availability of funds and/or procedures mandated by the state or federal authorities. Pursuant to the Privacy Act of 1947, applicants for student financial aid are hereby notified that the disclosure of their Social Security number is required by SCIT to verify the identity of each applicant. If the student receives federal student financial aid funds, the student is responsible for repaying the loan amount plus any interest, less the amount of any refund and is entitled to a refund of the money's not paid from federal student financial aid program funds in accordance with the SCIT Refund Policy.

VERIFICATION OF ENROLLMENT

The Financial Aid Office must verify each student's enrollment in his or her scheduled course of study in order to release the students' eligible Financial Aid funds. Student acknowledges and verifies his or her enrollment in his or her scheduled course to the Financial Aid Office and the School by attending any single day of the respective scheduled course in the Attendance Census Period or during any period in which the instructor of the course opts to track attendance. An attendance record of P-Present, T-Tardy, or E-Early Leave indicates the student attended the course. The date of Students verification of enrollment will be the date of the first recorded attendance indicating that Student attended the course.

TUITION & FEES

The student is obligated for the portion of the Total Cost applicable to each Enrolled Quarter, herein referred to as the *Applicable Quarter Cost*. The student must pay the school the Applicable Quarter Cost on or before the first day of the course of study in the Enrolled Quarter unless the school agrees in writing to different payment arrangements. Quarter charges are payable in US funds, by check from a US bank, by money order in US funds, by accepted major credit cards, by Federal Financial Aid, and/or by payment arrangements made between the school and the student and/or the school and third party funding agencies sponsoring the student. The total tuition, course fees, books and materials costs for each program of study is listed below. If the tuition and fees change during the publication period of this catalog, a Catalog Addendum will list the revised and effective costs. If the student (1) enrolls in multiple programs, or (2) request to enroll in additional courses outside the curricula of his/her specified program(s), or (3) is awarded transfer credit, or (4) has completed applicable coursework in prior enrollments at the school, the school may adjust the Total Cost to reflect the addition or removal of courses from the students' Academic Plan.

Program	Course Fees	Books & Materials	Tuition Charge (Includes Discounts)	Total Cost	Charge Per Unit	Estimated Quarter Cost*	STRF Fee**
Biomedical Technology	2100	1830	17,160	**21,090**	390	6000	0
Computer Networking and Cybersecurity	0	1470	19,500	**20,970**	390	6000	0
General Electrician	2600	1440	17,050	**21,090**	390	6000	0
Industrial Automation Technology	2100	1135	17,550	**20,785**	390	6000	0
AS Biomedical Engineering Technology	3800	2620	36,660	**43,080**	390	6000	0
AS Industrial Automation and Robotics Technology	3750	2725	35,490	**41,965**	390	6000	0
BS Biomedical Engineering	1575	4995	70,980	**77,550**	390	6400	0
BS Electrical Engineering	1275	4390	70,980	**76,645**	390	6400	0
BS Electronic Engineering	1175	4075	70,200	**75,450**	390	6300	0
BS Information Systems	500	3415	71,760	**75,675**	390	6000	0

* The Estimated Quarter Cost is an estimate of the Applicable Quarter Cost for an Enrolled Quarter in the first academic year of

the respective program. This cost serves only as an estimate and is based on a student enrolled in the respective program with a full time academic status. The actual Applicable Quarter Costs for each student may differ depending on their academic status for the respective Enrolled Quarter, the academic year of the student and the terms and conditions specified in the students Enrollment Agreement.

** Please see *Student Tuition Recovery Fund* section for more details.

TUITION AND FEES FOR INTERNATIONAL STUDENTS

The *Charge Per Unit* for international students seeking to study at the school under an F-1 or M-1 visa is $440/unit.

CANCELATION & WITHDRAWAL REFUND POLICY

Students have the right to cancel their enrollment on or before the first day of the first class session, or the seventh day after enrollment, whichever is later. If Student exercises the right contained in the immediate preceding sentence, the School shall refund one hundred percent (100%) of the amount paid for institutional charges and registration fees. Student has the right to cancel his/her enrollment from the School at any time during their enrollment by following the Procedures for Cancellation/Termination by the Student. If Student cancels his/her enrollment from the School after the first day of the first class session, or the seventh day after enrollment, whichever is later, the Student will be entitled to refunds in accordance with the Refund Policy.

PROCEDURES FOR CANCELLATION BY THE STUDENT

Any cancellation or refund request by Student should be made in writing and mailed to: Director of Student Services, Southern California Institute of Technology, 525 N. Muller St., Anaheim, CA 92801. A written notice of cancellation must include the Students name, address and last four digits of their Social Security Number. The wording on a written cancellation notice is not critical as long as the student clearly indicates a desire not to be bound by this agreement. A written cancellation notice will be effectuated within 10 business days after the School receives the notice. If a Students cancellation is effectuated, Student will be entitled to refund in accordance with the Refund Policy.

REFUND POLICY

If Student cancels his or her enrollment on or before the first day of the first class session, or the seventh day after enrollment, whichever is later, the School shall refund one hundred percent (100%) of the amount paid for institutional charges and enrollment fees. If Student withdraws or is terminated from the School any time after the period described in the immediate preceding sentence, Student shall be entitled to a refund of moneys not paid from federal student financial aid funds for the Enrolled Quarter for which the Student withdraws from the School as described below. The Applicable Quarter Cost for the Enrolled Quarter for which the Student withdraws from the School shall be as follows:

a) If the Student achieves a Quarter Completion Rate of less than or equal to sixty percent (60%) for the respective Enrolled Quarter, the Applicable Quarter Cost will be prorated with respect to the Quarter Completion Rate, wherein the Quarter Completion Rate is defined as the total number of Completed Days over the total number of Period Days for all scheduled courses in the respective Enrolled

Quarter, wherein the percentage is calculated to the fourth decimal place; or

b) If the Student achieves a Quarter Completion Rate of more than sixty percent (60%), the Applicable Quarter Cost shall remain unchanged.

Completed Days is defined as the total number of calendar days comprised of the completed calendar days for each scheduled course in the Enrolled Quarter whereby the completed calendar days for each scheduled course is as follows:

1. If the Student received an 'A-F' grade in the course, the total calendar days from the course start date to the grade date; or

2. If the Student received a 'W' or 'WF' grade in the course and is an Attendance Required Student, the total calendar days from the course start date to the Students last date of attendance in the course; or

3. If the Student received a 'W' or 'WF' grade in the course and is a Non-Attendance Required Student, the total calendar days from the course start date to the 'W' or 'WF' grade date; or

4. If the Student received an 'I' grade in the course and is an Attendance Required Student, the total calendar days from the course start date to the Students last date of attendance in the course; or

5. If the student received an 'I' grade in the course and is a Non-Attendance Required Student, the total calendar days from the course start date to either the Students last date of attendance in the course or the midpoint of the Enrolled Quarter, whichever is later, whereby the midpoint of the Enrolled Quarter is calculated in accordance with current federal laws and regulations pertaining to Student Withdrawals.

Attendance Required Student is defined as a student whereby an outside entity requires the School to maintain attendance records or the School itself has a requirement to maintain attendance records for the student. A Non-Attendance Required Student is defined as a student whereby neither an outside entity nor the School require attendance records to be maintained for the student. Period Days is defined as the total number of calendar days between the start date and end date of all scheduled courses originally enrolled by the Student in the respective Enrolled Quarter prior to the withdrawal of the student from the respective Enrolled Quarter. The Students withdrawal date will be the Students last date of completion, which is the last day considered as a Completed Day within the respective Enrolled Quarter. If the student did not complete any day in the respective Enrolled Quarter, then the last date of completion will be the latest date of completion from prior Enrolled Quarters. If the student has not completed any days while enrolled at the School, then the withdrawal date will be the Students start date.

The Student will:

a) Remain obligated to the School for any nonrefundable fees; and

b) Remain obligated to the School for the adjusted Applicable Quarter Cost for the Enrolled Quarter for which the Student withdraws from the School as provided in this Refund Policy; and

c) Remain obligated to the School for all Applicable Quarter Costs owed to the School for any previous Enrolled Quarter attended by the Student; and

d) Remain obligated to the School for all other amounts owed to the School under this Agreement (including any addenda

hereto) and/or any other agreement signed by the Student and the School.

If the School determines, in its sole and absolute discretion that Student's withdrawal or termination from the Program during any Quarter was a proximate result of Student suffering an incapacitating illness, accident, death of a close family member or similar circumstance, the School will determine, in its sole and absolute discretion, whether to reduce Student's obligation to the School for the Applicable Quarter Cost. If, at the time Student withdraws or is terminated from the School, the School has received any monies for tuition, or Supplies from or on behalf of Student in excess of Student's obligation therefore as provided in this Refund section, the School will refund such excess to the appropriate party (ies) as specified below.

If Student withdraws or is terminated from the School, Student and/or his or her parent(s) may be ineligible under federal law to use some or all of any federal student financial aid for which Student and/or parent(s) applied. School will refund any government or federal financial aid funds in accordance with current federal laws and regulations. If Student and/or his or her parent(s) are ineligible under federal law to use some or all of any federal student financial aid:

a) Remitted to the School to satisfy Student's obligation for tuition and Supplies, (1) federal law requires the School to return to the appropriate party (ies) such unusable aid, (2) the School with advise Student of the amount of such unusable aid returned by the School, and (3) Student will be liable for, and immediately pay the School in full, an amount equal to such unusable aid; or

b) Received by Student and/or his or her parent(s) and not remitted to the School, (1) federal law requires Student and/or his or her parent(s) to repay to the appropriate party (ies) such unusable aid and (2) the School will advise Student and/or his or her parent(s) of the amount of such unusable aid.

Any refund and return or repayment of unusable federal student financial aid required under this Refund section will be paid first to eliminate any outstanding balances for any federal student financial aid received by or with respect to Student in the following order and priority (unless otherwise required under applicable law) and within the time period prescribed by law: (1) Federal SLS Loans; (2) unsubsidized Federal Stafford Loans; (3) subsidized Federal Stafford Loans; (4) Federal PLUS Loans; (5) unsubsidized Federal Direct Stafford Loans; (6) subsidized Federal Direct Stafford Loans; (7) Federal Direct PLUS Loans; (8) Federal Perkins Loans; (9) Federal Pell Grants; (10) Federal SEOG Program aid; (11) other programs authorized by Title IV of the Higher Education Act of 1965, as amended (except for the Federal Work Study Program); and (12) other federal, state, private or institutional student financial assistance. The School will pay Student any refund remaining after all outstanding balances specified in the immediate preceding sentence are eliminated within 30 days of Student's withdrawal or termination date.

If the Student is eligible for a loan guaranteed by the federal or state government and the Student defaults on the loan, both of the following may occur: (1) the federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan, and (2) the Student may not be eligible for any other federal student financial

aid at another institution or other government assistance until the loan is repaid.

REFUND EXAMPLE

Applicable Quarter Cost (AQC) = $5000

60% PRO-RATA REFUND						
Quarter Completion Rate	0%	20%	40%	60%	80%	100%
% AQC Refunded	100%	80%	60%	40%	0%	0%
$ AQC Refunded	$5000	$4000	$3000	$2000	$0	$0

TEXTBOOK, SUPPLIES & EQUIPMENTS

Students may choose to purchase all required books, equipment, and supplies (collectively, "Supplies") for their program at the beginning of their enrollment. Students who elect this option must purchase the complete set of Supplies designated for their program at that time; individual items may not be excluded or purchased separately. Students who receive transfer credit will have the cost of Supplies associated with the transferred courses removed from the total Supplies charge. These costs are determined at the time of enrollment and are final.

Supplies cannot be returned once issued, and no refunds will be provided after the student has received the items. Students will not be charged for any additional Supplies added to the curriculum after enrollment, nor will they receive refunds for Supplies removed from the curriculum. The total cost of Supplies will be divided evenly across academic quarters and incorporated into the student's financial aid package when applicable. Payment for each quarter's Supplies is due at the time the student's enrollment is verified.

Supplies for each course will be distributed after the first day of that course and only if the student is in good financial standing with the school. Early distribution may be granted with prior approval from the school. Students also have the option to purchase Supplies directly from the school or from outside vendors. Supplies purchased from the school are charged at the time of purchase and are strictly non-returnable and non-refundable.

COURSE WITHDRAW & INCOMPLETE CHARGES

If a student receives a withdraw grade ("W" Grade), a withdraw fail ("WF" Grade), or an incomplete grade ("I" Grade) for a course and attended the respective course for at least one (1) day, the student will be assessed additional charges based on the amount of the respective course(s) Quarter Credit Units. The total amount charged for a withdraw or withdraw fail grade is equal to the total units of the course being withdrawn times one half (50%) of the Tuition Cost Per Unit stated in the students enrollment agreement. The total amount charged for an incomplete course is equal to the total units of the incomplete course times the Tuition Cost Per Unit stated in the students enrollment agreement. The School reserves the right to reduce any course withdraw charge or incomplete charge for any extenuating circumstances at the Schools absolute and sole discretion.

COURSE ADDITION, FAIL AND REPEAT CHARGES

If Student fails a course and is required to repeat that course to complete his/her program of study or if Student chooses to repeat a course for any reason or if Student chooses to enroll in a course that is not included or required for completion of his/her program of study, the Student will be assessed additional charges for the cost of the added or repeated course(s). The amount that will be charged will be equal to the total units of the course being added or repeated times the Tuition Cost Per Unit stated in the students enrollment agreement. School reserves the right to reduce the charged amount for any extenuating circumstances at the Schools absolute and sole discretion.

STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recover Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an education program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an education al program within the 120 period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an education program offered by the institution as to which the Bureau determined there was significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

FAILURE TO FULFILL FINANCIAL OBLIGATION

Students who do not pay or do not have an approved arrangement to pay the Applicable Quarter Cost on or before the first day of the course of study in the Enrolled Quarter, are not in good financial standing with the school, or who have an outstanding financial obligation to the school may not be eligible to (1) receive an official transcript, and/or (2) receive any books or materials the student is scheduled to receive, and/or (3) receive verification or confirmation of his or her status at the school, including verification requests from third parties, and/or (4) receive placement services, and/or (5) receive student services, and/or (6) receive academic services, which includes access to and use of education facilities. In order to remain enrolled in a course, a student must be in good financial standing with the school by the end of the Add/Drop Period of the respective course. If a student is not placed on good financial standing by the end of the Add/Drop Period of a course, then s/he will be dropped from the respective course. If a student is dropped from a course due to his or her financial standing and is not placed on good financial standing by the end of the term of the respective course, then s/he may be withdrawn from the school. The determination of whether or not a student is in good financial standing with the school is solely decided by the school consistent with school policies and is based on the funding arrangements with third party agencies or entities, the balance on a student's account, the amount of past due payments, and the length of time the said payments have been past due.

LATE FEES

Billing statements are distributed two (2) weeks ahead of when they are due. Students have a five (5) day grace period after the day the payment is due. If no payment has been received by the end of the grace period, the student may be charged an additional $25 late fee. The school reserves the right to reduce any Late Fee for any extenuating circumstances at the schools sole and absolute discretion.

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ACADEMICS

CLASS HOURS & LOCATION

Regular school office hours are Monday through Friday, 9:00 a.m. to 7:00 p.m. Classes are usually scheduled between 8:00 a.m. and 10:30 p.m. Monday through Friday and between 9 a.m. and 4 p.m. on Saturday (for certain courses), one to five nights a week. In certain circumstances, classes may be scheduled outside of these times. All in-person courses are conducted at the school, which is located at 525 North Muller Street, Anaheim, CA 92801.

DISTANCE EDUCATION DELIVERY

Courses delivered through distance education may be offered either *fully online* or as *hybrid online* courses. Fully online courses include a combination of watching online video recordings and participating in live, online teleconference sessions with the instructor of the course. Hybrid online courses include watching online video recordings and participating in in-person class sessions conducted at the school (located at 525 North Muller Street, Anaheim, CA 92801), which are generally courses requiring substantial in-class coursework such as supervised laboratory courses. The system by which online courses are delivered requires the student to log in with a school issued student account. Online courses, whether fully online or hybrid online, are accessible when the student signs in with his or her school issued student account using any computer connected to the internet. When signed in, the student has access to the online video recordings, the ability to join live teleconference sessions with the instructor, and access to course materials that the instructor posts to the online class webpage, including, but not limited to, assignments, exams and the course syllabus. The student will also be able to submit assignments and complete examinations online when signed into the online course. When a student submits coursework (e.g., assignments, projects, etc.), the instructor shall provide a response or evaluation within ten (10) days of receipt.

COURSE SEQUENCE, CANCELLATION & CHANGES

The actual sequence in which courses are taken may vary based on schedule needs. The school reserves the right to revise, add, delete and/or cancel classes if the proper facilities, equipment or staff are not available or if the number enrolled is insufficient as determined by the school. Students will be notified of any cancellations. Curriculum changes may impact both current and returning students. If a change occurs, the education department will establish an alternative plan of study that must be completed in lieu of the original requirements. In special circumstances, students may be scheduled for elective courses, which need to be approved by the dean of education and director of the school. Students are scheduled with prerequisite sequences taken into consideration and usually take lower division courses prior to upper division courses. The school reserves the right to modify a students' schedule based on scheduling needs.

SCHEDULE CHANGE REQUESTS

Students may request to have their schedules changed or modified by notifying the school. Schedule change requests may include session changes, change of classes, or any request that is class scheduling related. Students will be notified of the result of the schedule change request within one week. Students must be aware that schedule change requests may extend their projected graduation date and/or may be denied due to scheduling conflicts as determined by the school.

CLASS SIZES

Class sizes will be appropriate to the course of instruction and shall contribute to the achievement of the course objectives. All courses, whether in-person, fully online or hybrid online, generally range between 10 to a maximum of 50 students.

ACADEMIC YEARS, QUARTERS & ACADEMIC STATUS

An Academic Year is a period of time the student is enrolled in the school whereby each academic year is equal to three (3) consecutive Enrolled Quarters, which begins with the first Enrolled Quarter. An Enrolled Quarter is a school defined instructional period of 10 weeks whereby the Student could enroll in at least one course scheduled within the respective quarter. A Quarter Academic Status is the students status for an Enrolled Quarter whereby the students Quarter Academic Status is equal to: (1) Full Time if the Student is scheduled in twelve or more credit units within the respective quarter, or (2) 3/4 Time if the Student is scheduled in nine or more but less than twelve credit units within the respective quarter, or (3) 1/2 Time if the Student is scheduled in six or more but less than nine credit units within the respective quarter, or (4) Less than 1/2 Time if the Student is scheduled in less than six credit units within the respective quarter. A student is considered scheduled for a course in an Enrolled Quarter if s/he is enrolled in a course meeting the following criteria: (1) that is in progress or has not yet begun, or (2) whereby s/he received an 'A-F' grade, or (3) whereby s/he has an attendance record for any of the courses scheduled days, or (4) that ends after another course meeting any of the aforementioned criteria within the Enrolled Quarter.

QUARTER AND CREDIT UNIT DEFINITION

At Southern California Institute of Technology, programs are measured in Quarter Credit Units. One (1) Quarter Credit Unit = 15 didactic clock hours, 20 laboratory clock hours or 60 out-of-class work/preparation clock hours as part of a didactic or laboratory based course. One clock hour is equal to 60 minutes where, at minimum, 50 minutes of the clock hour is for instructional activity. Courses may be composed of one or more of the specified clock hour types. For example, a one (1) Quarter Credit Unit didactic based course may be composed of 10 didactic clock hours and 20 out-of-class work/preparation clock hours. Didactic clock hours may be a combination of asynchronous and synchronous instruction when delivered through a distance education modality. A Quarter is a school defined instructional period of ten (10) weeks whereby the Student enrolls in at least one course within the Quarter. A Students Enrollment Status for an enrolled Quarter is equal to (1) *Full Time* if the Student is enrolled in twelve or more Quarter Credit Units within the respective quarter, or (2) *3/4 Time* if the Student is enrolled in nine or more but less than twelve Quarter Credit Units within the respective quarter, or (3) *1/2 Time* if the Student is enrolled in six or more but less than nine Quarter Credit Units within the respective quarter, or (4) *Less than 1/2 Time* if the Student is enrolled in less than six Quarter Credit Units within the respective quarter

UPPER & LOWER DIVISION COURSE DESIGNATION

Courses designated at the 100 or 200 level are considered lower division courses. Courses designated at the 300 or 400 lever are considered upper division courses. Upper division courses are usually advanced and/or specialized courses that are beyond the introductory level. These courses often build on the foundation provided from lower division courses.

ACADEMIC FREEDOM

SCIT permits and encourages "academic freedom", or the right to discuss and hold non-standard or traditional viewpoints, allowing the school, teachers, and student's latitude. Academic freedoms are viewed as additions, and may supplement the curriculum, but must not replace it. Faculty has the freedom to take viewpoints that may conflict with the school, its administration and the world in general. A faculty member can articulate or even advocate controversial positions or concepts without any fear of reprisal from anyone associated with the school. The faculty is not allowed to participate in any conduct that would violate the laws of the land or that violate any individual's right to his or her own personal freedoms. Standards of decency and respect must be maintained and observed at all times.

INSTITUTIONAL LEARNING OUTCOMES

All academic programs at SCIT are aligned with the following institutional learning outcomes as appropriate to their purpose and scope.

At the completion of their programs, all SCIT graduates will demonstrate:

1. An ability to effectively collaborate with diverse team members to achieve common goals and complete group projects successfully.

2. An ability to use oral communication to coherently and effectively convey meaning to a variety of audiences.

In addition to the above outcomes, all SCIT degree program graduates will demonstrate:

3. An ability to synthesize information, think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.

4. An ability to locate, interpret, determine the credibility of, and use information effectively.

5. An ability to write clearly and effectively for a variety of audiences and purposes.

6. An ability to apply numerical and mathematical concepts in order to illustrate fundamental concepts within fields of study.

COMPARABLE PROGRAM INFORMATION

Comparable program information related to tuition, fees, and program length is available from:

The Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, Virginia, 22201
Website: www.accsc.org

GRADING SYSTEM

Students will be evaluated and assessed using quizzes, exams, lab exercises, projects, written reports, oral reports, and/or presentations. Specific evaluation and assessment criteria are outlined in the syllabi for each course. SCIT uses a traditional A – F (4.0 – 0.0) grading system.

GRADING SYSTEM CHART			
Letter Grade	Grade Point	Percent Equivalent	Indicates
A	4.0	90-100%	Excellent
B	3.0	80-89%	Good
C	2.0	70-79%	Average
D	1.0	60-69%	Poor
F	0.0	0-59%	Fail
I	0.0		Incomplete
W	0.0		Withdraw
WF	0.0		Withdraw Fail

In addition to the grading system, SCIT uses the following designations:

WITHDRAW (W)

A grade designation of W indicates that a student has voluntarily withdrawn from a course after the end of the Add/Drop period and prior to completing 80% of the scheduled clock hours for the course. Students who receive a W grade are subject to the *Course Withdraw and Incomplete Charge* policy stated in this catalog. A grade designation of W:

▪ Does not contribute to a student's grade point average;

▪ Does not count as quarter credits units toward a students' degree or diploma completion requirement;

▪ Counts toward the total number of credits attempted when determining full or part-time status; and

▪ Counts toward total number of credits attempted for determining the students Satisfactory Academic Progress.

WITHDRAW FAIL (WF)

A grade designation of WF indicates that a student has either (1) voluntarily withdrawn from a course on or after completing 80% of the scheduled clock hours of the course and prior to the last scheduled date of the course, or (2) been administratively withdrawn from a course by the school due to the school imposing student sanctions resulting from the student violating school policies. Students who receive a WF grade are subject to the *Course Withdraw and Incomplete Charge* policy stated in this catalog. A grade designation of WF:

▪ Contributes to a student's grade point average;

▪ Does not count as quarter credits units toward a students' degree or diploma completion requirement;

▪ Counts toward the total number of credits attempted when determining full or part-time status; and

▪ Counts toward total number of credits attempted for determining the students Satisfactory Academic Progress.

INCOMPLETE (I)

A grade designation of I indicates that a student was enrolled for a course but did not complete the objectives and requirements of the course. An I grade designation additionally indicates that the student was not in attendance at the conclusion of the course as opposed to an F grade which indicates that the student was in attendance but failed to complete the course objectives. Students who receive an I grade are subject to the *Course Withdraw and Incomplete Charge* policy stated in this catalog. A grade designation of I:

- Contributes to a student's grade point average;
- Does not count as quarter credits units toward a students' degree or diploma completion requirement;
- Counts toward the total number of credits attempted when determining full or part-time status; and
- Counts toward total number of credits attempted for determining the students Satisfactory Academic Progress.

Students who receive an Incomplete Grade (I) in all their enrolled courses during a term must notify the school that they intend to continue their studies and appeal to remain enrolled at the school within the deadline of (1) thirty days after the end date of the respective courses if the student is a Non-Attendance Required Student, or (2) fourteen days after the end date of the respective courses if the student is an Attendance Required Student. The school reserves the right to extend the aforementioned deadlines in its sole and absolute discretion. Students who notify the school that they intend to continue and appeal to remain enrolled at the school must indicate so in writing by completing the applicable forms provided by the school within the aforementioned deadlines. The school, in its sole and absolute discretion, will either grant or deny the students appeal to remain enrolled at the school based on the reason(s) the student provides for his or her lack of attendance, the students past attendance patterns and the students past academic history at the school. If the appeal is granted, the student must attend within the Attendance Census Period of their next scheduled course and may not drop during the Add/Drop Period of his/her next scheduled course unless approved or they may be withdrawn from the school. If the student does not appeal to remain enrolled at the school within the applicable deadlines and/or is denied his or her appeal to continue, the student will be withdrawn from the school.

COURSE COMPLETION

A course is considered complete if the student (1) receives an A-D grade in the course, or (2) receives transfer credit for the course, or (3) receives experiential learning credit for the course, or (4) receives an A-D grade in a course designated as an elective or Independent Study of the respective course by the SCIT Education Department, or (5) tests out of the course.

GRADE POINT AVERAGE

The grade point average is determined by dividing the number of grade points earned by the number of units attempted. The total grade points earned for a course equals the number of grade points assigned times the number of course units. Grade point average (GPA) calculations will be based on the following:

GRADE POINT AVERAGE CALCULATION

Course Credit x Grade Points = Total Points

Total Points ÷ Credits = GPA

Example:

Course	Credits		Grade (Points)		Total Points
Course 1	4	x	A (4.0)	=	16.0
Course 2	3	x	B (3.0)	=	9.0
Course 3	2	x	C (2.0)	=	4.0
Totals	9				29.0

Grade Point Average for this example:

29.0 Points ÷ 9 Credits = 3.22 GPA

STUDENT PROGRESS & EVALUATION

Student's progress is generally evaluated at 40%, 80% and 100% completion of each quarter 10 weeks or 5-week module through daily assignments, assessments of hands-on work, quizzes and examinations. Progress is measured by the use of the grade point system.

REPETITION OF COURSES

Students may repeat a failed course as many times satisfying that they meet the schools satisfactory academic progress requirements, however, students may repeat a completed (passed) course only once. If a student repeats a course, the higher of the grades achieved in the repeated course is calculated into the students' grade point average. However, the students' academic record will show both the original and repeated course grades. The academic transcript will indicate the repeated course as credits attempted but only the course with the highest grade earned will be calculated into the credits completed and the GPA. Repeated courses are calculated as attempted units when calculating quantitative standards for Satisfactory Academic Progress. However, only the highest grade is used when calculating qualitative standards for satisfactory academic progress. Students should be aware that repeating a course may result in additional charges, may affect the students projected graduation date, and/or may affect the students' future course schedule.

CORRECTION OF GRADES

All grades are considered final when recorded into the students' transcript. All requests for a grade change must be submitted in writing to the Dean of Education.

TEST OUT

The SCIT Education Department may designate certain courses for which a student may petition to test out from and, thereby, no longer be required to enroll in the course. A petition to test out from a course must include the reason as to why the student believes s/he is sufficiently proficient and has the appropriate competency in the respective courses subject matter objectives. The SCIT Education Department may then decide whether the

student must take a comprehensive examination that assesses their knowledge of the course material or whether previous successfully completed examinations, including those administered by outside entities, are sufficient in scope to demonstrate the students' competency in the respective courses subject matter objectives. If the student demonstrates competency in the respective courses subject matter objects, then (1) the student will no longer be required to enroll in the respective course, and (2) if the student has not yet attempted the course, the total costs associated with the tuition, books, materials and fees for the course will be reduced from the Total Cost of the students' enrollment.

INDEPENDENT STUDY

Independent Study is self-directed learning conducted by the student and supervised by a faculty member. Independent Study may require students to read, conduct research, complete written examinations, reports, research papers, portfolios, or similar assignments that are designated to measure the student's achieved competency relative to the required subject matter objectives. Each Independent Study a student completes will be awarded appropriate credit units as determined by the school. The assessment and grading criteria of independent study courses will be determined by the supervising faculty member. The school may require a student to conduct Independent Study in lieu of enrolling into certain courses due to circumstances including, but not limited to, lack of sufficient enrollment, lack of availability of faculty, or lack of availability of facilities. The school will determine in its sole and absolute discretion whether or not a student may be required to complete Independent Study as a replacement of course(s) composing a portion of their Academic Plan. A student may petition to the Dean of Education to complete an Independent Study in lieu of enrolling into course(s) within their Academic Plan in writing at any time. The Dean of Education will decide at his/her discretion whether or not to grant the students petition to complete an Independent Study in lieu of enrolling into course(s) in their Academic Plan. In no circumstance may more than 10% of the total required units of a students' Academic Plan be completed via Independent Study units.

ADD/DROP PERIOD

The Add/Drop Period for each course is during the first week of instruction for each respective course. Students wishing to drop from a course within the Add/Drop period must complete and submit all applicable forms to the school by the last day of the Add/Drop period. Students may drop from a course within the Add/Drop Period without the course appearing as a withdraw grade (W or WF) on the student's transcript. The course will also not be considered attempted for the purposes of Satisfactory Academic Progress if dropped within the Add/Drop period. If a student requests to drop all courses in a term during the Add/Drop Period, then the student will be considered requesting a Leave of Absence (LOA) for the term and the LOA policies outlined in this catalog will apply. If the student requests to drop all courses in a term during the Add/Drop Period and does not meet the LOA policies outlined in this catalog, then the student will be required to enroll in at least one course for the respective term in order to remain enrolled in the school.

ATTENDANCE AND TARDINESS

The school expects students to attend all scheduled days of their classes. For courses offered through distance education, the school expects students to participate in all live, teleconference sessions of the respective online course. Each student is designated as either an Attendance Required Student or a Non-Attendance Required Student. An Attendance Required Student is defined as a student whereby an outside entity requires the school to maintain attendance records for the student. A Non-Attendance Required Student is any student not designated as an Attendance Required Student. The School takes attendance for all students for each class during an Attendance Census Period. The Attendance Census Period is during the first week of each scheduled course. After the Attendance Census Period, faculty members will continue to track attendance for Attendance Required Student and may opt to track attendance for Non-Attendance Required Student for the remainder of the course. Faculty members who opt to track attendance will bring to the attention of the school patterns of absenteeism for a student at which point the school may hold counseling sessions with the student in regards to attendance. If there is no evidence the student was in attendance at the conclusion of a term, the school will attempt to contact the student to hold a counseling session. If the school is unsuccessful at contacting the student, the student may be administratively dropped from all future courses and withdrawn from the school. Attendance for courses offered through distance education is based on participation in the live, teleconference sessions scheduled each week for the respective online course.

The school schedules and enrolls students into courses each term. In order for a student to remain enrolled in a course, he or she must either (1) attend at least one day of the respective course during that Attendance Census Period, or (2) receive approval for an Attendance Waiver by submitting a written appeal to remain enrolled in the respective course without attending during the Attendance Census Period. Appeals for an Attendance Waiver must state the reason(s) as to why the student will be unable to attend the respective course during the Attendance Census Period and must be submitted prior to the end of the Attendance Census Period. Appeals for an Attendance Waiver are reviewed on a case by case basis and may be approved or denied depending on the reason(s) the student is unable to attend and the students past academic performance, which may include, but is not limited to, past attendance patterns. The school may require the student to provide additional documentation to substantiate the reasoning as to why he or she is unable to attend the respective course during the Attendance Census Period. If a student fails to attend a course during the Attendance Census Period and does not receive approval for an Attendance Waiver, then the student may be dropped from the respective course.

If a student is dropped from all courses in a term resulting from a lack of attendance, then the student must provide a written appeal to remain enrolled in the school. The school, in its sole and absolute discretion, will either grant or deny the students appeal to remain enrolled at the school based on the reason(s) the student provides for his or her lack of attendance, the students past attendance patterns and the students past academic history at the school. If the appeal is granted, the student must attend within the Attendance Census Period of his or her next scheduled course and may not drop during the Add/Drop Period of his or her next scheduled course unless approved or they may be withdrawn from the school. If the student does not appeal to remain enrolled at the school within the applicable deadline and/or is denied his

or her appeal to continue, the student will be withdrawn from the school.

INTERRUPTIONS
SCHEDULED BREAKS

Scheduled breaks are institutional based breaks of 5 days or more that either (1) is scheduled for all students based on the Academic Calendar (i.e. holidays), or (2) an individual student may be placed on in the event there is no class available for that student due to scheduling, enrollment conflicts, and/or other reasons as deemed necessary by the college administration. If a student is placed on a scheduled break, he/she will be notified as to the time they are scheduled to return from their scheduled break and resume classes. Students who do not return by the scheduled return date may be withdrawn from the school.

LEAVE OF ABSENCE (LOA)

The purpose of a leave of absence (LOA) is to provide students with the opportunity to leave school for a certain period of time without withdrawing or affecting satisfactory academic progress. An LOA may be granted under the following circumstances:

- The student must present a sound reason as to why he or she is requesting an LOA which include, but are not limited to: medical emergencies, military duty, pregnancy, death of an immediate family member, employment responsibilities, or personal hardships.
- The reason provided for requesting an LOA must carry a reasonable expectation that the student will return from LOA.
- Students must be in good academic standing.
- Requests for LOA must be in writing and include the reason for the request. Students must complete an LOA request form available from the school, sign and date it, and attached any additional supporting documentation if necessary. The LOA request form may also be electronically signed.
- A leave of absence together with any additional leaves must not exceed a total of 180 days in a 12-month period.
- The student will not incur any additional tuition charges during an approved LOA.

LOA requests may take up to two weeks for review and may require the student to attend a counseling session prior to being granted or denied. Students may extend an approved LOA return date by completing another LOA Form satisfying that the student meets the above mentioned conditions. Students may not extend an approved LOA return date one (1) week prior to the return date unless approved by the Dean of Education. In certain cases, students may be required to extend their LOA return date due to class availability. In certain emergency cases, an LOA may be granted by the school if the student meets the above conditions but is unable to complete an LOA form prior to the LOA begin date due to special circumstances. In such cases, a completed LOA form will need to be completed by the student at a later time.

LOA's are generally granted for entire terms. The student must specify the start and end date of his or her LOA request, which generally corresponds to the start date of the term he or she is requesting to begin the leave and the start date of the term he or she is requesting to return from the leave.

Students who do not return by the scheduled return date may be withdrawn from the school. If a student is withdrawn due to not returning from an LOA, the student should be aware that the grace period for any federal loan repayments will begin on their last date of completion prior to the LOA begin date.

CHANGE OF PROGRAM

Students may request to change their enrolled program(s) at any time during their enrollment at the school. Requests for program changes are reviewed and either approved or denied by the SCIT Education Department. Requests for a change of program may include a review of a student's academic history at the school, admissions exam scores, financial standing at the school, or other relevant information pertaining to the student's progress at the school. Students may be required to complete a secondary interview or may be required to complete more coursework at the school prior to the SCIT Education Department deciding whether or not to approve the student's change of program request. If a student's change of program request is denied, then the student will not be allowed to change their enrolled program(s).

WITHDRAW FROM THE PROGRAM

Any student wishing to withdraw from the program or cancel their enrollment should follow the "Procedures for Cancellation by Student" stated in the Financial Aid section of this catalog and also stated in the enrollment agreement. If student officially withdraws from the school while enrolled in one or more courses, he/she will be withdrawn from all currently enrolled courses and receive the appropriate withdrawal grade for each respective course.

MAKE-UP POLICY

Students who miss a scheduled assessment (including midterms, finals, or other major examinations) may request a make-up exam if they are unable to attend due to valid and documented circumstances. Valid reasons include emergencies or responsibilities related to employment, military service, medical situations, or family matters. When possible, students are expected to notify the instructor prior to the scheduled exam time.

Approval of a make-up exam is at the discretion of the instructor. All make-up requests will be evaluated fairly and based on the reason for the absence and the timing of the student's communication. Instructors may require documentation to verify the circumstances, and the school reserves the right to confirm the accuracy of any documentation provided.

If the instructor denies a make-up request, the student will be notified in writing and may appeal the decision to the appropriate department chair or administrator. Denial notifications will include instructions for submitting an appeal. Appeals are typically resolved within 72 hours of the denial notice.

If a make-up exam is approved, the instructor will arrange the make-up assessment in a manner consistent with course requirements, academic standards, and departmental guidelines. Instructors may apply a score penalty to an approved make-up exam, provided the penalty is applied fairly and consistently to all students in comparable circumstances.

Requests for make-up exams submitted after the course has ended must be directed to the Student Services Office, which will assist in coordinating review of the request with the appropriate academic department. Requests submitted more than one week after the term's end require department chair or administrative approval.

TRANSCRIPTS, DEGREES & DIPLOMAS

Students may request an official transcript from the SCIT Registrar's Office as long as they are in good financial standing with the school. Official transcripts generally take two weeks to be prepared and cost a fee, which can be obtained by contacting the SCIT Registrar's Office. Students may pick up their official transcript at the SCIT Registrar's Office during normal business hours when ready or request that their official transcripts be mailed for an additional fee. Students may also request that the preparation of their official transcript be expedited for an additional fee.

Diplomas and Degrees will be available for pick up at the SCIT Registrar's Office approximately two weeks after graduation and completion of the Exit Form. There is no cost for the original degree or diploma. Students may request additional copies of their degrees of diplomas for an additional cost by contacting the SCIT Registrar's Office.

ACADEMIC PLAN AND SAP UNITS

A students' Academic Plan is a list of all courses the student is required to complete in order to graduate from the school. The Academic Plan is determined by the school and is based on the curricula of the program(s) for which the student enrolls. A students Academic Plan may change throughout the students enrollment at the school depending on whether modification are made to a programs curricula as determined by the SCIT Education Department or the student decides to enroll in additional programs or withdraw from a currently enrolled program. The Academic Plan SAP Units is the sum of credit units for all required courses in the students' current and prior, if any, Academic Plan(s) in the students' current enrollment minus courses for which the student did not attempt but has completed based on any of the criteria defined in the Course Completion section of this Catalog.

SATISFACTORY ACADEMIC PROGRESS

To be in good standing with the school and to be eligible to receive Title IV financial aid, students must maintain Satisfactory Academic Progress ("SAP"). Satisfactory Academic Progress consists of:

1. Qualitative Standards - Cumulative grade point average (CGPA) requirements; and

2. Quantitative Standards - Completion rate requirements (Pace).

Students who do not meet the Satisfactory Academic Progress requirements may be withdrawn from the school.

QUALITATIVE STANDARDS – CUMULATIVE GPA REQUIREMENTS

Students must maintain a minimum cumulative GPA of 2.0 to graduate. To demonstrate SAP, the student must maintain a minimum CGPA of 2.0 at each evaluation point (see below) throughout their enrollment at the school. All courses a student attempts at the school is factored in and calculated into their CGPA.

QUANTITATIVE STANDARDS – COMPLETION RATE REQUIREMENTS (PACE)

To ensure completion of the program within the maximum allowable timeframe, students must achieve and maintain a cumulative completion rate ("Pace") of 60%. Pace is equal to the cumulative number of credits completed divided by the cumulative number of credits attempted.

$$Pace = \frac{Cumulative\ Number\ of\ Credits\ Completed}{Cumulative\ Number\ of\ Credits\ Attempted}$$

Maximum Program Length (150% Rule)

The credit hours attempted must not exceed one and a half (150%) times the students' Academic Plan SAP Units. For example, a student enrolled in a 100-credit hour program cannot attempt more than 150 credit hours. Any student who exceeds the 150% maximum time requirement will not be allowed to graduate from their program of study. If at any point during the student's enrollment it becomes mathematically impossible for the student to complete their program within the maximum program length, the student will be withdrawn from the school.

Maximum Attempts

Students may only attempt a course three (3) times. If the student cannot complete the course after three attempts, they may be withdrawn from the school. Students can appeal to the Dean of Education to attempt a course more than the aforementioned amount as long as the subsequent attempt(s) of the course provides that the student would be able to meet all other SAP requirements.

SATISFACTORY PROGRESS EVALUATION CRITERIA

COUNTING GRADES FOR THE COMPLETION RATE CALCULATION			
Grade	Credits Attempted	Credits Completed	Calculated in GPA
A-D	Yes	Yes	Yes
F	Yes	No	Yes
Incomplete (I)	Yes	No	Yes
Withdraw Fail (WF)	Yes	No	Yes
Withdraw (W)	Yes	No	No
Repeated Course	Yes	No	No

EVALUATION POINTS

Students will be evaluated at the end of each Enrolled Quarter for the duration of their program to check whether or not they are meeting SAP requirements. If a student is not meeting SAP requirements at any evaluation point, then they will be placed on Financial Aid Warning or Financial Aid Probation (Academic Probation) depending on the circumstance (see Financial Aid Warning and Financial Aid Probation policies in this Catalog).

MULTIPLE MAJORS

A student may major in more than one program if approved by the Dean of Education. If a student majors in more than one program, then the students' Academic Plan required course list will reflect all courses the student will be required to complete in order to graduate from each respective program. If a student

changes programs throughout their enrollment, then (1) all previously attempted courses at the school are considered and included in the calculations for both the quantitative and qualitative standards of SAP, and (2) the total required units respective to the 150% Rule includes all units the student needs to complete for their new major and all courses the student previously attempted that was required for their prior major.

FINANCIAL AID WARNING

If a student fails to meet satisfactory academic progress at any evaluation point throughout his/her program, the student will be placed on a Financial Aid Warning Status for a maximum of one (1) Quarter, effective on the date of evaluation. The student will be notified that they are placed on a Financial Aid Warning Status within two weeks after the date of evaluation. The student is eligible to receive Financial Aid for the quarter in which the student is on a Financial Aid Warning Status. If the student fails to meet all SAP requirements at the end of the students Financial Aid Warning Status period, the student may be dropped from the school unless he/she appeals to the Dean of Education to be placed on Financial Aid Probation. If a student meets all SAP requirements at the end of the students Financial Aid Warning Status period, the student will be restored to good academic standing.

FINANCIAL AID PROBATION (ACADEMIC PROBATION)

If a student fails to meet satisfactory academic progress at the end of his/her Financial Aid Warning Status period, he/she may appeal to the Dean of Education to be placed on a Financial Aid Probation status ("Academic Probation"). If a student does not appeal to the Dean of Education to be placed on Academic Probation, he/she may be withdrawn from the school. Students may only appeal to be placed on Academic Probation for the following reasons:

- Injury or Illness; or
- Death of a relative; or
- Other special circumstances.

Academic Probations can have a maximum length of one (1) Quarter and must include an academic plan developed for the student by the Dean of Education in order for the student to be able to meet satisfactory academic progress by the end of the Academic Probation. The academic plan lists the courses the student must complete in the respective Quarter and the minimum grades s/he must achieve in the respective courses. If the student fails to meet the academic plan outlined by the Dean of Education, the student will be withdrawn from the school. If a student is granted to be placed on Academic Probation, the student is eligible to receive Financial Aid for the quarter in which the student is on Academic Probation. If the students meets the academic plan outlined by the Dean of Education and meets SAP requirements at the end of the Academic Probation period, the student will be restored to good academic standing.

Academic Probation for VA Students

In accordance with the requirements of the Code of Federal Regulations21.4253 (d)(4), the VA educational benefits received by qualifying student will be terminated if the student's CGPA is not at least 2.0 at the end of the student's first academic year (an academic year is three quarters in length) and at the end of each subsequent quarter of the program. A veteran or eligible person

may request re-certification for benefits upon reestablishing a 2.0 GPA.

GRADUATION REQUIREMENTS

In order to graduate from a program, whether offered in-person or through distance education:

- The student must pass all classes in the program and complete all course requirements, thus obtaining the total credits required for graduation, and achieve a minimum GPA of 2.0.
- The student must satisfy all financial obligations to the school.
- The student must meet all satisfactory academic progress requirements and the credit hours attempted must not exceed 1.5 times the credit hours required to complete the program.
- The student must complete an exit interview (see *Exit Interview*).

EXIT INTERVIEW

The exit interview is a process whereby select school departments certify that the student, upon completion of his or her enrollment at the school, has met all obligations pertaining to their respective departments requirements (herein referred to as each departments *exit requirements*). The exit requirements for each department may vary and require the student to complete specific actions depending on the student's individual circumstances or choices. The school communicates the exit requirements to students toward the conclusion of their enrollment. The select school departments that have exit requirements include, but is not limited to, the following: Accounting Department, Financial Aid Department, and Career Services Department.

GRADUATION CEREMONY

The school holds a graduation ceremony on an annual basis. Only graduates from a degree program may participate in the graduation ceremony. Graduates who wish to participate in the graduation ceremony may be required to pay graduation fees to participate in the ceremony.

POST-WITHDRAWAL GRADUATION

Students who have withdrawn from the school and have twelve (12) or less quarter credit units remaining to complete their program of study may appeal within one (1) year of their withdrawal date to complete the respective remaining coursework at another accredited academic institution and transfer such credit to the school in accordance with the most recent *Transfer Credit and Advanced Standing Policy*. Appeals to transfer credit to the school after the student has withdrawn from the school are reviewed on a case-by-case basis depending on the circumstances of the student and the reason for the student's withdrawal from the school. If approved, the student will have a timeframe set by the school to complete all approved coursework at another accredited academic institution and transfer such credit to the school in order to have completed all course requirements and to graduate from his or her program of study. The school reserves the right to deny students seeking transfer

credit after being withdrawn from the school for any violation of the *Student Code of Conduct*.

ACADEMIC HONORS & AWARDS

Graduates from degree programs with a GPA of at least 3.7 receive academic honors and awards for their exemplary academic achievements at the school. Academic Honors and Awards are presented at the graduation ceremonies.

STUDENT RECORDS

SCIT maintains records, including attendance, admission information, and academic progress for a minimum of five (5) years and are made available during normal business hours for inspection as required and per school policy. Students may view the content of their academic files by submitting a written request to the Registrar. Student transcript information shall be maintained indefinitely, including information related to the following: the degree or certificate granted and the date on which that degree or certificate was granted, the courses and units on which the certificate or degree was based, and the grades earned by the student in each of those courses.

PRIVACY ACT

SCIT complies with the Privacy act of 1974 to protect the privacy of the students, educational records, and students' right to inspect and review their academic records.

ACADEMIC CALENDAR

SCIT will provide specific orientation and graduation dates when available. SCIT may change or modify the Academic Calendar at any time. Withdrawal deadlines and Add/Drop periods are dependent on the end dates and meeting sessions of each course and may be obtained from the course syllabi.

2026 TERM START AND END DATES
Courses begin and end on the following dates:

Term Number	Term Start Date	Term End Date
1	January 5, 2026	February 6, 2026
2	February 9, 2026	March 13, 2026
3	March 16, 2026	April 17, 2026
4	April 20, 2026	May 22, 2026
5	May 26, 2026	June 26, 2026
6	June 29, 2026	July 31, 2026
7	August 3, 2026	September 4, 2026
8	September 8, 2026	October 9, 2026
9	October 12, 2026	November 13, 2026
10	November 16, 2026	December 18, 2026

2026 SCHOOL HOLIDAYS
There are no courses scheduled for the following holidays:

January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King Day
May 25, 2026	Memorial Day
July 3, 2026	Independence Day (Observed)
September 7, 2026	Labor Day
November 11, 2026	Veterans Day
November 26, 2026 – November 27, 2026	Thanksgiving
December 21, 2026 – January 1, 2027	Winter Break

FACULTY

Ahmed, Zeeshan
Lecturer, Electrical/Electronic Engineering
Educational Background: M.S. Mechanical Engineering, Wayne State University '09 | B.S. Mechanical Engineering, Ned University of Engineering and Technology, Karachi Pakistan '05
Professional Background: Research Engineer, University of Michigan, Ann Arbor | Mechanical Simulation Engineering, Fiat Chrysler Automobiles | Mechanical Engineer, GreenTech Automotive Inc. | Mechanical Simulation Engineer, Honda Research & Development Americas | Mechanical Engineer, Chrysler | VSAS Engineer, General Motors | CAE Engineer, ESI Group

Al-Jufout, Saleh
Lecturer, Electrical/Electronic Engineering
Educational Background: Ph.D. Electrical Power Engineering, Donetsk National Technical University, Ukraine '97 | MSc Electrical Power Engineering, Donetsk Polytechnic Institute '93
Professional Background: Part-Time Lecturer, CSU Long Beach | Multiple Faculty and Administrative Positions, Tafila Technical University | Founder Editor-in-Chief, Jordan Journal of Electrical Engineering | Multiple Faculty and Administrative Positions, Al-Hussein Bin Talal University | Multiple Faculty and Administrative Positions, Al-Balqa' Applied University

Alister, Kai
Associate Professor, Information Technology and Systems
Educational Background: M.S. Cyber Security Operations Leadership, University of San Diego '18 | B.S. Organizational Leadership, Azusa Pacific University | A.S. Computer Network Administration and Security Management, Mt. San Antonio College '14
Professional Background: Enterprise Network Administrator, Mt. San Antonio College | Computer and Network Technician, Consultant

Atallah, Ayman
Lecturer, Electrical/Electronic Engineering
Educational Background: M.Sc. Physics, Cairo University '94 | B.Sc. Physics, Cairo University '87
Professional Background: Application Engineer, Pacific Power Source Inc. | Electronic Repair Technician and Assembler, MK Products Inc. | Electrical Engineering Adjunct Instructor, ITT-Technical Institute | Physics Instructor and Lab Supervisor, Beni Suef University

Bispo, Louis
Lecturer, Information Technology and Systems
Educational Background: M.A. Illustration Design, Savannah College of Art and Design '08 | B.A. Music Composition, UC Santa Barbara '97
Professional Background: Adjunct Faculty, Saddleback College | Instructor, Art Institute of California | Instructor, ArtBeat on Main Street | Senior Instructor, Coleman College | Corporate Trainer, Learnsoft Corporation | Freelancer

Colon-Santiago, Wilfredo
Instructor, Electrician
Educational Background: B.S. Chemical Engineering, University of South Florida '04
Professional Background: Chemical Engineer, Cue Industries LLC | Engineer, Molecular Perfection | Design Engineer, Ventura Research Group

Corbett, Adam
Instructor, Biomedical Technology and Engineering
Educational Background: B.S. Biomedical Engineering, CSU Long Beach '20
Professional Background: Sales Representative, Avante Health Solutions

Eslamian, Gelareh
Lecturer, Biomedical Technology and Engineering
Educational Background: M.S. Biomedical Engineering, UC Irvine '13 | B.S. Biomedical Engineering, UC Irvine '09
Professional Background: Instructor, Pacific Academy | Professor, Stanbridge University | Tutor, Nicholas Academic Centers | Tutor, Alpine Tutoring | Tutor, Tutor Doctor | Tutor, Grade Potential | Tutor, Academic Advantage

Franklin, David
Instructor, Electrician
Educational Background: B.S. Electrical Engineering, SCIT '14
Professional Background: Maintenance and Facilities Manager, Baxter Healthcare | Lead Automation Specialist, Siegfried Holding | Engineering Manager/Senior Engineer, Convectium/Jacksam Corp. | Design Engineer, Electracorp | Lead PLC Technician, Aryzta LLC | Systems Integration/Field Service/Sales Engineer, ITS/Quantum Automation

Han, Peter
Assistant Professor, Electrical/Electronic Engineering
Educational Background: M.S. Systems Engineering, University of Missouri '95 | B.S. Marine Engineering, National Taiwan Ocean University '92
Professional Background: Electrical Engineer II, Federal Signal Corporation | Assistant Professor of Practice, Virginia Tech | Professor, Devry University

Hernandez, Cory
Associate Professor, Biomedical Technology and Engineering
Educational Background: B.S. Biomedical Engineering Technology '18
Professional Background: Vice President, iMed Biomedical Inc | Biomedical Engineering Director, Aramark Healthcare Technologies

Hunnel, Gary
Senior Instructor, Electrician & Electrical/Electronic Engineering
Educational Background: BS Electronics Engineering, SCIT '03 | AS Electronics & Computer Science, SCIT '03
Professional Background: Instructor, SCIT | Electronic Technician, Transcend Inc.

Jwad, Ali
Lecturer, Humanities
Educational Background: M.A. English, CSU Fullerton '15 | B.A. English, CSU Fullerton '09
Professional Background: Professor, West Coast University | Teacher, Education First | English Teacher, Al-Hadi School | Head of PR Department, Consulate General of the Republic of Iraq

Khan, Mohammad
Instructor, Electrician
Educational Background: MS Math & Physics, University of Punjab Lahore, Pakistan '81 | BS Electrical Engineering, Cal State University, Fullerton '87
Professional Background: Electrical Program Instructor, Brightwood College | Electrical and Information Technology Instructor, ITT Technical Institute | Network Administrator, PCI | Electrical Engineer, Suntech Imaging Corp

Lanning, Everett
Instructor, Electrician
Educational Background: IBEW Apprenticeship Program, Louisville, Kentucky
Professional Background: Electrical Technician II, OCSAN | Electrical Instrumentation Technician, Ferrara Candy Co | Maintenance Supervisor, Autoneum | Maintenance Supervisor, JeffBoat | Inside Wireman, IBEW

Lee, James
Lecturer, Electrical/Electronic Engineering
Educational Background: Ph.D. Electrical Systems Engineering, Colorado State University '17 | E.E.E. Engineer in Electrical Engineering, University of Southern California '14 | M.S. Electrical Engineering, University of Southern California | M.S. Electrical and Electronic Engineering, CSU Northridge | B.S. Seoul National University, South Korea
Professional Background: Adjunct Professor, Long Beach City College | Senior Principal Engineer/Associate Technical Fellow/Boeing Designated Expert, Boeing

Lin, Airs
Lecturer, Electrical/Electronic Engineering & Information Technology and Systems
Educational Background: M.S. Electrical Engineering, CSU Los Angeles '12 | B.S. Electrical Engineering, CSU Los Angeles '09
Professional Background: Senior Software/Embedded Engineer, RobotSoC Corp. | Lecturer, CSU Los Angeles | Network/IT Engineer, Laban Pen | Database/IT Engineer, Euston Investment Inc.] | Project Manager/Sr. Software Engineer, Happywork Information Technology Co. | Senior Software Engineer/Network System Engineer, Enlite Computer and System Information Co.

Macatiag, Darwin
Lecturer, Information Technology and Systems
Educational Background: B.S. Computer Science, Cal Poly Pomona '97
Professional Background: Infrastructure Network Administrator, Mt. San Antonio Community College | Adjunct Faculty, Mt. San Antonio Community College | Information Security Engineer, United Online

Mekonnen, Fasil
Lecturer, Electrician & Electrical/Electronic Engineering
Educational Background: M.S. EE, Cal State Fullerton '14 | B.S. EE, Bahir Dar University '02
Professional Background: Electrical Instructor, Wyotech Long Beach | Test Technician, Hospira, Inc. | Graduate Assistant, Bahir Dar University.

Moussaoui, Ali
Lecturer, Math and Sciences
Educational Background: Ph.D. Physics, UC Riverside | M.S.
Physics, CSU Los Angeles | B.S. Electrical Engineering, University
of Texas
Professional Background: Adjunct Professor, Riverside Community
College | Adjunct Professor, Norco College | Adjunct Professor,
Chaffey College | Adjunct Professor, Crafton Hills College, Adjunct
Professor, SMCC | Adjunct Professor, SBVC | IT Field Service
Tech/Engineering, University of Southern California

Musbah, Mahmud
Lecturer, Electrical/Electronic Engineering
Educational Background: Ph.D. Electrical Engineering, UC Davis '84
| M.S. Electrical Engineering, UC Davis '80 | B.S. Electrical
Engineering, University of Tripoli '76
Professional Background: Principal, Circuit Consulting Group |
Director of SoC Design, Actel | Director of Circuit Design,
Barcelona Design Inc. | Analog/Mixed Signal Circuit Design
Manager, Philips Semiconductors | Hard Disk Drives Electronics
Section Head, Sony Semiconductors | Staff Circuit Design
Engineer, National Semiconductors | Senior Circuit Design
Engineer, Raytheon Semiconductors | Engineering Specialist, Ford
Aerospace

Panda, Sasanka
Lecturer, Information Technology and Systems
Educational Background: M.Tech. Industrial Engineering, Indian
Institute of Technology '95 | B.S. Electrical Engineering, College of
Engineering and Technology, Bhubaweswar, India
Professional Background: Head of Technology and
Innovations/Products, Capital GDC | Head of Emerging
Technologies, NIIT Technologies | Cofounder and CTO,
iServeFinancial | Head of Technology Services, WNS Global
Services | Project/Technical Manager, BearingPoint |
Project/Technical Manager, Ernst & Young

Perez, Onifre
Instructor, Electrician
Educational Background: Associate, IBEW Union Apprenticeship
Professional Background: Journeyman Electrician/Electrical
Manager, Yee Yuen Line | Journeyman Electrical Instructor, Apex
Technical | Lead Journeyman Electrician, Carnival Cruise Line |
Journeyman Electrician and Foreman, Goff Communications |
Journeyman Electrician, Dyna Electric

Rad, Khosrow
Lecturer, Electrical/Electronic Engineering
Educational Background: Ph.D. Electrical and Computer
Engineering, University of Idaho '07 | M.S. Electrical and
Computer Engineering, CSU Los Angeles '88 | B.S. Electrical and
Computer Engineering, CSU Los Angeles '85
Professional Background: Faculty, CSU Los Angeles | Associate
Faculty in Industrial Electrical Technology, Norco College |
Lecturer, CSU Long Beach | Lecturer, UC Irvine

Reyes, Jeffrey
Lecturer, Math and Sciences
Educational Background: M.S. Mathematics, CSU Long Beach '17 |
B.S. Mathematics, CSU Long Beach '14
Professional Background: Tutor Technician, Cerritos Community
College

Safari, Sara
Lecturer, Humanities
Educational Background: Ph.D Leadership and Change, Antioch
University '21 | M.A. Leadership and Change, Antioch University
'19 | M.S. Electrical Engineering, UCLA '09 | B.S. Electrical
Engineering, UCLA '07
Professional Background: President and Founder, Climb Your
Everest | System Engineer, Raytheon | Test Engineer, Broadcom

Sahu, Pushpa
Lecturer, Math and Sciences
Educational Background: Ph.D. Biology, University of Mississippi
'04 | Bachelor of Medicine & Surgery, Ravishankar University,
Raipur '86
Professional Background: Associate Faculty, Norco Community
College | Part-time Faculty Biology, South University Online |
Part-time Instructor, Santa Ana College | Instructor, Inter Coast
College

Sakhai, Parastou
Lecturer, Humanities
Educational Background: M.S. Counseling, Cal State Fullerton, '10
| B.S. Business Administration, Cal State University Northridge, '94
Professional Background: Counselor, Private Practice | MFT
Instructor, Mariposa Women & Family Center | Intern Counselor,
Outreach Concern | Program Facilitator, Girls Inc.

Soliman, Milad
Instructor, Electrician
Educational Background: M.S. Engineering Management
(evaluated based on completion of Electrical Installation and
Electromechanics '88, Bachelor of Commerce '05 and Investment
Management '08 from Italian Institute Salesian Don Bosco and
The American University in Cairo)
Professional Background: Electrical Superintendent, Helix Electric
| Electrical Superintendent, USS Cal Builders | Electrical
Construction Manager, Orascom Construction Industries | Various
Roles, Siemens Technologies S.A.E. | Operations Manager, ABB
Electrical Engineering | Electrical Supervisor, Fochi Buini & Grandi

Sotomayor, Andrew
Assistant Professor, Math and Sciences
Educational Background: M.S. Mathematics, Cal State Long Beach
'16 | B.S. Mathematics, Cal State Long Beach '12
Professional Background: Teaching Associate, Cal State Long
Beach.

Suh, Jung
Lecturer, Electrical/Electronic Engineering
Educational Background: Ph.D. Electrical and Computer Engineering, Virginia Tech '07 | M.S. Electronic Communication Engineering, Hanyang University, South Korea '98 | B.S. Electronic Communication Engineering, Hanyang University, South Korea '96
Professional Background: Manager/Sr. Principal Algorithm Engineering, ACIST Medical Systems | Senior Software Engineer, GE Healthcare | Image Algorithm Consultant, Advanced Orthopedic Technology | Senior Image Algorithm Scientist, KLA-Tencor | Senior Medical Imaging Scientist, HeartFlow Inc. | Postdoctoral Fellow, University of Pennsylvania | Postdoctoral Associate, Yale University | Project Lead & Senior Software Engineering, Samsung Electronics

Taefi, Michael
Lecturer, Information Technology and Systems
Educational Background: M.S. Computer Science, University of Illinois | M.S. Digital Forensics, National Institute of Justice | J.D. Concord Law School | B.A. Psychology, Political Science and Computer Science, CSU Los Angeles
Professional Background: Senior Systems Analyst, Mount San Antonio College | Computer Science Adjunct Faculty, Santa Monica College | Principal Software Architect, ClassicPlan Premium Financing Inc. | Lead Network Architect, Guardian International | Project Manager, CSU Los Angeles | Infrastructure/Software Architect, Fifth Third Bank

Tran, Long
Lecturer, Information Technology and Systems
Educational Background: B.S. Mechanical Engineer, Cal State University Northridge '86
Professional Background: Instructor for Information Systems and Cyber Security, ITT | Network System Administrator, E.A.S. Manufacturing | Network Consultant, Mulgrew Aircraft Inc. | Microsoft and Cisco Certification Trainer and Network System Administrator, Monterey Park College | Process / Project Engineer, Electrocube Co.

Vu, Dinh
Lecturer, Electrical/Electronic Engineering
Educational Background: Ph.D. Electrical Engineering, Grenoble Institute of Technology, France '93 | B.S. Electrical Engineering, Ho Chi Minh University of Technology, Vietnam 82'
Professional Background: President and Professor, Ho Chi Minh University of Technology | Lecturer, University of Houston at Clear Lake

William, Matthew
Senior Instructor, Electrician
Educational Background: A.A. Science & Math, Coastline Community College '10 | C10 CA State License # 509979
Professional Background: Electrical Instructor, InterCoast College | Construction Manager, Innovative Structures | C10 Contractor, Cost Less Electric | Project Manager, Ardell Marten Painting & Interior Design.

Winton, Aaron
Instructor, Electrician
Educational Background: General Electrician, SCIT '17 | Journeyman Electrician, State of CA
Professional Background: Electrician, Hackney Electric

Wu, Benson
Lecturer, Math and Sciences
Educational Background: M.S. Mathematics, Cal State Long Beach '15 | B.S. Mathematics, Cal State Fullerton '13
Professional Background: Lecturer, Cal State Long Beach | Lecturer, El Camino College

STUDENT AFFAIRS

GENERAL INFORMATION

SCIT's Student Affairs Office offers a full range of services to support students as they pursue their academic and professional goals. We are committed to assisting students by providing useful information to help them make informed decisions throughout their collegiate years. It is often much easier to address issues and concerns with the help of the Student Affairs staff, which is why we encourage students to ask for help and information when needed.

TRANSPORTATION, HOUSING & CHILDCARE

Student Services furnishes information on public transportation, general costs in the area of childcare, and points of interest. SCIT does not have its own housing facilities, as we do not offer a residential program. However when given prior notice at least two weeks in advance of the prospective students start date, SCIT will offer assistance to the student in finding suitable housing in the local area. SCIT further makes no guarantee of said housing based on availability. An approximation for the average cost of housing near the campus is around $1645 per month. This estimation is based on a sampling of 48 one bedroom apartments within 1.5 miles of the campus obtained from rentometer.com as of the publication date of this catalog. This estimation is in no way a guaranteed cost, either expressed or implied, for housing and is subject to change at any time.

PARKING

SCIT has ample parking for students at no fee. Parking is at your own risk. SCIT takes no responsibility for any loss of property from and of the parking areas in and around the campus.

TUITION REIMBURSEMENT & ENROLLMENT VERIFICATION

Students may request a letter for tuition reimbursement or enrollment verification from the SCIT Registrar's Office. Verification letters generally take one week to prepare. There is no fee for enrollment verifications unless it is requested to be expedited.

STUDENT ADVISING & COUNSELING

ACADEMIC ADVISING

Student Services and/or a faculty member assigned by the Dean of Education provide student advisement in regards to academic matters. Students are first instructed to speak with their assigned academic advisor in regards to academic advisement. If the academic advisement is beyond that of the advisors knowledge or expertise, then students may be referred to the Director of Education, appropriate Department Chair, or the Student Services Office depending on the students' situation where a counseling session is usually arranged for students. In general, SCIT staff and faculty have open door policies if students would like to discuss academic related issues.

NON-ACADEMIC ADVISING

Non-academic advisement is done by the Student Services Office as necessary. Advisement may cover areas such as; attendance, housing, transportation, childcare, student conflict, conduct, and/or other topics that are not financial or academic in nature. Financial advisement of any nature is referred to the Accounting Office or Financial Aid Office.

COUNSELING

The school counselor handles counseling in regards to life skills and coping skills. The Student Services Office maintains an open door and privacy policy for all students requesting advisement pertaining to their personal lives. Should the student require experience beyond the counselors capabilities, the student may be referred to professional agencies in the local area.

ADVISEMENT FOR DISTANCE EDUCATION STUDENTS

The Student Services Office is committed to providing advisement and counseling services to all students, including those learning through distance education. Student advisement and counseling is available through live teleconference sessions where distance education students have the opportunity to meet virtually in a private, online session to receive academic advisement, non-academic advisement or any advisement pertaining to personal life hardships. Teleconference sessions are available to conduct during normal business hours for the Student Services Office by appointment.

TUTORING

Tutoring is provided on an as-needed basis and is subject to staff availability. Students may request tutoring if they feel they need additional academic support, and instructors may also recommend tutoring when a student is identified as needing assistance with course material. Students who request tutoring but fail to attend scheduled sessions may be denied future tutoring services.

PLACEMENT SERVICES

The SCIT Placement Office assists students in (1) creating, modifying and/or rewriting resumes, (2) career related workshops and/or counseling, and (3) providing job leads. The school maintains job leads from various employers who work with the school. The availability of job leads depends on the open positions available from the employers and how well those positions match candidate backgrounds. The school does not guarantee that it will provide job leads to all graduates. Graduates who do not have any outstanding financial obligations to the School are eligible to receive placement services at any point within a nine (9) month time period that begins on the graduates' date of graduation ("Eligibility Timeframe"). Eligible graduates may contact the SCIT Placement Office in order to receive placement services. In order for a graduate to receive placement services throughout his/her Eligibility Timeframe, the graduate must actively participate in the placement process, meaning the graduate must (1) respond to, communicate and attend scheduled meetings with his/her assigned placement representative to a degree that satisfies the Placement Representative, (2) complete any placement related assignments in a diligent and proactive fashion, and (3) attend a reasonable amount of workshops provided by SCIT as deemed appropriate by the graduates Placement Representative. Any student or graduate who violates the student code of conduct may be denied placement services as solely decided by the SCIT Placement Office. The school does not make any promise or representation whatsoever to any student or graduate that he/she will obtain employment, whether part-time, training related, or otherwise.

STUDENT CODE OF CONDUCT

Students must demonstrate courtesy and consideration toward SCIT staff, instructors, and other students. SCIT reserves the right to suspend or dismiss any student whose conduct is inappropriate or demeaning to fellow students, or the school and its reputation.

At the discretion of the school administration, a student may be temporarily or permanently suspended from school for any serious or repeated incident, including but not limited to

- A drugged or intoxicated state of behavior;
- Possession of drugs, alcohol or weapons upon school premises;
- Physical or verbal behavior creating a safety hazard;
- Disobedience or disrespectful behavior toward staff, a faculty member, or another student;
- Any verbal, physical or other conduct based on a person's sex, race, color, religion, national origin, age, disability, veteran or marital status that has the purpose or effect of threatening, intimidating, or coercing another, or impairing another's academic performance, career development, or any other aspect of their education;
- Academic dishonesty, such as cheating, plagiarism, unauthorized collusion, impersonation, knowingly furnishing false information, or any activity deemed as academic dishonesty by a designated committee authorized to make such determinations;
- Obstruction or disruption of teaching, administration, disciplinary procedures, or any school related activity;
- Theft of, or damage to, SCIT property;
- Violation of the Computer Use Policy (see below);
- Disorderly conduct or lewd, indecent, or obscene conduct or expression;
- Knowingly making false statements or accusations that damage or undermine the schools reputation;
- Violation of any school directives such as a *No Contact* directive or *No Trespass* directive;
- Failure to comply with the verbal or written directions of any SCIT official acting in the performance and scope of his/her duty;
- Violation of any of the policies outlined in the schools most recently published Annual Security Report.

ACADEMIC DISHONESTY

Academic dishonesty can take several forms, including, but not limited to, cheating, plagiarism, unauthorized collusion, or impersonation.

Cheating: The use of any unauthorized support or assistance in completing any assignment, homework, project, lab or examination submitted for course credit. Example: Using a textbook, internet search, or artificial intelligence software or service to complete a closed-book examination.

Plagiarism: Intentionally or unintentionally failing to give appropriate credit to the source of a quotation or original thought/idea. Example: Copying a quotation from a book and pasting it into a course assignment without quotation marks surrounding the copied material, and/or without indicating the source of the quotation.

Unauthorized Collusion: Working with another student to complete an assignment, homework, project, lab, or examination that is intended to be completed individually. Example: Two students work together to complete an examination, which the instructor has not approved for group completion.

Impersonation: The act of one person pretending to be another to gain an unfair academic advantage. Example: A person attends an online class and completes an examination in place of a student to whom the exam is assigned.

Instances of academic dishonesty are handled according to the process described below under "Disciplinary Action & Student Sanctions."

DISCIPLINARY ACTION & STUDENT SANCTIONS

SCIT makes all practicable efforts to investigate and resolve student conduct concerns in a fair, consistent, and timely manner. Any SCIT employee or student who suspects that a violation of the Student Code of Conduct has occurred should report the concern to the Student Services Office. The school will determine whether a violation occurred by conducting an investigation in accordance with institutional policies and procedures appropriate to the type of infraction.

Following the investigation, the school will determine, in its sole discretion, whether disciplinary sanctions are warranted. Sanctions are based on:

1. the findings and conclusions of the investigation;
2. the nature and severity of the infraction; and
3. any prior incidents involving the student.

All incidents resulting in disciplinary action are documented in writing and recorded in the student's file.

If a violation of the Student Code of Conduct is determined, one or more of the following sanctions may be imposed:

- Academic Sanctions
- Denial of Access to Campus, Resources or Persons
- Suspension (one or more days, or one or more terms)
- Expulsion

Investigation results and disciplinary decisions are communicated in writing to the appropriate parties and recorded in the student's file.

A student who has been found in violation and sanctioned may submit a written appeal to the President within two weeks of receiving notification. Appeals are considered only on the following grounds:

1. New evidence is available that could materially affect the decision;
2. Procedural error or improper conduct occurred during the investigation, including discriminatory behavior; or
3. The student believes the sanction imposed was unreasonable for the nature of the violation.

Appeals must include a detailed written explanation and any supporting evidence that directly pertains to one or more of the allowable grounds for appeal. The President may uphold the original decision, modify the sanctions (either reducing or increasing them), or order a new investigation. The President's decision is final and is not subject to further appeal.

COMPUTER USE POLICY

SCIT students are authorized to use the school's computers for course related work and other educational purposes only. Use of SCIT's resources for other than educational purposes is not permitted. SCIT reserves the right to inspect all information stored on SCIT computers, including programs and data. All students' work, exercises, and information are to be stored on an external device such as a flash drive, not the computer hard drive. The school is not responsible for lost work saved on the hard drive. The systems provided are for public usage and not restricted to one user.

Instances of system misuse and/or inappropriate usage are in violation of the Student Code of Conduct and may result in removal of privileges to SCIT's computers, suspension or expulsion from the school. Misuse and/or inappropriate usage of SCIT's computer systems include, but are not limited to:

- Unauthorized copying, installing or distribution of software without approval from SCIT;

- Playing games, chatting on the internet, or participating in activities that are not course related;

- Deliberately trying to damage system software or hardware;

- Any attempt to create or import a program that may jeopardize system security or compromises data integrity;

- Viewing any images (i.e., photographs, drawings, paintings, or other derivatives thereof), audio, videos, movies or data that are discriminatory, abusive, profane, harassing, adult oriented, inappropriate or sexually offensive. When a complaint regarding discriminatory, abusive, profane, harassing, adult oriented, inappropriate or sexually offensive material is received by Southern California Institute of Technology, the matter will be turned over to the appropriate dean, office, committee or law enforcement agency.

SCIT reserves the right to limit or deny access to anyone using SCIT computers and/or facilities when privileges are abused.

SCHOOL EMAIL ACCOUNTS

The school utilizes a cloud-based platform provided by Google ("Gmail Accounts") to provide students with school email accounts. Students are assigned a school email account normally within one month after beginning their enrollment at the school. The school email account also serves as a Google Account that enables students to access a variety of Google Apps and Services while attending school.

OWNERSHIP, PRIVACY AND RIGHT OF ACCESS DISCLOSURE

The school owns all school email accounts, including all data transmitted or stored using the schools email accounts, subject to underlying copyright and intellectual property rights under applicable laws. While the school will make every effort to keep email messages secure, privacy is not guaranteed and students should have no general expectation of privacy in email messages sent through school email accounts. Under certain circumstances, it may be necessary for school officials to access and inspect school email accounts. These circumstances may include, but are not limited to, maintaining the system, investigating security or abuse incidents or investigating violations of school policies. The school reserves and retains the right to access and inspect stored information on school email accounts without the consent of the user. All school email users are bound by the schools Acceptable Use Policy and Google's Acceptable Use Policy, which can be found at the following URL https://gsuite.google.com/intl/en/terms/use_policy.html.

EXPIRATION OF SCHOOL EMAIL ACCOUNTS

Students may leave the school for a variety of reasons, which gives rise to differing situations regarding the length of email privileges or expiration of accounts. The school does not guarantee school email accounts to be active after the student graduates or withdraws from the school. The school will establish policies, which may change from time to time, about the length of time it will allow school email accounts to remain active after a student leaves the school. The most recent policy in regards to the expiration of school email accounts can be obtained by contacting the Student Services Office.

ACCEPTABLE USE POLICY

This policy details specific requirements for the use of school email accounts. The school reserves the right to suspend any student's school email account for violation of this policy or any policy outlined in the Student Code of Conduct or Computer Use Policy in the most recently published school catalog.

Students given a school email account are expected to use such accounts for academic purposes and protect their accounts from unauthorized use. The exchange of any email content below is prohibited:

- Generating unsolicited bulk emails;

- Infringing on or assisting with the infringement on another person's copyright or other property rights;

- Violating or encouraging the violation of any federal or state laws;

- Intentionally distributing viruses, worms, Trojan horses, malware, corrupted files, hoaxes, or other items of a destructive or deceptive nature;

- Generating or forwarding content that is profane, abusive, harassing, excessively violent, may incite or threaten violence, inappropriate or sexually offensive;

- Creating a risk to a person's safety or health, creating a risk to public safety or health, or interfering with an investigation by law enforcement;

- Misrepresenting the identity of the sender of an email or misrepresenting the nature of the individuals relationship with the school; or

- Acting as an agent or official of the school or conducting business under the aegis of the school without the school's explicit authorization.

DRESS CODE

The dress code is "Casual, but modest". No offensive statements on clothing are permitted.

SAFETY, FOOD & DRINK POLICY

Students are required to observe all standard safety precautions. Students are not permitted to move any equipment or furniture on the campus. Students are not permitted to have food or drink in any of the buildings, except for water in spill proof containers.

CELL PHONE USAGE POLICY

Students may not use cell phones in the classroom or in areas marked as for no cell phones usage on the school premises. Unauthorized use of cell phones is in violation of the student code of conduct.

ACCOMMODATIONS FOR DISABLED STUDENTS

Students with disabilities may request for reasonable accommodations to attend school by submitting a request in writing to the Student Services Office stating the following: (1) a description of the nature of the disability, (2) how the disability affects his or her ability to perform in academic activities at the school, and (3) the specific accommodations he or she is requesting the school to make available. For certain cases, the school may request additional documentation that may include, but is not limited to, a recent letter from a medical professional that verifies the disability and provides recommendations for reasonable accommodations. Reasonable accommodations are made available providing the requested accommodations do not cause an undue financial or administrative burden on the school, do not fundamentally alter the school's academic programs, and are not of a personal nature.

CAMPUS CRIME & SECURITY

SCIT publishes an Annual Security Report by October 1st of each year in compliances with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1988 ("Clery Act"). The most recent SCIT Annual Security Report may be found on the schools website at https://www.scitech.edu/disclosures. The Annual Security Report contains information in regards to campus security policies and procedures, which includes policies related to alcohol, drugs and weapons, and sexual misconduct. Students are required to follow all policies and procedures as stated in the schools most recently published Annual Security Report.

DRUG FREE SCHOOL

SCIT forbids the use, possession, distribution or sale of drugs or alcohol by students, faculty or staff anywhere on college property or at college sponsored events off campus. Anyone in violation of state, federal or other local regulations, with respect to illegal drugs or alcohol, may be subject to both criminal prosecution and disciplinary action. Students should refer to the schools most recently published Annual Security Report for the schools policies and procedures in regards to alcohol and drugs.

STUDENT PROPERTY

No personal property or other property may be brought to the school for repair, troubleshooting or any other reason. SCIT assumes no responsibility for lost property.

LOST & FOUND

Any Student items that are lost or stolen on college property are the responsibility of the student. The college does not take any responsibility for lost or stolen items. Any lost items found should be taken to the Student Services Office where it will be placed in "Lost & Found." Items in the "Lost & Found" are held for a maximum of two (2) weeks at which point they may be donated or destroyed.

UNAUTHORIZED GUESTS

Students are not allowed to bring any unauthorized guests onto the premises without approval from the Student Services Office. Unauthorized guests include, but are not limited to: children, family members, friends, and/or co-workers.

STUDENT COMPLAINT & GRIEVANCE PROCEDURE

Any student wishing to resolve a problem or wishing to register a complaint should first contact his/her instructor. If the problem is not resolved, the student should contact the Student Services Office. If the problem is still unresolved, the student may submit a written complaint to the President of SCIT.

Schools accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling students' complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting the Accrediting Commission. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to:

The Accrediting Commission of Career Schools and Colleges
2101 Wilson Boulevard, Suite 302
Arlington, VA, 22201
(703) 247-4212
www.accsc.org **|** complaints@accsc.org

A copy of the ACCSC Complaint Form is available at the school and may be obtained by contacting complaints@accsc.org or at https://www.accsc.org/Student-Corner/Complaints.aspx.

Any questions a student may have regarding the enrollment agreement or this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd., Suite 225, Sacramento, CA 95834 (www.bppe.ca.gov), Telephone: (916) 574-8900, Fax: (916) 263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov

DIPLOMA PROGRAMS

BIOMEDICAL TECHNOLOGY

AWARD... DIPLOMA

PROGRAM LENGTH ....35 WEEKS (8 MONTHS)

QUARTER CREDIT UNITS..44 UNITS

CLOCK HOURS .... 720 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Biomedical Technology Diploma program is to prepare graduates for employment as entry-level biomedical equipment technicians. Students are trained to troubleshoot, maintain and repair electronic based medical equipment.

The educational program objectives are as follows:

1. Obtain entry-level employment in fields related to medical equipment repair or maintenance.
2. Effectively function as a team member in technical environments.

STUDENT OUTCOMES

The student outcomes of the Biomedical Technology Diploma are for its graduates to attain the following:

a. Knowledge and understanding of fundamental electronic components and basic electronic circuitry.
b. A general understanding of medical equipment and the contexts in which they are used.
c. An ability to identify, diagnose and troubleshoot electronic based devices.
d. An ability to use techniques, skills and modern technical tools to repair medical equipment.
e. An ability to function as team members in a technical environment.

PROGRAM MODALITY

This program is delivered in a hybrid modality, with some courses delivered on-campus and others delivered online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

O*NET is a taxonomy of hundreds of occupations and an online resource for occupational information. It is being developed under the sponsorship of the US Department of Labor. To learn more, visit www.onetcenter.org.

The program primarily provides training for the following O*NET SOC Occupation:

49-9062.00 Medical Equipment Repairers

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

17-3029.04 Electronics Engineering Technologists

49-2094.00 Electrical and Electronics Repairers, Commercial and Industrial Equipment

BIOMEDICAL TECHNOLOGY COURSES

Course Code	Course Title	Units
BIO110	Introduction to Biomedical Technology	4
BIO110L	Introduction to Biomedical Technology Lab	2
BIO151	General Biomedical Maintenance 1	4
BIO151L	General Biomedical Maintenance 1 Lab	2
BIO156	General Biomedical Maintenance 2	4
BIO156L	General Biomedical Maintenance 2 Lab	2
C110	Computer Hardware Fundamentals	4
C110L	Computer Hardware Fundamentals Lab	2
CD101	Career Readiness	1
EE103	Introduction to Electronics	4
EE103L	Introduction to Electronics Lab	2
ELE100	Introduction to Electrical Engineering	4
ELE100L	Introduction to Electrical Engineering Lab	2
IS100	Computer Network Fundamentals	4
IS100L	Computer Network Fundamentals Lab	2
MT103	College Mathematics for Trades and Technologies	1
Total		**44**

COMPUTER NETWORKING AND CYBERSECURITY

AWARD... DIPLOMA

PROGRAM LENGTH ....35 WEEKS (8 MONTHS)

QUARTER CREDIT UNITS..50 UNITS

CLOCK HOURS .... 850 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Computer Networking and Cybersecurity Diploma program is to prepare graduates for employment as entry-level computer network specialists, information security analysts, or computer support specialists. Students are trained to install, configure, secure and maintain computer networks and network services.

The educational program objectives are as follows:

1. Obtain entry-level employment in fields related to computer network support, information security analysis, computer user support or fields that substantially utilize computer network or operating system administration and proficiency.

2. Effectively function as a team member in technical environments.

STUDENT OUTCOMES

The student outcomes of the Computer Networking and Cybersecurity Diploma are for its graduates to attain the following:

a. An ability to identify and diagnose common computer hardware failures for computers used in business environments;

b. An ability to understand network topologies and IP addressing schemas for LAN and WAN networks;

c. An ability to install, configure, secure and troubleshoot common operating systems and network services;

d. An ability to install, configure, secure and troubleshoot networking devices commonly used in layer 2 and layer 3 of the OSI model; and

e. An ability to function as team members in a technical environment.

PROGRAM MODALITY

This program is delivered in either a hybrid or a distance learning modality. In the hybrid modality, some courses are delivered on campus while others are delivered online. In the distance learning modality, all courses are delivered fully online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

O*NET is a taxonomy of hundreds of occupations and an online resource for occupational information. It is being developed under the sponsorship of the US Department of Labor. To learn more, visit www.onetcenter.org.

The program primarily provides training for the following O*NET SOC Occupation:

15-1151.00 Computer User Support Specialists

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

15-1152.00 Computer Network Support Specialist

15-1241.00 Computer Network Architects

15-1212.00 Information Security Analysts

15-1244.00 Network and Computer Systems Administrators

49-2011.00 - Computer, Automated Teller, and Office Machine Repairers

COMPUTER NETWORKING AND CYBERSECURITY COURSES

Course Code	Course Title	Units
C110	Computer Hardware Fundamentals	4
C110L	Computer Hardware Fundamentals Lab	2
CD101	Career Readiness	1
IS100	Computer Network Fundamentals	4
IS100L	Computer Network Fundamentals Lab	2
IS115	Linux Server Administration	4
IS115L	Linux Server Administration Lab	2
IS118	Mixed Environments and Cloud Implementation	4
IS118L	Mixed Environments and Cloud Implementation Lab	2
IS125	Cisco Networking	4
IS125L	Cisco Networking Lab	4
IS128	Cisco Security	4
IS128L	Cisco Security Lab	4
IS130	Cybersecurity Fundamentals	4
IS130L	Cybersecurity Fundamentals	4
MT103	College Mathematics for Trades and Technologies	1
Total		**50**

GENERAL ELECTRICIAN

AWARD... DIPLOMA

PROGRAM LENGTH ....35 WEEKS (8 MONTHS)

QUARTER CREDIT UNITS...45 UNITS

CLOCK HOURS .... 750 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the General Electrician Diploma program is to prepare graduates for entry-level employment in the electrician field for residential, commercial or industrial sectors. Students are trained to perform basic electrical wiring and installation in accordance with the National Electrical Code.

The educational program objectives are as follows:

1. Obtain entry-level employment in electrician related fields in the residential, commercial or industrial sectors, or fields that substantially utilize electrical skills and proficiencies.

2. Effectively function as a team member in technical environments.

STUDENT OUTCOMES

The student outcomes of the General Electrician Diploma are for its graduates to attain the following:

a. An ability to perform basic electrical calculations for electrical installations;

b. An ability to use techniques, skills and modern tools to install, repair and maintain electrical wiring, electrical fixtures and other electrical components in accordance with the National Electrical Code for residential, commercial and industrial environments;

c. An ability to read electrical blueprints and perform electrical installations that meet the specifications and requirements outlined in electrical blueprints;

d. An ability to install various types of electric motors and motor control systems;

e. An ability to program programmable logic controllers (PLC) in order to perform basic automated functions using ladder logic coding concepts; and

f. An ability to function as team members in a technical environment.

PROGRAM MODALITY

This program is delivered in either a hybrid or a distance learning modality. In the hybrid modality, some courses are delivered on campus while others are delivered online. In the distance learning modality, all courses are delivered fully online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

ELECTRICIAN LICENSURE INFORMATION

All persons who work as electricians making connections of greater than 100 volt amps and who work for C-10 Contractors in the State of California must be licensed as a "certified electrician" by the California Department of Industrial Relations ("DIR"). The DIR specifies various levels of electrician certification; each corresponding to the type of electrical work that is allowed to be performed for the respective certification level. The SCIT General Electrician Diploma program is approved by the DIR to offer the "Whole General Electrician Curriculum," which corresponds to the highest level of electrician certification specified by the DIR. For those deciding to embark on a career as an electrician and have no experience or related instruction, one method to becoming a "certified general electrician" requires the person to (1) accumulate 8000 hours of on-the-job-experience, (2) complete 720 hours of related and supplemental instruction, and (3) pass an exam administered by DIR to become a certified electrician. One method of obtaining "on-the-job-experience" is to register with the State of California as an "electrician trainee" which a person may do by enrolling and maintaining satisfactory academic progress in a state recognized school such as SCIT. By registering as an "electrician trainee," a person may work directly supervised by a certified electrician. Individuals who are registered as "electrician trainees" are responsible for maintaining their trainee registration status with the DIR, which may require registration fees and periodic renewal applications as determined by the DIR. For more information, please visit the DIR website for electrician certification at www.dir.ca.gov/das/electricaltrade.htm.

O*NET SOC OCCUPATIONS

O*NET is a taxonomy of hundreds of occupations and an online resource for occupational information. It is being developed under the sponsorship of the US Department of Labor. To learn more, visit www.onetcenter.org.

The program primarily provides training for the following O*NET SOC Occupation:

47-3013.00 Helpers-Electricians

In addition to the O*NET SOC Occupations listed above, the program may also provide training for the following additional O*NET SOC Occupations:

47-2111.00 Electricians

49-2098.00 Security and Fire Alarm Systems Installers

49-9097.00 Signal and Track Switch Repairers

47-1011.00 First-Line Supervisors of Construction Trades and Extraction Workers

GENERAL ELECTRICIAN COURSES

Course Code	Course Title	Units
CD101	Career Readiness	1
ELE110	Electric Motor Control	4
ELE110L	Electric Motor Control Lab	2
ELE130	Industrial Electrical Fundamentals	4
ELE130L	Industrial Electrical Fundamentals Lab	2
MAN130	Programmable Logic Controllers	4
MAN130L	Programmable Logic Controllers Lab	2
MT103	College Mathematics for Trades and Technologies	1
NEC100	Introduction to Electricity and National Electrical Code	4
NEC100L	Introduction to Electricity and National Electrical Code Lab	2
NEC101	National Electrical Code A	4
NEC101L	National Electrical Code A Lab	2
NEC110	National Electrical Code B	4
NEC110L	National Electrical Code B Lab	2
NEC120	National Electrical Code C	4
NEC120L	National Electrical Code C Lab	2
NEC123L	National Electrical Code Special Topics Lab	1
Total		**45**

INDUSTRIAL AUTOMATION TECHNOLOGY

AWARD.. DIPLOMA

PROGRAM LENGTH ....35 WEEKS (8 MONTHS)

QUARTER CREDIT UNITS..45 UNITS

CLOCK HOURS .... 680 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Industrial Automation Technology Diploma program is to prepare graduates for entry level employment as technicians within industrial automation fields or similar roles. Students are trained to install, troubleshoot, calibrate, program and repair industrial devices used in automation systems.

The educational program objectives are as follows:

1. Obtain entry-level employment in fields related to the installation, maintenance and repair of industrial devices used in automation systems.
2. Effectively function as a team member in technical environments.

STUDENT OUTCOMES

The student outcomes of the Industrial Automation Technology Diploma are for its graduates to attain the following:

a. An ability to perform basic electrical calculations for electrical installations;
b. An ability to install various types of electric motors and motor control systems;
c. An ability to program programmable logic controllers (PLC) in order to perform basic automated functions using ladder logic coding concepts;
d. An ability to install, monitor, maintain and troubleshoot programmable logic control systems and related industrial devices;
e. An ability to test, calibrate, and troubleshoot pneumatic and hydraulic based devices used in industrial processes;
f. An ability to function as team members in a technical environment.

PROGRAM MODALITY

This program is delivered in a hybrid modality, with some courses delivered on-campus and others delivered online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

O*NET is a taxonomy of hundreds of occupations and an online resource for occupational information. It is being developed under the sponsorship of the US Department of Labor. To learn more, visit www.onetcenter.org.

The program primarily provides training for the following O*NET SOC Occupation:

17-3024.00 Electro-Mechanical and Mechatronics Technologists and Technicians

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

17-3029.09 Manufacturing Production Technicians

17-3026.00 Industrial Engineering Technicians

17-3023.03 Electrical Engineering Technicians

INDUSTRIAL AUTOMATION TECHNOLOGY COURSES

Course Code	Course Title	Units
CD101	Career Readiness	1
ELE110	Electric Motor Control	4
ELE110L	Electric Motor Control Lab	2
ELE112	Advanced Electric Motor Control	4
ELE112L	Advanced Electric Motor Control Lab	2
ELE130	Industrial Electrical Fundamentals	4
ELE130L	Industrial Electrical Fundamentals Lab	2
MAN100	Occupational Safety and Health Administration (OSHA) Standards for General Industry	1
MAN130	Programmable Logic Controllers	4
MAN130L	Programmable Logic Controllers Lab	2
MAN132	Advanced Programmable Logic Controllers	4
MAN132L	Advanced Programmable Logic Controllers Lab	2
MAN140	Hydraulic & Pneumatic Automation Technology	4
MAN140L	Hydraulic & Pneumatic Automation Technology Lab	2
MT103	College Mathematics for Trades and Technologies	1
NEC101	National Electrical Code A	4
NEC101L	National Electrical Code A Lab	2
Total		**45**

DEGREE PROGRAMS

ASSOCIATE OF SCIENCE BIOMEDICAL ENGINEERING TECHNOLOGY (A.S.B.E.T.)

AWARD.. AS DEGREE

PROGRAM LENGTH .... 65 WEEKS (16 MONTHS)

QUARTER CREDIT UNITS.. 94 UNITS

CLOCK HOURS .... 1290 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Associate of Science Biomedical Engineering Technology degree program is to produce well-rounded engineering technologists or technicians prepared for entry-level careers in medical equipment repair or biomedical equipment technician services. The program combines theoretical knowledge with hands-on technical skills to equip students with the expertise needed to troubleshoot, maintain, and repair a wide range of medical devices and equipment used in the healthcare setting.

The educational program objectives are as follows:

1. Provide students with a comprehensive understanding of biomedical equipment technology, including principles of electronics and computer technology as they apply to medical devices.

2. Develop students' proficiency in diagnosing, servicing, and calibrating biomedical equipment to ensure optimal performance and compliance with industry standards and regulations.

3. Foster critical thinking and problem-solving skills essential for troubleshooting complex biomedical equipment issues in clinical settings.

4. Cultivate effective communication and teamwork skills necessary for collaborating with healthcare professionals, equipment manufacturers, and other stakeholders in the healthcare industry.

5. Prepare students to establish and develop careers in medical equipment repair and servicing, and to enhance their career prospects and advancement opportunities in the field.

STUDENT OUTCOMES

The student outcomes of the Associate of Science Biomedical Engineering Technology are for its graduates to attain the following:

1. an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline;

2. an ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline;

3. an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature

4. an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results; and

5. an ability to function effectively as a member of a technical team.

PROGRAM MODALITY

This program is delivered in a hybrid modality, with some courses delivered on-campus and others delivered online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

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The program primarily provides training for the following O*NET SOC Occupation:

49-9062.00 Medical Equipment Repairers

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

17-3029.04 Electronics Engineering Technologists

49-2094.00 Electrical and Electronics Repairers, Commercial and Industrial Equipment

ASBET COURSES

Course Code	Course Title	Units
BIO102	Physiology for Biomedical Technology	6
BIO110	Introduction to Biomedical Technology	4
BIO110L	Introduction to Biomedical Technology Lab	2
BIO151	General Biomedical Maintenance 1	4
BIO151L	General Biomedical Maintenance 1 Lab	2
BIO156	General Biomedical Maintenance 2	4
BIO156L	General Biomedical Maintenance 2 Lab	2
BIO210	Biomedical Instrumentation	3
BIO250	Advanced Diagnostic Device Maintenance	2
BIO250L	Advanced Diagnostic Device Maintenance Lab	2
BIO255	Advanced Therapeutic Device Maintenance	2
BIO255L	Advanced Therapeutic Device Maintenance Lab	2
BIO260	Healthcare Technology Compliance	2
BIO290L	Specialty Biomedical Studies Lab	2
BIO299L	Biomedical Professional Practicum Lab	2
C110	Computer Hardware Fundamentals	4
C110L	Computer Hardware Fundamentals Lab	2
CD101	Career Readiness	1
EE103	Introduction to Electronics	4
EE103L	Introduction to Electronics Lab	2
EE160	Digital Electronics	2
EE160L	Digital Electronics Lab	2
EE210	Circuit Analysis I	2
EE210L	Circuit Analysis I Lab	1
ELE100	Introduction to Electrical Engineering	4
ELE100L	Introduction to Electrical Engineering Lab	2
GE102	Composition and Critical Thinking	2
GE102L	College Writing	1
GE202	Introduction to Technical Communication	2
GE202L	Technical Writing	1
GE250	General Psychology	3
GE350	Organizational Behavior	3
IS100	Computer Network Fundamentals	4
IS100L	Computer Network Fundamentals Lab	2
MT103	College Mathematics for Trades and Technologies	1
MT121	College Algebra I	4
MT122	College Algebra II	4
Total		**94**

ASSOCIATE OF SCIENCE INDUSTRIAL ENGINEERING TECHNOLOGY (A.S.I.E.T.)

AWARD .... AS DEGREE

PROGRAM LENGTH .... 90 WEEKS (23 MONTHS)

QUARTER CREDIT UNITS.. 108 UNITS

CLOCK HOURS .... 1500 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Associate of Science Industrial Engineering degree program is to produce well-rounded engineering technologists or technicians prepared for entry-level careers in industrial engineering or related disciplines. The program educates in the utilization and application of the fundamentals of engineering, math and sciences to create innovative solutions to industrial challenges and needs. The educational program objectives are as follows:

1. Establish and develop a career in engineering or technologist related professions that involve the design, development, implementation or improvement of integrated industrial or service systems to achieve organizational goals.

2. Collaborate with others and efficiently function as members or leaders of engineering or multidisciplinary teams.

3. Continue to develop skills in engineering, business, management or other industrial and systems engineering related fields.

4. Effectively adapt to the changing demands in the workplace and perform increasingly complex tasks, including tasks outside a field of expertise.

STUDENT OUTCOMES

The student outcomes of the Associate of Science Industrial Engineering are for its graduates to attain the following:

1. an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline;

2. an ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline;

3. an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature

4. an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results; and

5. an ability to function effectively as a member of a technical team.

PROGRAM MODALITY

This program is delivered in a hybrid modality, with some courses delivered on-campus and others delivered online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

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The program primarily provides training for the following O*NET SOC Occupation:

17-3029.05 Industrial Engineering Technologists

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

17-3026.00 Industrial Engineering Technicians

17-2112.00 Industrial Engineers

17-3023.01 Electronics Engineering Technicians

17-3023.03 Electrical Engineering Technicians

17-3029.06 Manufacturing Engineering Technologists

17-3029.04 Electromechanical Engineering Technologists

ASIART COURSES

Course Code	Course Title	Units
C110	Computer Hardware Fundamentals	4
C110L	Computer Hardware Fundamentals Lab	2
C220	Applied Numerical Computing	2
C220L	Applied Numerical Computing Lab	2
C230	Computer Aided Design	2
C230L	Computer Aided Design Lab	2
EE103	Introduction to Electronics	4
EE103L	Introduction to Electronics Lab	2
EE142	Semiconductor Device Electronics	2
EE142L	Semiconductor Device Electronics Lab	2
EE160	Digital Electronics	2
EE160L	Digital Electronics Lab	2
EE210	Circuit Analysis I	2
EE210L	Circuit Analysis I Lab	1
EE220	Signals and Systems	2
EE220L	Signals and Systems Lab	2
EE311	Circuit Analysis II	2
EE311L	Circuit Analysis II Lab	1
ELE100	Introduction to Electrical Engineering	4
ELE100L	Introduction to Electrical Engineering Lab	2
ELE210	Introduction to Electric Machines	2
ELE210L	Introduction to Electric Machines Lab	2
ELE230	Industrial Controllers	2
ELE230L	Industrial Controllers Lab	2
ELE330	Design of Control Systems	2
ELE330L	Design of Control Systems Lab	2
ELE480	LabVIEW Visual Programming for Automated Systems	2
ELE480L	LabVIEW Visual Programming for Automated Systems Lab	2
GE102	Composition and Critical Thinking	2
GE102L	College Writing	1
GE202	Introduction to Technical Communication	2
GE202L	Technical Writing	1
GE250	General Psychology	3
GE350	Organizational Behavior	3
IS100	Computer Network Fundamentals	4
IS100L	Computer Network Fundamentals Lab	2
MAN200	Introduction to Manufacturing and Industrial Technology	2
MAN280L	Introduction to 3D Modeling Lab	2
MT121	College Algebra I	4
MT122	College Algebra II	4
MT230A	Calculus 1 A	3
MT230B	Calculus 1 B	3
MT235A	Calculus 2 A	3
MT235B	Calculus 2 B	3
PH200	Physics 1	4
PH200L	Physics 1 Lab	2
Total		**108**

BACHELOR OF SCIENCE BIOMEDICAL ENGINEERING (B.S.B.E.)

AWARD.. BS DEGREE
PROGRAM LENGTH .... 150 WEEKS (38 MONTHS)
QUARTER CREDIT UNITS.. 182 UNITS
CLOCK HOURS .... 2350 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Bachelor of Science Biomedical Engineering degree program is to produce well-rounded biomedical engineers prepared for entry-level careers in biomedical engineering or related disciplines. The program educations in the application of the principles of engineering, biology, human physiology, math and sciences to solve biomedical engineering problems, including those related to the interaction between living and non-living systems.

The educational program objectives are as follows:

1. Establish and develop a career in engineering or technologist related professions that involve the design, development, implementation or improvement of biomedical systems.

2. Collaborate with others and efficiently function as members or leaders of engineering or multidisciplinary teams.

3. Continue to develop skills in engineering, business, management or other biomedical engineering related fields.

4. Effectively adapt to the changing demands in the workplace and perform increasingly complex tasks, including tasks outside a field of expertise.

STUDENT OUTCOMES

The student outcomes of the Bachelor of Science Biomedical Engineering are for its graduates to attain the following:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;

3. an ability to communicate effectively with a range of audiences;

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;

5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PROGRAM MODALITY

This program is delivered in a hybrid modality, with some courses delivered on-campus and others delivered online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

O*NET is a taxonomy of hundreds of occupations and an online resource for occupational information. It is being developed under the sponsorship of the US Department of Labor. To learn more, visit www.onetcenter.org.

The program primarily provides training for the following O*NET SOC Occupation:

17-2031.00 Biomedical Engineers

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

17-2072.00 Electronics Engineers, Except Computer

17-3029.04 Electronics Engineering Technologists

17-3023.01 Electronics Engineering Technicians

17-3029.06 Manufacturing Engineering Technologists

BSBE COURSES

Course Code	Course Title	Units
BIO101	Introduction to Human Anatomy & Physiology	6
BIO110	Biomedical Instrumentation	4
BIO110L	Biomedical Instrumentation Lab	2
BIO160	Introduction to Biomedical Engineering	2
BIO320	Fundamentals of Biomedical Imaging	4
BIO320L	Biomedical Image Processing Lab	2
BIO430	Biomaterials	4
BIO440	Biomechanics	4
BIO490AL	Senior Design Project A	3
BIO490BL	Senior Design Project B	3
C110	Computer Hardware Fundamentals	4
C110L	Computer Hardware Fundamentals Lab	2
C201A	Introduction to Computer Programming A	2
C201AL	Introduction to Computer Programming A Lab	1
C201B	Introduction to Computer Programming B	2
C201BL	Introduction to Computer Programming B Lab	1
C220	Applied Numerical Computing	2
C220L	Applied Numerical Computing Lab	2
CHEM200A	General Chemistry A	3
CHEM200B	General Chemistry B	3
EE103	Introduction to Electronics	4
EE103L	Introduction to Electronics Lab	2
EE142	Semiconductor Device Electronics	2
EE142L	Semiconductor Device Electronics Lab	2
EE160	Digital Electronics	2
EE160L	Digital Electronics Lab	2
EE210	Circuit Analysis I	2
EE210L	Circuit Analysis I Lab	1
EE220	Signals and Systems	2
EE220L	Signals and Systems Lab	2
EE242	Power Electronics	2
EE242L	Power Electronics Laboratory	2
EE311	Circuit Analysis II	2
EE311L	Circuit Analysis II Lab	1
EE320	Digital Signal Processing	4
EE320L	Digital Signal Processing Lab	2
EE362	Advanced Digital Electronics	2
EE362L	Advanced Digital Electronics Lab	2
ELE100	Introduction to Electrical Engineering	4
ELE100L	Introduction to Electrical Engineering Lab	2
ELE350	Embedded Systems	2
ELE350L	Embedded Systems Lab	2
ELE352	Robotics Engineering	2
ELE352L	Robotics Engineering Lab	2
GE102	Composition and Critical Thinking	2
GE102L	College Writing	1
GE202	Introduction to Technical Communication	2
GE202L	Technical Writing	1
GE222	Introduction to Communication and Speech	3
GE250	General Psychology	3
GE330	Leadership	3
GE350	Organizational Behavior	3
GE360	Engineering Economy	3
GE362	Ethics in Engineering	3
MT121	College Algebra I	4
MT122	College Algebra II	4
MT230A	Calculus 1 A	3
MT230B	Calculus 1 B	3
MT235A	Calculus 2 A	3
MT235B	Calculus 2 B	3
MT310	Linear Algebra	4
MT315	Discrete Mathematics	4
MT330	Calculus 3	4
MT460	Probability and Statistics	4
MT470	Complex Variables	4
MT480	Ordinary and Partial Differential Equations	4
PH200	Physics 1	4
PH200L	Physics 1 Lab	2

| **Total** | | **182** |

BACHELOR OF SCIENCE ELECTRICAL ENGINEERING (B.S.E.E.)

AWARD.. BS DEGREE

PROGRAM LENGTH .... 150 WEEKS (38 MONTHS)

QUARTER CREDIT UNITS... 182 UNITS

CLOCK HOURS .... 2340 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Bachelor of Science Electrical Engineering degree program is to produce well-rounded electrical engineers or technologists prepared for entry-level careers in electrical engineering or related disciplines. The program educates in the utilization and application of the fundamentals of engineering, math and sciences to create solutions that harness the power of electricity and magnetism to address challenges in a variety of industries such as manufacturing, transportation, construction, business, healthcare and other sectors.

The educational program objectives are as follows:

1. Establish and develop a career in engineering or technologist related professions that involve the design, development, implementation or improvement of electrical systems to achieve organizational goals.

2. Collaborate with others and efficiently function as members or leaders of engineering or multidisciplinary teams.

3. Continue to develop skills in engineering, business, management or other electrical engineering related fields.

4. Effectively adapt to the changing demands in the workplace and perform increasingly complex tasks, including tasks outside a field of expertise.

STUDENT OUTCOMES

The student outcomes of the Bachelor of Science Electrical Engineering are for its graduates to attain the following:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;

3. an ability to communicate effectively with a range of audiences;

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;

5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PROGRAM MODALITY

This program is delivered in either a hybrid or a distance learning modality. In the hybrid modality, some courses are delivered on campus while others are delivered online. In the distance learning modality, all courses are delivered fully online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

O*NET is a taxonomy of hundreds of occupations and an online resource for occupational information. It is being developed under the sponsorship of the US Department of Labor. To learn more, visit www.onetcenter.org.

The program primarily provides training for the following O*NET SOC Occupation:

17-2071.00 Electrical Engineers

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

17-2072.00 Electronics Engineers, Except Computer

17-3029.02 Electrical Engineering Technologists

17-3012.02 Electrical Drafters

17-3029.04 Electronics Engineering Technologists

17-3023.03 Electrical Engineering Technicians

17-3023.01 Electronics Engineering Technicians

49-2095.00 Electrical and Electronics Repairers, Powerhouse, Substation, and Relay

17-3029.03 Electromechanical Engineering Technologists

11-9041.00 Architectural and Engineering Managers

BSEE COURSES

Course No.	Course Title	Units
C201A	Introduction to Computer Programming A	2
C201AL	Introduction to Computer Programming A Lab	1
C201B	Introduction to Computer Programming B	2
C201BL	Introduction to Computer Programming B Lab	1
C220	Applied Numerical Computing	2
C220L	Applied Numerical Computing Lab	2
C230	Computer Aided Design	2
C230L	Computer Aided Design Lab	2
EE103	Introduction to Electronics	4
EE103L	Introduction to Electronics Lab	2
EE142	Semiconductor Device Electronics	2
EE142L	Semiconductor Device Electronics Lab	2
EE160	Digital Electronics	2
EE160L	Digital Electronics Lab	2
EE210	Circuit Analysis I	2
EE210L	Circuit Analysis I Lab	1
EE220	Signals and Systems	2
EE220L	Signals and Systems Lab	2
EE242	Power Electronics	2
EE242L	Power Electronics Laboratory	2
EE311	Circuit Analysis II	2
EE311L	Circuit Analysis II Lab	1
EE362	Advanced Digital Electronics	2
EE362L	Advanced Digital Electronics Lab	2
EE490AL	Senior Design Project A	3
EE490BL	Senior Design Project B	3
ELE100	Introduction to Electrical Engineering	4
ELE100L	Introduction to Electrical Engineering Lab	2
ELE210	Introduction to Electric Machines	2
ELE210L	Introduction to Electric Machines Lab	2
ELE230	Industrial Controllers	2
ELE230L	Industrial Controllers Lab	2
ELE330	Design of Control Systems	2
ELE330L	Design of Control Systems Lab	2
ELE350	Embedded Systems	2
ELE350L	Embedded Systems Lab	2
ELE352	Robotics Engineering	2
ELE352L	Robotics Engineering Lab	2
ELE420	Electromagnetic Fields	4
ELE470	Power System Analysis	4
ELE472	Electric Power Distribution Systems	4
ELE474	Power System Protection	4
ELE480	LabVIEW Visual Programming for Automated Systems	2
ELE480L	LabVIEW Visual Programming for Automated Systems Lab	2
GE102	Composition and Critical Thinking	2
GE102L	College Writing	1
GE202	Introduction to Technical Communication	2
GE202L	Technical Writing	1
GE222	Introduction to Communication and Speech	3
GE250	General Psychology	3
GE330	Leadership	3
GE350	Organizational Behavior	3
GE360	Engineering Economy	3
GE362	Ethics in Engineering	3
MAN200	Introduction to Manufacturing and Industrial Technology	2
MAN280L	Introduction to 3D Modeling Lab	2
MT121	College Algebra I	4
MT122	College Algebra II	4
MT230A	Calculus 1 A	3
MT230B	Calculus 1 B	3
MT235A	Calculus 2 A	3
MT235B	Calculus 2 B	3
MT310	Linear Algebra	4
MT315	Discrete Mathematics	4
MT330	Calculus 3	4
MT460	Probability and Statistics	4

MT470	Complex Variables	4
MT480	Ordinary and Partial Differential Equations	4
PH200	Physics 1	4
PH200L	Physics 1 Lab	2
PH310	Physics 2	4
PH310L	Physics 2 Lab	2

Total **182**

BACHELOR OF SCIENCE ELECTRONIC ENGINEERING (B.S.E.E.)

AWARD.. BS DEGREE

PROGRAM LENGTH ....150 WEEKS (38 MONTHS)

QUARTER CREDIT UNITS.. 180 UNITS

CLOCK HOURS .... 2300 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Bachelor of Science Electronic Engineering degree program is to produce well-rounded electronic engineers or technologists prepared for entry-level careers in electronic engineering or related disciplines. The program educates in the utilization and application of the fundamentals of engineering, math and sciences to create solutions that utilize electronic systems and circuitry to address challenges in a variety of industries such as manufacturing, transportation, construction, business, healthcare and other sectors.

The educational program objectives are as follows:

1. Establish and develop a career in engineering or technologist related professions that involve the design, development, implementation or improvement of electronic systems to achieve organizational goals.

2. Collaborate with others and efficiently function as members or leaders of engineering or multidisciplinary teams.

3. Continue to develop skills in engineering, business, management or other electronic engineering related fields.

4. Effectively adapt to the changing demands in the workplace and perform increasingly complex tasks, including tasks outside a field of expertise.

STUDENT OUTCOMES

The student outcomes of the Bachelor of Science Electronic Engineering are for its graduates to attain the following:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics;

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors;

3. an ability to communicate effectively with a range of audiences;

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts;

5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives;

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions; and

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

PROGRAM MODALITY

This program is delivered in either a hybrid or a distance learning modality. In the hybrid modality, some courses are delivered on campus while others are delivered online. In the distance learning modality, all courses are delivered fully online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

O*NET is a taxonomy of hundreds of occupations and an online resource for occupational information. It is being developed under the sponsorship of the US Department of Labor. To learn more, visit www.onetcenter.org.

The program primarily provides training for the following O*NET SOC Occupation:

17-2072.00 Electronics Engineers, Except Computer

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

17-2071.00 Electrical Engineers

17-3029.04 Electronics Engineering Technologists

17-3012.01 Electronic Drafters

17-3029.02 Electrical Engineering Technologists

17-3023.03 Electrical Engineering Technicians

17-3023.01 Electronics Engineering Technicians

17-2072.01 Radio Frequency Identification Device Specialists

11-9041.00 Architectural and Engineering Managers

BSEE COURSES

Course No.	Course Title	Units
C201A	Introduction to Computer Programming A	2
C201AL	Introduction to Computer Programming A Lab	1
C201B	Introduction to Computer Programming B	2
C201BL	Introduction to Computer Programming B Lab	1
C220	Applied Numerical Computing	2
C220L	Applied Numerical Computing Lab	2
EE103	Introduction to Electronics	4
EE103L	Introduction to Electronics Lab	2
EE142	Semiconductor Device Electronics	2
EE142L	Semiconductor Device Electronics Lab	2
EE160	Digital Electronics	2
EE160L	Digital Electronics Lab	2
EE210	Circuit Analysis I	2
EE210L	Circuit Analysis I Lab	1
EE220	Signals and Systems	2
EE220L	Signals and Systems Lab	2
EE242	Power Electronics	2
EE242L	Power Electronics Laboratory	2
EE251	Analog Integrated Circuits	4
EE252	Digital Integrated Circuits	4
EE311	Circuit Analysis II	2
EE311L	Circuit Analysis II Lab	1
EE320	Digital Signal Processing	4
EE320L	Digital Signal Processing Lab	2
EE362	Advanced Digital Electronics	2
EE362L	Advanced Digital Electronics Lab	2
EE370	Introduction to Analog Communications	2
EE370L	Introduction to Analog Communications Lab	2
EE372	Introduction to Digital Communications	2
EE372L	Introduction to Digital Communications Lab	2
EE472	Wireless Communications & Mobile Ad Hoc Networks	4
EE475	Antennas	4
EE490AL	Senior Design Project A	3
EE490BL	Senior Design Project B	3
ELE100	Introduction to Electrical Engineering	4
ELE100L	Introduction to Electrical Engineering Lab	2
ELE230	Industrial Controllers	2
ELE230L	Industrial Controllers Lab	2
ELE330	Design of Control Systems	2
ELE330L	Design of Control Systems Lab	2
ELE350	Embedded Systems	2
ELE350L	Embedded Systems Lab	2
ELE352	Robotics Engineering	2
ELE352L	Robotics Engineering Lab	2
GE102	Composition and Critical Thinking	2
GE102L	College Writing	1
GE202	Introduction to Technical Communication	2
GE202L	Technical Writing	1
GE222	Introduction to Communication and Speech	3
GE250	General Psychology	3
GE330	Leadership	3
GE350	Organizational Behavior	3
GE360	Engineering Economy	3
GE362	Ethics in Engineering	3
MT121	College Algebra I	4
MT122	College Algebra II	4
MT230A	Calculus 1 A	3
MT230B	Calculus 1 B	3
MT235A	Calculus 2 A	3
MT235B	Calculus 2 B	3
MT310	Linear Algebra	4
MT315	Discrete Mathematics	4
MT330	Calculus 3	4
MT460	Probability and Statistics	4
MT470	Complex Variables	4
MT480	Ordinary and Partial Differential Equations	4
PH200	Physics 1	4
PH200L	Physics 1 Lab	2

PH310	Physics 2	4
PH310L	Physics 2 Lab	2
Total		**180**

BACHELOR OF SCIENCE INFORMATION SYSTEMS (B.S.I.S.)

AWARD.. BS DEGREE

PROGRAM LENGTH .... 150 WEEKS (38 MONTHS)

QUARTER CREDIT UNITS... 182 UNITS

CLOCK HOURS .... 2500 HOURS

EDUCATIONAL PROGRAM OBJECTIVES & PROGRAM DESCRIPTION

The goal of the Bachelor of Science Information Systems degree program is to produce well-rounded information systems specialists prepared for entry-level careers that involve the use, delivery and management of information systems to achieve organizational goals. The program educates in the design, implementation, deliverance and management of computer networks and information systems to support organizational business processes.

The educational program objectives are as follows:

1. Establish and develop a career in information systems or information technology related professions or functions within an organization.

2. Collaborate with others and efficiently function as members or leaders of a technical and multidisciplinary team.

3. Continue to develop skills in information systems, business, management or other fields requiring the use of information systems to achieve organizational goals.

4. Effectively adapt to the changing demands of the workplace and perform increasingly complex tasks while taking into consideration changes in information systems practices.

STUDENT OUTCOMES

The student outcomes of the Bachelor of Science Information Systems are for its graduates to attain the following:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

3. Communicate effectively in a variety of professional contexts.

4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

PROGRAM MODALITY

This program is delivered in either a hybrid or a distance learning modality. In the hybrid modality, some courses are delivered on campus while others are delivered online. In the distance learning modality, all courses are delivered fully online. On-campus courses may include asynchronous online learning components to support and enhance the in-person instruction. Online courses may be delivered using asynchronous, synchronous, or a combination of both instructional methods.

Program objectives and learning outcomes remain consistent regardless of how courses are delivered.

O*NET SOC OCCUPATIONS

O*NET is a taxonomy of hundreds of occupations and an online resource for occupational information. It is being developed under the sponsorship of the US Department of Labor. To learn more, visit www.onetcenter.org.

The program primarily provides training for the following O*NET SOC Occupation:

15-1142.00 Network and Computer Systems Administrators

In addition to the O*NET SOC Occupation listed above, the program may also provide training for the following additional O*NET SOC Occupations:

15-1152.00 Computer Network Support Specialist

11-3021.00 Computer and Information Systems Managers

15-1199.02 Computer Systems Engineers/Architects

15-1122.00 Information Security Analysts

BSIS COURSES

Course No.	Course Title	Units
C110	Computer Hardware Fundamentals	4
C110L	Computer Hardware Fundamentals Lab	2
C201A	Introduction to Computer Programming A	2
C201AL	Introduction to Computer Programming A Lab	1
C201B	Introduction to Computer Programming B	2
C201BL	Introduction to Computer Programming B Lab	1
C302	Advanced Computer Programming	2
C302L	Advanced Computer Programming	2
GE102	Composition and Critical Thinking	2
GE102L	College Writing	1
GE202	Introduction to Technical Communication	2
GE202L	Technical Writing	1
GE222	Introduction to Communication and Speech	3
GE250	General Psychology	3
GE330	Leadership	3
GE340	Introduction to Project Management	2
GE350	Organizational Behavior	3
GE360	Engineering Economy	3
GE362	Ethics in Engineering	3
IS100	Computer Network Fundamentals	4
IS100L	Computer Network Fundamentals Lab	2
IS115	Linux Server Administration	4
IS115L	Linux Server Administration Lab	2
IS118	Mixed Environments and Cloud Implementation	4
IS118L	Mixed Environments and Cloud Implementation Lab	2
IS125	Cisco Networking	4
IS125L	Cisco Networking Lab	4
IS128	Cisco Security	4
IS128L	Cisco Security Lab	4
IS130	Cybersecurity Fundamentals	4
IS130L	Cybersecurity Fundamentals	4
IS170	Introduction to Information Systems	2
IS215	Linux Server Security	2
IS215L	Linux Server Security Lab	2
IS230A	Network Security and Defense A	2
IS230AL	Network Security and Defense A Lab	1
IS230B	Network Security and Defense B	2
IS230BL	Network Security and Defense B Lab	1
IS250	Introduction to Web Technologies	2
IS250L	Web Technologies Lab	2
IS261	Introduction to Databases	2
IS261L	Introduction to Databases Lab	1
IS330	Computer Forensics	2
IS330L	Computer Forensics Lab	2
IS340	Introduction to Cloud Computing	2
IS340L	Introduction to Cloud Computing Lab	1
IS345	Computer System Integration and Architecture	2
IS345L	Computer System Integration and Architecture Lab	2
IS361	Database Management	2
IS361L	Database Management Lab	1
IS380	Shell and Administrative Scripting	2
IS380	Shell and Administrative Scripting Lab	2
IS430A	Hacking, Forensics & Countermeasures A	2
IS430AL	Hacking, Forensics & Countermeasures A Lab	1
IS430B	Hacking, Forensics & Countermeasures B	2
IS430BL	Hacking, Forensics & Countermeasures B Lab	1
IS441	Cloud Architecture and Design	2
IS441L	Cloud Architecture and Design Lab	1
IS450	Front-End Web Development	2
IS450L	Front-End Web Development Lab	2
IS451	Back-End Web Development	2
IS451L	Back-End Web Development Lab	2
IS471	Information Systems in Organizations	2
IS490AL	Senior Design Project A	3
IS490BL	Senior Design Project B	3
MT121	College Algebra I	4
MT122	College Algebra II	4

MT230A	Calculus 1 A	3
MT230B	Calculus 1 B	3
MT235A	Calculus 2 A	3
MT235B	Calculus 2 B	3
MT310	Linear Algebra	4
MT315	Discrete Mathematics	4
MT460	Probability and Statistics	4
MT470	Complex Variables	4

Total   **182**

COURSE DESCRIPTIONS

The school may modify or waive prerequisite or corequisite requirements as needed.

BIO BIOMEDICAL

BIO102 PHYSIOLOGY FOR BIOMEDICAL TECHNOLOGY
6 UNITS
This course provides an introduction to how the human body works, with a focus on the organ systems most relevant to biomedical equipment. Students will study the basic functions of the cardiovascular, respiratory, nervous, renal, and musculoskeletal systems and learn how these systems work together to maintain health. The course connects these physiological processes to common biomedical technologies by explaining how the body's signals, such as electrical activity, pressure, flow, and gas exchange are measured and used in medical devices. Students will develop a practical understanding of the physiological information behind diagnostic and monitoring equipment, helping them interpret data, support device operation, and recognize factors that affect patient care.

BIO110 INTRODUCTION TO BIOMEDICAL TECHNOLOGY
4 UNITS
This course provides a foundational understanding of the healthcare environment and the role of technology in patient care. This course covers the essentials of hospital structure, BMET job functions, safety protocols, and the use of basic tools and test equipment in medical device maintenance. Emphasis is placed on understanding biomedical sensors used in various types of medical devices, equipping students with the knowledge and skills necessary to succeed in the field of healthcare technology and equipment maintenance.

BIO110L INTRODUCTION TO BIOMEDICAL TECHNOLOGY LAB
2 UNITS
COREREQUISITE: BIO110
This lab allows students to apply their knowledge in a lab setting as it applies to BIO110.

BIO151 GENERAL BIOMEDICAL MAINTENANCE 1
4 UNITS
PREREQUISITE: BIO110
This course introduces students to the fundamentals of troubleshooting and maintaining electronic medical equipment. Emphasis is placed on understanding device use-cases, common failure points, and basic maintenance steps used across the biomedical field. Students will learn to apply service manuals, follow structured troubleshooting methods, and practice safe, effective maintenance procedures. The course focuses on several core modalities including patient monitoring and vital-signs equipment, fetal monitoring systems, defibrillators, and basic pacemaker technologies. Through hands-on exercises and real-world examples, students develop practical skills in identifying problems, verifying device performance, and supporting reliable operation of essential clinical equipment.

BIO151L GENERAL BIOMEDICAL MAINTENANCE 1 LAB
2 UNITS
COREQUISITE: BIO151
This laboratory course gives students practical experience with the maintenance and troubleshooting of common electronic medical devices. Students will use standard biomedical test equipment, perform device teardowns, and carry out basic preventive maintenance procedures. Lab activities include functional testing, patient simulation, and performance verification on equipment such as patient monitors, vital-signs devices, fetal monitoring systems, defibrillators, and introductory pacemaker technologies. Emphasis is placed on safe work practices, accurate documentation, and applying systematic troubleshooting methods. By the end of the lab, students will gain confidence in evaluating device condition, identifying faults, and supporting the reliable operation of essential clinical equipment.

BIO156 GENERAL BIOMEDICAL MAINTENANCE 2
4 UNITS
PREREQUISITE: BIO151
This course builds on the foundations of General Biomedical Maintenance I and focuses on the troubleshooting and maintenance of fluid-delivery, warming, and basic therapeutic devices commonly used in clinical settings. Students will learn the operational principles, use-cases, and common failure modes of equipment such as IV pumps, feeding pumps, syringe pumps, SCD pumps, patient warmers, blood warmers, and introduced to electrosurgical units (ESU). The course emphasizes structured diagnostic methods, proper preventive maintenance procedures, and accurate performance verification. Through practical learning activities, use of manufacturer recommendations, service manuals, and instructor guidance, students develop the skills needed to support the safe and reliable maintenance of these essential medical devices.

BIO156L GENERAL BIOMEDICAL MAINTENANCE 2 LAB
2 UNITS
COREQUISITE: BIO156
This laboratory course provides hands-on experience with the maintenance, testing, and troubleshooting of fluid-delivery, warming, and basic therapeutic devices. Students will work with IV pumps, feeding pumps, syringe pumps, SCD pumps, patient warmers, blood warmers, and introductory electrosurgical units (ESU). Lab activities include device teardowns, preventive maintenance procedures, performance verification, and the use of patient and function simulators where applicable. Students apply manufacturer recommendations, service manuals, diagnostic tools, and instructor guidance to evaluate equipment condition, identify faults, and verify proper operation. By the end of the lab, students gain practical confidence in supporting the safe, effective maintenance of these clinical devices.

BIO160 INTRODUCTION TO BIOMEDICAL ENGINEERING
2 UNITS
This course introduces students to the current trends the biomedical engineering industry and discusses general topics such as a survey of the types of industries, career growth process in the biomedical engineering field, overview of regulations, roles of engineers in the field, and other topics as relevant.

BIO210 BIOMEDICAL INSTRUMENTATION
3 UNITS
This course expands on students' prior knowledge of sensors and measurement principles by exploring the underlying technology, electronics, and functional behavior of components used in modern medical devices. Students examine how electronic sensors, pneumatic systems, and mechanical assemblies operate, how they are integrated into clinical equipment, and how variations in their performance affect device function. The course provides a high-level look at components such as pressure and flow sensors, valves, pumps, regulators, motors, gears, and related electronic circuitry. Emphasis is placed on understanding normal versus abnormal behavior, recognizing early signs of component failure, and connecting technical concepts to real-world troubleshooting. By the end of the course, students are better prepared to interpret device symptoms and support effective diagnostic work in healthcare environments.

BIO250 ADVANCED DIAGNOSTIC DEVICE MAINTENANCE
2 UNITS
PREREQUISITE: BIO156
This course examines the diagnostic medical devices found throughout healthcare environments, focusing on how they operate and the maintenance responsibilities typically assigned to biomedical technicians. Students expand their understanding of advanced monitoring systems, diagnostic signal acquisition, laboratory instrumentation, imaging-related technologies, and diagnostic support equipment, with attention to core operating principles, common components, and expected service tasks. Building on this foundation, students analyze how these devices support physiological assessment, evaluate appropriate preventive maintenance procedures, and interpret technical documentation to identify and troubleshoot equipment malfunctions. Emphasis is placed on understanding how device performance affects diagnostic accuracy and why proper maintenance, calibration, and timely repairs are critical to patient outcomes. By the end of the course, students are prepared to support a wide range of diagnostic technologies with confidence and technical accuracy.

BIO250L ADVANCED DIAGNOSTIC DEVICE MAINTENANCE LAB
2 UNITS
PREREQUISITE: BIO156L
This laboratory course provides hands-on experience with the diagnostic medical devices covered in Advanced Diagnostic Maintenance. Students perform preventive maintenance procedures, functional checks, device teardowns, and component-level demonstrations on a variety of advanced diagnostic equipment. Emphasis is placed on applying service manuals, verifying device performance, and recognizing common failure modes. Through guided practice, students reinforce their understanding of diagnostic device operation and develop practical skills for maintaining accuracy, safety, and reliability in clinical environments.

BIO255 ADVANCED THERAPEUTIC DEVICE MAINTENANCE
2 UNITS
PREREQUISITE: BIO156
This course examines the therapeutic medical devices used to support, assist, or modify physiological function, focusing on how these systems operate and the maintenance responsibilities expected of biomedical technicians. Students deepen their understanding of electrosurgical units, respiratory support equipment, non-invasive ventilation technologies, and selected physical therapy devices. Emphasis is placed on operational principles, core components, safety considerations, and the typical service tasks associated with these therapeutic modalities. Building on this foundation, students analyze how therapeutic devices interact with physiological systems, evaluate appropriate preventive maintenance procedures, and interpret technical documentation to diagnose equipment malfunctions. Special attention is given to understanding how device performance impacts therapy effectiveness, patient safety, and clinical workflow. By the end of the course, students are prepared to support a broad range of therapeutic technologies with confidence and technical accuracy.

BIO255L ADVANCED THERAPEUTIC DEVICE MAINTENANCE LAB
2 UNITS
PREREQUISITE: BIO156L
This laboratory course provides hands-on experience with the therapeutic medical devices covered in Advanced Therapeutic Maintenance. Students perform preventive maintenance procedures, functional testing, device teardowns, and system demonstrations on equipment such as electrosurgical units, respiratory support devices, humidifiers, vaporizers, non-invasive ventilation systems, and selected physical therapy technologies. Emphasis is placed on applying service manuals, verifying safe and effective operation, and recognizing common failure modes. Through guided practice, students reinforce their understanding of therapeutic device function and develop practical skills essential for maintaining reliability and patient safety in clinical environments.

BIO260 HEALTHCARE TECHNOLOGY COMPLIANCE
2 UNITS
This course focuses on understanding and applying essential safety and regulatory standards. This course introduces students to critical codes and standards such as NFPA electrical safety codes, FDA medical device regulations, and AAMI/IEC standards. It also covers the development and review of risk assessments, and the elements of performance required by The Joint Commission (TJC) and Centers for Medicare & Medicaid Services (CMS). This course is essential for those looking to ensure that healthcare technology meets the highest compliance and safety standards.

BIO290L SPECIALTY BIOMEDICAL STUDIES LAB
2 UNITS
PREREQUISITE: BIO250L, BIO256L
This course allows student to integrate and apply the knowledge and skills they have gained throughout their studies. In this course, students engage in collaborative team projects that challenge them to address real-world scenarios and problems in the field of biomedical technology. These projects emphasize creative problem-solving, critical analysis, and practical application of theories and techniques learned in previous courses. This hands-on, experiential approach prepares students for their future careers, fostering teamwork, innovation, and a deep understanding of the complexities and responsibilities of working in the biomedical field.

BIO299L BIOMEDICAL PROFESSIONAL PRACTICUM LAB
2 UNITS
PREREQUISITE: BIO250L, BIO256L
This course provides students with an opportunity to perform a full cycle of services expected of biomedical equipment technicians in large healthcare systems, including preventative maintenance and repair, quality control and testing, installation and upgrades, training and support, inventory management, documentation and compliance.

BIO320 FUNDAMENTALS OF BIOMEDICAL IMAGING
4 UNITS
This course will introduce the physical and mathematical principles that are the foundation of biomedical imaging. The application of these principles will be demonstrated through Optical Imaging, X-ray Computed Tomography and Magnetic Resonance Imaging.

BIO320L BIOMEDICAL IMAGE PROCESSING LAB
2 UNITS
PREREQUISITE: C220, BIO320
This lab allows students to apply their knowledge in a lab setting as it applies to BIO320.

BIO430 BIOMATERIALS
4 UNITS
PREREQUISITE: CHEM200B
This course discusses various aspects pertaining to the selection, processing, testing (in vitro and in vivo) and performance of biomedical materials. The biocompatibility and surgical applicability of metallic, polymeric and ceramic implants and prosthetic devices are discussed. The physico-chemical interactions between the implant material and the physiological environment will be described. The use of biomaterials in maxillofacial, orthopedic, dental, ophthalmic and neuromuscular applications is presented.

BIO440 BIOMECHANICS
4 UNITS
PREREQUISITE: PH200
This course is an introduction to the analysis of the musculoskeletal systems using principles of engineering mechanics. Basic principles of mechanics, stress, strain and deformation in beams are presented and used to characterize the material properties of tissues such as skin, tendon, ligament, bone and cartilage. Principles of biomechanics are also applied to the design of medical devices and bioengineered tissues. Topics include forces, moments of forces, free body diagrams, principal stresses, transverse shear stresses and beam loading.

BIO490AL SENIOR DESIGN PROJECT A
3 UNITS
This course allows students to apply concepts learned throughout the program to work on a project that showcases the students ability to apply the engineering design process to produce solutions that meet specified needs as it relates to the Biomedical Engineering field.

BIO490BL SENIOR DESIGN PROJECT B
3 UNITS
This course is a continuation of BIO490AL allowing students to present and showcase their work on a culminating senior capstone project related to the Biomedical Engineering field.

C COMPUTER

C110 COMPUTER HARDWARE FUNDAMENTALS
4 UNITS
In this course students study PC hardware components and current operating system administration of workstation computer systems. Hardware portions emphasize data storage, manipulation and recovery techniques. Students learn core and advanced operating system configuration and administration techniques. Topics include disk configurations, hardware devices, user profiles, group policies and networking hardware.

C110L COMPUTER THEORY I LAB
2 UNITS
COREQUISITE: C110
This lab allows the student to receive practical hands-on experience with computer hardware and operating system administration. Computer systems are torn down and configured to give the student an understanding of computer hardware. Students configure various aspects of an operating system to give them an understanding of desktop administration in a networked environment.

C201A INTRODUCTION TO COMPUTER PROGRAMMING A
2 UNITS
Student are introduced to object oriented programming, including concepts as it relates to: data structure, conditionals, iterations, methods, and pointers. classes, polymorphism, inheritance, and programming best practices.

C201AL INTRODUCTION TO COMPUTER PROGRAMMING A LAB
1 UNIT
COREREQUISITE: C201A
This lab allows students to apply their knowledge in a lab setting as it applies to C201A.

C201B INTRODUCTION TO COMPUTER PROGRAMMING B
2 UNITS
PREREQUISITE: C201A
This course is a continuation of C201A where students further study object oriented program, including concepts as it relates to classes, polymorphism, inheritance, and programming best practices.

C201BL INTRODUCTION TO COMPUTER PROGRAMMING LAB
1 UNIT
COREREQUISITE: C201B
This lab allows students to apply their knowledge in a lab setting as it applies to C201B.

C220 APPLIED NUMERICAL COMPUTING
2 UNITS
PREREQUISITE: C201B, MT235B
Introduction to numerical computing and analysis using MATLAB. Students learn to use numerical methods to solve systems of linear equations and nonlinear equations such as matrix manipulations and algorithm implementations. Students learn to visually display computed values through use of basic plotting techniques, built-in functions, waveform generation and user interfaces.

C220L APPLIED NUMERICAL COMPUTING LAB
2 UNITS
COREQUISITE: C220
This lab course allows students to apply concepts learned in C220. Students learn programming techniques available in MATLAB to compute and visually depict systems of equations.

C230 COMPUTER AIDED DESIGN
2 UNITS
This is an introductory course in freehand sketching and computer-aided design. Students will be taught basic CAD commands, tools, multi-view drawing and dimensioning techniques. Students learn to use many of the powerful electrical drawing creation tools in the AutoCAD Electrical software. Students will create schematic drawings (ladder logic and point to point), panel drawings, and PLC-I/O circuits using automated commands for symbol insertion, component tagging, wire numbering, and drawing modification. Students are also introduced to methods of customizing AutoCAD Electrical symbols, circuits, and databases.

C230L COMPUTER AIDED DESIGN LAB
2 UNITS
COREQUISITE: C230
This course allows students to apply their knowledge as it relates to C230.

C302 ADVANCED COMPUTER PROGRAMMING
2 UNITS
PREREQUISITE: C201B
This course includes advanced programming concepts including the utilization of external libraries, exception handling, software architecture, enhancing performance, and debugging strategies.

C302L ADVANCED COMPUTER PROGRAMMING LAB
2 UNITS
COREQUISITE: C302
This course allows students to apply their knowledge as it relates to C302.

CD CAREER DEVELOPMENT

CD101 CAREER READINESS
1 UNIT
This course is designed to equip students with the essential skills and knowledge to seek career opportunities and excel in the professional world. Covering topics such as resume building, effective communication, and interview practice, this course focuses on practical tools to enhance employability and success in diverse career paths.

CHEM CHEMISTRY

CHEM200A GENERAL CHEMISTRY A
3 UNITS
This course includes the introduction to physical and chemical properties of the elements, chemical reactions, gas laws, chemical nomenclature, structure of atoms, chemical bonding, and solutions.

CHEM200B GENERAL CHEMISTRY B
3 UNITS
PREREQUISITE: CHEM200A
This course is a continuation of CHEM200A where students further study structures of atoms, chemical binding and solutions.
This course includes the introduction to physical and chemical properties of the elements, chemical reactions, gas laws, chemical nomenclature, structures of atoms, chemical bonding, and solutions.

EE ELECTRONICS

EE103 INTRODUCTION TO ELECTRONICS
4 UNITS
This course familiarizes the student with electricity and the electronic laws and formulas that apply to DC Electronics. They learn fundamentals such as: series circuits, parallel circuits, capacitors, resistors, inductors, time constants, and ohm's law. This course also covers AC currents, inductive reactance, capacitive reactance, and circuit impedance. Also covered are wave shaping devices, power conversion circuits, AC measurements and calculations, circuit resonance, high pass, low pass, band pass, band reject filters, transformers, and AC applications.

EE103L INTRODUCTION TO ELECTRONICS LAB
2 UNITS
COREQUISITE: EE103
Students learn to construct simple DC circuits, observe safety precautions, make component value determination, test circuits with a meter and start working with schematics.

EE142 SEMICONDUCTOR DEVICE
ELECTRONICS
2 UNITS
PREREQUISITE: ELE100
This course covers diodes, zeners, the various classes of amplifiers, transistor switching applications, and amplifier configurations, biasing techniques for linear circuit operation, SCRs, TRIACs and Thyristors, JFETS, MOSFETS, Unijunction Transistors, and Break over Devices, Operational Amplifiers, and oscillators.

EE142L SEMICONDUCTOR DEVICE
ELECTRONICS LAB
2 UNITS
COREQUISITE: EE142
This is a lab course using diodes, zeners, and transistors to construct half wave, full wave, and bridge rectifier circuits, small signal & power amplifiers, and voltage regulators.

EE160 DIGITAL ELECTRONICS
2 UNITS
PREREQUISITE: ELE100
This course examines the combination and sequential circuits. Students are introduced to the circuits that store/or process digital information. Course starts with the review on flip-flops and continue to explore sequential circuits such as counters and shift registers. After sequential circuits, combination circuits such as encoders, decoders, multiplexers, and demultiplexers are discussed. Furthermore, the applications of logic circuits in arithmetic are discussed. Lastly, analog-to-digital and digital-to-analog devices are introduced and their integrated circuits are discussed.

EE160L DIGITAL ELECTRONICS LAB
2 UNITS
COREQUISITE: EE160
This course allows student to apply concepts learned in EE160 in a lab setting.

EE210 CIRCUIT ANALYSIS I
2 UNITS
PREREQUISITE: ELE100
This course is taught using an integrated approach where DC is presented as a special case of AC. Topics include: Thevenin's and Norton's theorems, Series and parallel laws, mesh and node analysis, frequency response, RLC circuits, transformers, power & energy and transient analysis of circuits.

EE210L CIRCUIT ANALYSIS I LAB
1 UNITS
COREQUISITE: EE210
This course allows students to apply concepts learned in EE210 in a lab setting.

EE220 SIGNALS AND SYSTEMS
2 UNITS
PREREQUISITE: MT235B
This course will covers the fundamentals of signal and system analysis, focusing on representations of discrete-time and continuous-time signals (singularity functions, complex exponentials and geometrics, Fourier representations, Laplace and Z transforms, sampling) and representations of linear, time-invariant systems (difference and differential equations, block diagrams, system functions, poles and zeroes, convolution, impulse and step responses, frequency responses).

EE220L SIGNALS AND SYSTEMS LAB
2 UNITS
PREREQUISITE: C220
COREQUISITE: EE220
This course allows student to apply their knowledge in a lab setting as it applies to EE220. The lab will consist of computer-based exercises using MATLAB.

EE242 POWER ELECTRONICS
2 UNITS
PREREQUISITE: EE142
The objective of this course is to present the principles of power electronics and its applications. This includes power electronics circuits, power semiconductor devices, and converter topologies. The student will learn analysis and design techniques for switch-mode converters using the buck, boost, and buck-boost topologies. The course will emphasize complex theoretical analysis and computer simulation tools as course project. Principles of power electronics, power semiconductor devices, switch-mode dc-dc converters, power losses, converter dynamics, stability and control design.

EE242L POWER ELECTRONICS LAB
2 UNITS
COREQUISITE: EE242
This course allows students to apply their knowledge in a lab setting as it applies to EE242.

EE251 ANALOG INTEGRATED CIRCUITS
4 UNITS
PREREQUISITE: EE142, EE210
This course covers analog integrated circuits for mixed-signal VLSI, active and passive analog components in integrated circuits, current mirrors, single-ended and differential amplifiers, Op-Amps, comparators, frequency response and stability analysis, sample and hold circuits, bandgaps. Applications to data converters, power regulators, and filters. Design and simulation using PCB tools

EE252 DIGITAL INTEGRATED CIRCUITS
4 UNITS
PREREQUISITE: EE251
This course is an overview of metal-oxide semiconductor (MOS) device technologies for large scale integrated (LSI) circuits; inverter circuits, static and transient operation; complementary metal-oxide semiconductor (CMOS) logic implementation, full-custom gate design, mask layout fundamentals; static and dynamic logic circuits; sequential logic circuit designs; non-volatile semiconductor memory structures; and static and dynamic random access memory design principles.

EE311 CIRCUIT ANALYSIS II
2 UNITS
PREREQUISITE: EE210
This course covers the analysis of single-phase and three-phase circuits, Laplace transforms in circuit analysis, and Fourier series.

EE311L CIRCUIT ANALYSIS II LAB
1 UNITS
COREQUISITE: EE311
This course allows students to apply concepts learned in EE311 in a lab setting.

EE320 DIGITAL SIGNAL PROCESSING
4 UNITS
This course is an introduction to DSP concepts and implementation. It starts by explaining the need for digital signal processing and DSP systems. A complete model of a DSP system is examined from the input transducer, through all the stages including: signal conditioning, anti-aliasing filter, analog-to-digital and digital-to-analog conversion, output smoothing filter, and output transducers.

EE320L DIGITAL SIGNAL PROCESSING LAB
2 UNITS
COREQUISITE: EE465
This course is allows students to apply concepts learned in EE320 in a lab setting by utilizing tools such as MATLAB.

EE362 ADVANCED DIGITAL ELECTRONICS
2 UNITS
PREREQUISITE: EE160
This course introduces students to system design as it relates to the application of topics introduced in EE142 and EE160, emphasizing combinational circuits and systems where Verilog HDL is used to simulate, verify and synthesize digital systems. Sequential synchronous digital circuits and systems are also introduced. Student study how various electronic components can be assembled to perform operations based on predefined specifications.

EE362L ADVANCED DIGITAL ELECTRONICS LAB
2 UNITS
COREQUISITE: EE362
This course allows students to apply concepts learned in EE362 in a lab setting.

EE370 INTODUCTION TO ANALOG COMMUNICATIONS
2 UNITS
PREREQUISITE: EE220
This course covers carrier communications systems; types of modulation; communication circuits; transmitters and receivers; superheterodyne radio receivers; stereo systems; noise analysis; pulse modulation. design and simulation using MATLAB.

EE370L INTODUCTION TO ANALOG COMMUNICATIONS LAB
2 UNITS
COREQUISITE: EE370
This course allows students to apply concepts learned in EE370 in a lab setting.

EE372 INTRODUCTION TO DIGITAL COMMUNICATIONSS
2 UNITS
PREREQUISITE: EE370
This course covers sampling theorem and aliasing error; random process and white noise; source encoders and decoders; Pulse Code Modulation; matched filter; timing considerations; baseband systems; ASK, FSK, PSK; error analysis; design considerations. Design and simulation using MATLAB tools

EE372L INTODUCTION TO DIGITAL COMMUNICATIONS LAB
2 UNITS
COREQUISITE: EE372
This course allows students to apply concepts learned in EE372 in a lab setting.

EE472 WIRELESS COMMUNICATIONS AND MOBILE AD HOC NETWORKS
4 UNITS
PREREQUISITE: EE372
This course covers analysis and design of wireless communication systems at the link level, multiple access techniques, MIMO and Multiuser detection techniques, wireless networking, and introduction to wireless protocols and standards. Principles, practices, and research topics on Ad Hoc Networks and Security. MAC layer design (IEEE802.11, MACAW), routing (DSR, AODV, LAR), cryptography, authentication, access control and security protocols (WEP, WPA).

EE475 ANTENNAS
4 UNITS
PREREQUISITE: EE472
This course covers dipole, loop, aperture, and other antennas; array theory, antenna patterns, and pattern multiplication; radiation resistance, directivity, and gain; antenna synthesis and design.

EE490AL SENIOR DESIGN PROJECT A
3 UNITS
The course requires students to work in small design teams to solve a significant engineering problem. Students develop, design, and implement a solution to the engineering problem in conjunction with a faculty advisor. The course reinforces principles of the engineering design process and serves as a capstone for electrical engineering knowledge obtained in the EE curriculum. The consideration of the ethical and social implications of technology and the basic concepts of business are also aspects of the course. Each student design team is expected to present information related to their project in both written and oral formats. Preliminary paper design is followed by implementation in the lab using digital and analog hardware design techniques and through software engineering. It is expected that a complete or partially working system will be demonstrated at the end of the course.

EE490BL SENIOR DESIGN PROJECT B
3 UNITS
This course is a continuation of EE490AL culminating in a presentation of the students senior design project.

ELE ELECTRICAL

ELE100 INTRODUCTION TO ELECTRICAL ENGINEERING
4 UNITS
This course introduces students to foundational principals of digital circuits and systems, along with an introduction to the engineering design process. Topics include binary representation, Boolean algebra, logic gates, and combinational and sequential logic. Students are also introduced to the engineering design process as an iterative and systematic approach that integrates creativity, analysis, and practical implementation to develop efficient and effective engineering solutions.

ELE100L INTRODUCTION TO ELECTRICAL ENGINEERING LAB
2 UNITS
COREREQUISITE: ELE100
The course is designed to introduce the basic principles of electrical engineering to the students and expose them to the electronics and computer laboratory environment. Students are given the opportunity to become familiar with the basic ideas of electronic components, actual and virtual test and measurement instruments, and some microcontroller basics.

ELE110 ELECTRIC MOTOR CONTROL
4 UNITS
This course covers DC, AC, single, 3 phases, motor, calculating the HP, current identifying the type and size of the cable for motor installation, grounding, speed control, forwarding, reversing, motor configuration. . In addition, the courses touches on transformers, types of transformers, over current protection grounding, and over current protection.

ELE110L ELECTRIC MOTOR CONTROL LAB
2 UNITS
COREQUISITE: ELE110
This course allows student to apply motor control concepts from ELE110 in a lab setting.

ELE112 ADVANCED ELECTRIC MOTOR CONTROL
4 UNITS
PREREQUISITE: ELE110
This course expands on electric motor control concepts to include modeling and parameter identification of SMPM machines, fully-controlled bridge converters, modulation techniques, voltage and current regulation, control of SMPM drives, variable frequency drives (VFD), synchronous motor drives, volt/hertz induction motor drives, indirect and direct field orientation control and optimal control of induction motor drives.

ELE112L ADVANCED ELECTRIC MOTOR CONTROL LAB
2 UNITS
COREQUISITE: ELE112
This course allows students to apply concepts learned in ELE112 and gain hands-on experience with testing and control of various advanced electric motors.

ELE130 INDUSTRIAL ELECTRICAL FUNDAMENTALS
4 UNITS
PREREQUISITE: NEC100
This course introduces students to foundational concepts and practices in industrial electrical systems. Topics include transformer operation, circuit protection, industrial troubleshooting methods, electrical schematics, alarm and control circuits, and the use of data cables in modern automation environments.

ELE130L INDUSTRIAL ELECTRICAL FUNDAMENTALS LAB
2 UNITS
COREQUISITE: ELE130
This course allows students to apply concepts learned in ELE130 and gain hands-on experience with transformers, control circuits, alarms, schematics, and data cables to build, test, and troubleshoot basic industrial electrical systems.

ELE210 INTRODUCTION TO ELECTRIC MACHINES
2 UNITS
PREREQUISITE: EE311
This course introduces students to electromechanical principles and their applications to electric machines and transformers. The course starts with covers the discussion of magnetism and magnetic circuits, three phase circuits and principle of operation of single phase and three phase transformers. The course will review of mechanical system concepts and study of simple machines. Electromechanical energy conversion and principles of AC and DC.

ELE210L INTRODUCTION TO ELECTRIC MACHINES LAB
2 UNITS
PREREQUISITE: C220
COREQUISITE: ELE210
This course allows student to apply their knowledge in a lab setting as it applies to ELE210.

ELE230 INDUSTRIAL CONTROLLERS
2 UNITS
PREREQUISITE: EE311
This course provides the student with information on automated process control. Analysis of industrial process shows the steps involved in a closed loop system, starting with measurement, and continuing through such things as variables, control set points, error feedback, signal processing, and finally, the control.

ELE230L INDUSTRIAL CONTROLLERS LAB
2 UNITS
COREQUISITE: ELE230
This course allows students to apply their knowledge in a lab setting as it applies to ELE230.

ELE250 INTRODUCTION TO INDUSTRIAL ROBOTICS
2 UNITS
This course provides an introduction to industrial robotic systems with a focus on robotic operation, programming, and automation applications. Students will learn the fundamentals of robot motion, safety procedures, coordinate systems, and handling tool functions using industry-standard robotic equipment. Emphasis is placed on developing basic programming skills, including point creation, motion instructions, end-effector control, and simple automation routines.

ELE250L INTRODUCTION TO INDUSTRIAL ROBOTICS LAB
2 UNITS
COREQUISITE: ELE250
This course allows students to apply their knowledge in a lab setting as it applies to ELE250 and gain practical experience operating and programming industrial robots commonly used in manufacturing, material handling, and automated production environments.

ELE330 DESIGN OF CONTROL SYSTEMS
2 UNITS
PREREQUISITE ELE230
This course is about methods to analyze dynamic systems and to design appropriate controls to obtain a desired dynamic performance. Examples of systems discussed in the course are mechanical, electrical and magnetic systems. Topics of the course include: Transient response analysis, stability and damping. Frequency domain techniques for analysis and design of dynamic systems: root locus and frequency response analysis. PID controls. Also covered are time domain techniques such as the state space representation of dynamic system and its use for analysis and design of control systems.

ELE330L DESIGN OF CONTROL SYSTEMS LAB
2 UNITS
PREREQUISITE: C220
COREQUISITE: ELE330
The student is introduced to the fundamentals of automatic control systems including the analysis and design of control systems for various engineering applications. Topics include modeling of physical systems using both transfer function and state space models. System responses, performance and design criteria. Control system characteristics, stability, sensitivity, steady state errors and transient response. Stability analyses using Routh-Hurwitz, Root-locus, Nyquist, and Bode methods. Lead and lag compensators and PID controllers design using root-locus method. Frequency-response analysis. MATLAB and SIMULINK are used to aid in the analysis and design of control systems.

ELE350 EMBEDDED SYSTEMS
2 UNITS
PREREQUISITE: C201B
This course covers computer number systems, codes, and arithmetic functions; microprocessor and microcontroller functions, architecture, instruction sets, addressing modes, internal operations, PIA interfacing, and I/O operations. Introduction to operating systems. Formerly RE300 when taken with ELE350L.

ELE350L EMBEDDED SYSTEMS LAB
2 UNITS
COREQUISITE: ELE350
This course allows student to apply their knowledge in a lab setting as it applies to ELE350. Formerly RE300 when taken with ELE350.

ELE352 ROBOTICS ENGINEERING
2 UNITS
PREREQUISITE: ELE350
This course covers basics of Robotics Engineering, including Cartesian coordinates, robotics, control components, speed controllers, servos, synchros, stepper motors, and motor drive control circuits. This course additionally covers the control of robotic arms and manipulators through the use of interface cards.

ELE352L ROBOTICS ENGINEERING LAB
2 UNITS
COREQUISITE: ELE352
This course allows students to apply concepts learned in ELE352 in a lab environment in order to program the control of robotic motions and interface with robotic systems.

ELE420 ELECTROMAGNETIC FIELDS
4 UNITS
PREQUISITE: PH310, MT330
This course introduces students to electrostatics, Faraday's laws, Maxwell's equations, electromagnetic wave propagation and refraction, Smith Chart, and the transmission of electromagnetic energy through transmission lines.

ELE470 POWER SYSTEM ANALYSIS
4 UNITS
PREREQUISITE: ELE420
This course covers the basic components of power system and discusses the process of converting non-electrical energy to electricity for electric utilities. Transmission line parameter computation and analysis. Models for transformers, generators, and loads Power flow analysis and control.

ELE472 ELECTRIC POWER DISTRIBUTION SYSTEMS
4 UNITS
PREREQUISITE: ELE470
Electric power distribution system planning, design and operations; load characteristics and distribution transformers, design of sub-transmission lines and distribution substations, primary and secondary feeder design considerations, distribution system voltage regulation, protection and reliability; distributed generation and smart grid application.

ELE474 POWER SYSTEM PROTECTION
4 UNITS
PREREQUISITE: ELE472
This course introduces Power System Protection, Power-Flow Analysis, Short-Circuit Analysis, Protective Relays, Relay Operating Principles, Current and Voltage Transformers, Overcurrent Protection of Transmission Lines; Distance Protection of Transmission Lines, and Relay Coordination.

ELE480 LABVIEW VISUAL PROGRAMMING FOR AUTOMATED SYSTEMS
2 UNITS
PREREQUISITE: EE311
The purpose of this course is to introduce students to the methods and techniques used in LabVIEW programming. The LabVIEW programming environment has become a standard in both scientific research and industry, especially in the areas of data acquisition and instrument control, making it important for students to learn how to best use LabVIEW and its programming environment. Students will become familiar with graphical programming basics; file input/output, stimulus presentation for research experiments, signal generation and processing, and data acquisition and analysis. At the end of this course students will be expected to have the ability to write high-level LabVIEW programs that can be implemented in both research and industry environments. Each class will include lectures and hands on exercises. There will be weekly or bi-weekly assignments designed to improve the ability and understanding of the students. Student will also complete a final project which will be related to their own research agenda

ELE480L LABVIEW VISUAL
PROGRAMMING FOR AUTOMATED
SYSTEMS LAB
2 UNITS
COREQUISITE: ELE480
This course allows students to apply
their knowledge in a lab setting as it
applies to ELE480. The students,
through appropriate programming
assignments, gain hands-on experience
in programming for data acquisition and
control

GE GENERAL EDUCATION

GE102 COMPOSITION AND CRITICAL
THINKING
2 UNITS
This course develops a proficiency in
reading and writing utilizing the
techniques of critical thinking and
rhetoric. It explores the more prominent
writers and provides an analysis of short
stories, poetry, and other writings, using
reasoning and argument.

GE102L COLLEGE WRITING
1 UNIT
COREQUISITE: GE102
Students develop effective organization
and clarity of expression through the
use of process and collaborative writing
techniques as they practice the
principles of expository writing.
Students develop an analytical approach
to expressing ideas and use electronic
research techniques to develop an in-
depth understanding of written forms of
expression.

GE202 INTRODUCTION TO TECHNICAL
COMMUNICATION
2 UNITS
This course familiarizes the students
with the functions and structures of
technical communication, including such
topics as audience analysis, usability
considerations, electronic forms of
communication, page layout, and
ethical issues facing technical
communicators.

GE202L TECHNICAL WRITING
1 UNIT
COREQUISITE: GE202
This course allows students to apply
concepts studied in GE202 by learning
to use tools and techniques of technical
edition and practice marking
indisputable errors in spelling, grammar,
punctuation, syntax and usage in
technical documentation.

GE222 INTRODUCTION TO
COMMUNICATION AND SPEECH
3 UNITS
Students demonstrate the techniques
taught in the class by individual and
group presentations. Techniques of
effective and efficient oral
communication develop interpersonal
communications, interviewing skills,
questioning and other types of vocal
and non-vocal communication
techniques.

GE250 GENERAL PSYCHOLOGY
3 UNITS
This course provides a broad coverage
of the field of psychology, introducing
theories, research, and applications that
constitute the discipline. It utilizes both
lecture and student involvement to
demonstrates how psychology impacts
our lives at home and at work.

GE260 ORAL COMMUNICATION FOR
TECHNICAL PROFESSIONALS
2 UNITS
This course provides a focused
exploration of oral communication
principles with an emphasis on their
application in technical and professional
environments. Students will develop
skills for presenting complex
information clearly, engaging in
structured discussions, and
communicating effectively within
multidisciplinary teams. Emphasis is
placed on clarity, organization, audience
awareness, and the ability to translate
technical concepts into accessible
language. The course also examines
communication practices used in
technical workplaces, including briefing,
collaborative problem-solving, and
professional dialogue. Students will gain
practical experience delivering
presentations, explaining technical
processes, and refining the
communication skills essential for
success in technology-driven fields.

GE330 LEADERSHIP
3 UNITS
Students will be introduced to the basic
principles of leadership development
with a particular emphasis on leadership
skills for a variety of group contexts. In
addition, students will become aware of
their own leadership styles as they
relate to their job's leadership positions,
and future interests.

GE340 INTRODUCTION TO PROJECT
MANAGEMENT
2 UNITS
Students will be introduced to various
methods and approaches towards
project management, including
development of project schedules,
managing risk, managing project teams,
progress and performance measures,
and an introduction to Agile Project
Management.

GE350 ORGANIZATIONAL BEHAVIOR
3 UNITS
This course surveys various concepts as
it relates to organizational behavior,
including discussions on the work and
non-work interface, productive behavior
in organizations, beliefs and attitudes
about work and the organization,
theories of motivation, and team
dynamics.

GE360 ENGINEERING ECONOMY
3 UNITS
PREREQUISITE: MT122, GE202
This course is designed as an
introduction to financial engineering
theory and its applications. It focuses
upon the fundamental principles of
corporate finance and investment
science such as cash flow streams,
arbitrage, risk aversion, pricing of firms
and finance instruments, interest rate
term structure, fixed income
instruments duration, bond portfolio
immunization, and the Markowitz
mean- variance portfolio theory.

GE362 ETHICS IN ENGINEERING
3 UNITS
The course consists of three integrated
components: moral philosophy, case
studies and industry perspectives, as
well as the code of conduct for
engineers. Moral Philosophy: basic
ethical theories such as utilitarianism,
deontology, and virtue ethics, but also
more modern theories such as discourse
ethics and feminist ethics. Case Study:
Analysis of examples of situations which
engineers may encounter in their
professional life with the help of the
studied ethical theory. Industry
Perspective: discussion with
professionally active engineers on
ethical issues they have encountered
during their career.

IS INFORMATION SYSTEMS

IS100 COMPUTER NETWORK FUNDAMENTALS
4 UNITS
This course covers fundamental concepts of computer network technologies and network architecture. Topics such as TCP/IP protocols, secure network architecture, UTP Cabling, the OSI model, industry best practices for managing shared network resources and network devices, and various components of a well-functioning network are discussed. Students also learn about operating system configurations for servers and network appliances on local area networks (LANs).

IS100L COMPUTER NETWORK FUNDAMENTALS LAB
2 UNITS
COREQUISITE: IS100
This is a lab that supports the concepts and provides "hands on" experience with network design, as it relates to IS100.

IS115 LINUX SERVER ADMINISTRATION
4 UNITS
This course reviews the Linux operating system and how open-source systems and tools can be used to set up and configure many of the services offered by other commercial systems. Students learn about the structure and function of the Linux filesystem components, the role of the command line (Linux terminal), as well as the best practices for the use of command line tools, managing user accounts and permissions, system process management, configuration of network services, basics of Bash scripting and the Linux system administration.

IS115L LINUX SERVER ADMINISTRATION LAB
2 UNITS
COREQUISITE: IS115
This course allows students to configure and administer the Linux operating system and perform tasks related to concepts studied in IS115.

IS118 MIXED ENVIRONMENTS AND CLOUD IMPLEMENTATION
4 UNITS
PREREQUISITE: IS115
This course introduces students to designing and configuring computer systems that incorporate multiple operating systems and mixed deployment environments, including on-premises and cloud-based deployments. Students learn advanced configurations of Windows Server operating system and integrate Windows-based services with Linux-based and Cloud-based services to produce a cost-effective computer system solution for various business needs.

IS118L MIXED ENVIRONMENTS AND CLOUD IMPLEMENTATION LAB
2 UNITS
COREQUISITE: IS125
This lab allows students to configure and deploy a mixed on-premises/cloud environment system utilizing Linux Servers and Windows Servers as it relates to concepts discussed in IS118.

IS125 CISCO NETWORKING
4 UNITS
PREREQUISITE: IS100
This course covers the basic functions and operation of Cisco-based network switches and routers. Topics include basic configurations of switches, routers, Virtual LANs (VLANs), implementation of routing tables, routing protocols, and Access Control Lists (ACLs).

IS125L CISCO NETWORKING LAB
4 UNITS
COREQUISITE: IS125
This lab allows students to utilize basic functions, as well as the more advanced functions and operations of network switches and routers, as related to IS125.

IS128 CISCO SECURITY
4 UNITS
PREREQUISITE: IS125
This course covers various concepts related to securing a network utilizing Cisco-based appliances, including such topics as secure access, VPN, secure routing and switching, Cisco firewall technologies and ASA, IDS/IPS, content filtering and endpoint security.

IS128L CISCO SECURITY LAB
4 UNITS
COREQUISITE: IS128
This lab allows students to configure, troubleshoot and secure Cisco-based network appliances using concepts discussed in IS128.

IS130 CYBERSECURITY FUNDAMENTALS
4 UNITS
PREREQUISITE: IS118
This course introduces students to various concepts and fundamental principles of cybersecurity. The domains of cybersecurity are discussed from the perspectives of Red teams (attackers/pentesters) and Blue teams (defenders/incident responders). Course topics include history of cybercrime, Confidentiality, Integrity, and Availability (the CIA triad), current threat landscape, best practices of cryptography implementation, steps for a successful vulnerability assessment, Identity and Access Management (IAM), current cybersecurity laws and infrastructure security controls.

IS130L CYBERSECURITY FUNDAMENTALS LAB
4 UNITS
COREQUISITE: IS130
This lab allows students to conduct vulnerability assessments, investigate security risks, identify suspicious patterns, crack password hashes, practice lock picking as part of physical security assessment, design security camera network designs and participate in other activities related to cybersecurity concepts discussed in IS130.

IS170 INTRODUCTION TO INFORMATION SYSTEMS
2 UNITS
This course introduces students to the current trends the information technology/systems industry and discusses general topics such as a survey of the types of industries, career growth process in the information technology/systems field, overview of common functional separations, roles of engineers and technicians in the field, and other topics as relevant.

IS215 LINUX SERVER SECURITY
2 UNITS
PREREQUISITE: IS115
This course introduces students to administering and securing Linux servers in a network environment. Topics include, securing user accounts, Linux firewall implementations, encrypting and SSH hardening, access control, vulnerability scanning and intrusion detection.

IS215L LINUX SERVER SECURITY LAB
2 UNITS
COREQUISITE: IS215L
This lab allows students to apply concepts learned in IS215 to secure and harden Linux servers in a network environment.

IS230A NETWORK SECURITY AND DEFENSE A
2 UNITS
PREREQUISITE: IS122
This course expands on security concepts covered in IS122 to include more advanced topics such as intrusion detection methods, cryptography, application security, operation security and compliances in regards to IT security.

IS230AL NETWORK SECURITY AND DEFENSE A LAB
1 UNIT
COREQUISITE: IS230A
This course allows students to apply concepts reviewed in IS230A in a lab setting.

IS230B NETWORK SECURITY AND DEFENSE B
2 UNITS
PREREQUISITE: IS230A
This course is a continuation of IS230A and continues expanding on topics such as application security, operation security and compliance.

IS230BL NETWORK SECURITY AND DEFENSE B LAB
1 UNIT
COREQUISITE: IS230B
This course allows students to apply concepts reviewed in IS230B in a lab setting.

IS250 INTRODUCTION TO WEB TECHNOLOGIES
2 UNITS
This course reviews various web technologies, including HTTP/HTTPS protocols, HTML, CSS , JavaScript, DOM and XML. This course also reviews common JavaScript libraries used in industry.

IS250L WEB TECHNOLOGIES LAB
2 UNITS
COREQUISITE: IS250
This course allows student to apply concepts learned in IS250 to build a basic web page using HTML, CSS and JavaScript.

IS261 INTRODUCTION TO DATABASES
2 UNITS
This course includes principles of databases, managing the physical database structure and managing data base objects. Student review how data can be structured in tables using keys to connect data elements across tables in one-to-one, one-to-many and many-to-many joins.

IS261L INTRODUCTION TO DATABASES LAB
1 UNITS
COREQUISITE: IS261
Students apply concepts learned in IS260 in a lab setting whereby students perform SQL queries based on specified reporting criteria.

IS330 COMPUTER FORENSICS
2 UNITS
PREREQUISITE: IS230B
This course introduces students to the preservation, identification, extraction, documentation and interpretation of crime related computer data.

IS330L COMPUTER FORENSICS LAB
2 UNITS
COREQUISITE: IS330
This course allows students to apply concepts learned in IS330 in a lab setting.

IS340 INTRODUCTION TO CLOUD COMPUTING
2 UNITS
PREREQUISITE: IS310, IS230B
This course introduces students to cloud based network infrastructures, including a review of infrastructure service models, virtualization concepts, best practices, and a survey of popular cloud computing platforms and solutions.

IS340L INTRODUCTION TO CLOUD COMPUTING LAB
1 UNIT
This course allows students to apply concepts learned in IS340 in a lab setting.

IS345 COMPUTER SYSTEM INTEGRATION AND ARCHITECTURE
2 UNITS
PREREQUISITE: IS310
This course studies the process of aggregating sub-systems into one system in order to act as a coordinated whole. Students review integration of systems at various levels, including at the networking level and application level.

IS345L COMPUTER SYSTEM INTEGRATION AND ARCHITECTURE LAB
2 UNITS
Students learn to apply concepts learned in IS345 in a lab setting.

IS361 DATABASE MANAGEMENT
2 UNITS
PREREQUISITE: IS261
This course introduces students to management techniques and tools for database systems with such topics related to disaster recovery, optimization strategies, high availability deployments, user authentication and authorization, backup tools, and access restrictions.

IS361L DATABASE MANAGEMENT LAB
1 UNIT
COREQUISITE: IS361
Students apply concepts learned in IS360 in a lab setting whereby students learn to use a popular enterprise database management software in relation to topics covered in IS360.

IS380 SHELL AND ADMINISTRATIVE SCRIPTING
2 UNITS
PREREQUISITES: C302
This course reviews techniques to automate server and computer administration through the use of scripts. Students learn to program scripts utilizing variables, loops, creating and calling subroutines, creating interactive scripts, and automating tasks with scripts.

IS380L SHELL AND ADMINISTRATIVE SCRIPTING LAB
2 UNITS
COREQUISITE: IS380
This course allows students to write scripts to automate various server administration tasks as it relates to topics learned in IS380.

IS430A HACKING, FORENSICS & COUNTERMEASURES A
2 UNITS
PREREQUISITES: IS230B
This course expands on network security concepts discussed in IS230 to include topics such as pentesting lifecycle, steps for a successful security assessment, hacking techniques, pentest project documentation, and network forensics.

IS430AL HACKING, FORENSICS AND COUNTERMEASURES A LAB
1 UNITS
COREQUISITE: IS430A
This course allows students to apply concepts reviewed in IS430A in a lab setting.

IS430B HACKING, FORENSICS & COUNTERMEASURES B
2 UNITS
PREREQUISITES: IS430A
This course is a continuation of IS430A that expands on computer security topics, including web-based attacks, email-based attacks, and techniques to avert networking attacks.

IS430BL HACKING, FORENSICS AND COUNTERMEASURES B LAB
1 UNITS
COREQUISITE: IS430B
This course allows students to apply concepts reviewed in IS430B in a lab setting.

IS441 CLOUD ARCHITECTURE AND DESIGN
2 UNITS
PREREQUISITE: IS340
This course covers designing a cloud solution based on business needs, review of SaaS, PaaS, and IaaS, cloud monitoring and auditing techniques and disaster recovery.

IS441L CLOUD ARCHITECTURE AND DESIGN LAB
1 UNITS
COREQUISITE: IS441
This course allows students to apply concepts learned in IS440 to build a secure a cloud based network environment based on business needs.

IS450 FRONT-END WEB DEVELOPMENT
2 UNITS
PREREQUISITE: C302, IS250
This course introduces students to front-end web application development using JavaScript and MVC based frameworks that are able to manipulate the DOM based on user interactions and data supplied by back-end systems.

IS450L FRONT-END WEB DEVELOPMENT LAB
2 UNITS
COREQUISITE: IS450
This course allows students to apply their knowledge as it relates to IS450 in a lab setting.

IS451 BACK-END WEB DEVELOPMENT
2 UNITS
PREREQUISITE: IS450
This course covers topics as it relates to building server-side, dynamic web applications utilizing MVC based frameworks and database systems, including such topics as user authentication and authorization, developing API's, security considerations, and templates.

IS451L BACK-END WEB DEVELOPMENT LAB
2 UNITS
COREQUISITE: IS450
This course allows students to apply their knowledge as it relates to IS451 in a lab setting.

IS471 INFORMATION SYSTEMS IN ORGANIZATIONS
2 UNITS
This course allows students to study the societal and ethical implications of information systems as it relates to its adoption in societies, businesses and the economy. Students review case studies showing the impacts of design decisions and the ethical implications that should be considered.

IS490AL SENIOR DESIGN PROJECT A
3 UNITS
This course allows students to apply concepts learned throughout the program to work on a project that showcases the students ability to apply the engineering design process to produce solutions that meet specified needs as it relates to the Information Technology and Systems fields.

IS490BL SENIOR DESIGN PROJECT B
3 UNITS
PREREQUISITE: IS490AL
This course is a continuation of IS490AL culminating in a presentation of the students senior design project.

MAN MANUFACTURING

MAN100 OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA) STANDARDS FOR GENERAL INDUSTRY
1 UNIT
This course introduces students to OSHA standards for general industry, including material handling – subpart N, introduction to industrial hygiene – subpart Z, blood borne pathogens – subpart Z, safety and health programs, fall protection, and general industry hazards.

MAN130 PROGRAMMABLE LOGIC CONTROLLERS
4 UNITS
This course introduces students to programmable logic control concepts, ladder diagram, latch, counters, number systems PLC- programming, interfacing circuit, relays.

MAN130L PROGRAMMABLE LOGIC CONTROLLERS LAB
2 UNITS
COREQUISITE: MAN130
This course allows students to learn how to apply concepts from MAN130 toward programming PLC devices to run various industrial simulations.

MAN132 ADVANCED PROGRAMMABLE LOGIC CONTROLLERS
4 UNITS
PREREQUISITE: MAN130
This course expands on programmable logic controller concepts to include debugging ControlLogix and CompactLogix (5000), network technologies applicable to PLCs, debugging and diagnosing and PLC over TCP/IP, reading analog inputs, PID loops, and blueprint reading for automation.

MAN132L ADVANCED PROGRAMMABLE LOGIC CONTROLLERS LAB
2 UNITS
COREQUISITE: MAN132
This course allows student to apply concepts learned in MAN132 and gain hands-on experience connecting to PLCs using RSLogix 5000, implementing a networked connection topology with PLCs, troubleshooting applications, and fault handling.

MAN140 HYDRAULIC AND PNEUMATIC AUTOMATION TECHNOLOGY
4 UNITS
This course introduces students to various hydraulic based and pneumatic based devises commonly used in industrial applications, including such topics as fluid power systems, components of a hydraulic system, valves and pumps, pneumatic instruments, and troubleshooting fluid powered systems.

MAN140L HYDRAULIC AND PNEUMATIC AUTOMATION TECHNOLOGY LAB
2 UNITS
COREQUISITE: MAN140
This course allows student to apply concepts learned in MAN140 by gaining hands-on experience troubleshooting, testing, calibrating and analyzing the performance of hydraulic and pneumatic devices commonly used in industrial processes.

MAN200 INTRODUCTION TO MANUFACTURING AND INDUSTRIAL TECHNOLOGY
2 UNITS
PREREQUISITE: C230
This course explores the principals and practices that underpin modern manufacturing processes. Key topics include materials, machining, automation, and quality control to provide students with foundational understanding of industrial technologies.

MAN230 PLC SYSTEMS AND INDUSTRIAL CONTROLS
4 UNITS
PREREQUISITE: MAN132
This course provides an in-depth study of programmable logic controller (PLC) systems and their role in modern industrial control environments. Students will explore advanced PLC programming concepts, including the integration of analog devices, networking PLCs across automation systems, and configuring human–machine interfaces (HMIs) for real-time control and monitoring. The course also examines the interaction between PLCs and variable-frequency drives (VFDs), emphasizing practical techniques for drive control, parameterization, and troubleshooting.

MAN230L PLC SYSTEMS AND INDUSTRIAL CONTROLS LAB
2 UNITS
COREQUISITE: MAN230
This course allows student to apply concepts learned in MAN230 and gain hands-on experience designing, implementing, and maintaining complex industrial control solutions used in manufacturing and automated processes.

MAN235 PLC MULTI-PLATFORM APPLICATIONS
4 UNITS
PREREQUISITE: MAN132
This course introduces students to programming, configuring, and troubleshooting programmable logic controllers (PLCs) across multiple industrial platforms. Students will explore an alternative PLC environment to broaden their understanding of automation technologies beyond the single-manufacturer systems used in prior coursework. The course emphasizes differences in programming structures, software interfaces, hardware configuration, and communication methods across PLC families.

MAN235L PLC MULTI-PLATFORM APPLICATIONS LAB
2 UNITS
COREQUISITE: MAN235
This course allows student to apply concepts learned in MAN235 and develop their ability to navigate diverse control platforms, interpret cross-platform logic, and adapt their skills to a variety of industrial automation ecosystems.

MAN280L INTRODUCTION TO 3D MODELING LAB
2 UNITS
This course introduces the student to three-dimensional parametric solid modeling with SolidWorks. Students will begin with basic parametric solid modeling techniques advancing into complex assemblies requiring animation.

MAN290L INDUSTRIAL CONTROLS INTEGRATION LAB
2 UNITS
This capstone laboratory course provides students with hands-on experience integrating industrial automation components into a fully functioning control system. Students will install, configure, and troubleshoot programmable logic controllers (PLCs), input/output devices, sensors, actuators, motor controls, and other industrial components to construct a system that simulates a real production line. Students will develop the ability to design, assemble, and validate an automated control system while demonstrating mastery of system diagnostics, wiring practices, and coordinated device operation.

MT MATHEMATICS

MT103 COLLEGE MATHEMATICS FOR TRADES AND TECHNOLOGIES
1 UNITS
This course provides students in trade and technology programs with essential mathematical skills. The curriculum covers fundamental arithmetic, algebra, and geometry, emphasizing their direct applications in technical fields.

MT121 COLLEGE ALGEBRA I
4 UNITS
This course covers the fundamental concepts of Algebra, linear equations, functions and graphs, parallel and perpendicular lines and circles, composite and inverse, quadratic functions, polynomial functions and graphs, dividing polynomials, zeros of polynomial functions, and modeling using variation.

MT122 COLLEGE ALGEBRA II
4 UNITS
PREREQUISITE: MT121
This course is a continuation of the fundamental concepts of Algebra taught in MT121. It covers algebra of matrices, conic sections and systems of nonlinear equations, arithmetic and geometric sequences, mathematical induction, counting techniques, probability and the binomial theorem.

MT230A CALCULUS 1 A
3 UNITS
PREREQUISITE: MT122
In this class, we will discuss certain techniques that are commonly used for limits and continuity, tangent lines and derivatives, methods of differentiation for specific functions, chain rule, and implicit differentiation.

MT230B CALCULUS 1 B
3 UNITS
PREREQUISITE: MT230A
This course is a continuation of MT230A and covers such topics as linear approximations and differentials to approximate specific values, maximum and minimum values of a function, limits of indeterminate form by means of l'Hospital's Rule, solving optimization problems, and antiderivatives of functions.

MT235A CALCULUS 2 A
3 UNITS
PREREQUISITE: MT230B
This course discusses the area problem to motivate the concept of integration. From here we will see the introduction of integration techniques, such as substitution and integration by parts, as well as see applications of integrals with volumes. Finally we will solve improper integrals and give exposure to the Laplace Transform.

MT235B CALCULUS 2 B
3 UNITS
PREREQUISITE: MT235A
This course is a continuation of MT235A and covers concepts such as calculating arc lengths and surface areas, solving certain types of differential equations, infinite sequences and series, along with the concepts of convergence and divergence, which will lead to the power series representation of a function, and finally the Taylor and Maclaurin series representations for a function.

MT310 LINEAR ALGEBRA
4 UNITS
PREREQUISITES: MT122
This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, and systems of linear equations, vectors in n-dimensional space, complex numbers, and eigenvalues.

MT315 DISCRETE MATHEMATICS
4 UNITS
Students are introduced to concepts related to discrete mathematics, including the logic of compound and quantified statements, elementary number theory, sequences, mathematical induction, recursion, and set theory.

MT330 CALCULUS 3
4 UNITS
PREREQUISITE: MT235B
This course covers functions of several variables and multiple integration, including integrals of planes, volume, surface area, Divergence Theorem and Stokes Theorem.

MT460 PROBABILITY AND STATISTICS
4 UNITS
PREREQUISITE: MT235B
This course introduces the elements of statistical analysis, using an intuitive approach to the study of probability and probability distributions, measures of central tendency and dispersion, sampling techniques, parametric and non-parametric test of hypothesis, point and interval estimation, linear regression, and correlation. Applications to business, biological science and the social sciences are included.

MT470 COMPLEX VARIABLES
4 UNITS
PREREQUISITE: MT235B
Introduction to analytic functions of several complex variables. The d-bar problem, cousin problems, domains of holomorphy, and complex manifolds.

MT480 ORDINARY AND PARTIAL DIFFERENTIAL EQUATIONS
4 UNITS
PREREQUISITE: MT330
This course covers ordinary differential equations including existence and uniqueness theorems and the theory of linear systems. Topics may also include stability theory, the study of singularities, and boundary value problems. The wave equation, the heat equation, Laplace's equation, and other classical equations of mathematical physics and their generalizations.

NEC NATIONAL ELECTRICAL CODE

NEC100 INTRODUCTION TO ELECTRICITY AND NATIONAL ELECTRICAL CODE
4 UNITS
In this course, students are introduced to fundamental electrical theory, along with the basic skills applicable to the electrical trades. The course includes an introduction to the electrical trade, introduction to the National Electrical Code (NEC), direct current, alternating current, transformers, switching devices, and basic training in electrical conductors and cables. Electrical safety is explored through NFPA 70e - Standard for Electrical Safety in the Workplace.

NEC100L INTRODUCTION TO ELECTRICITY AND NATIONAL ELECTRICAL CODE LAB
2 UNITS
COREQUISITE: NEC100
Students learn to construct series and parallel circuits, observe safety precautions, test circuits with a meter and measure various electrical properties for circuits that simulate common electrical layouts for dwellings.

NEC101 NATIONAL ELECTRICAL CODE A
4 UNITS
PREREQUISITE: NEC100
This course introduces the students to various types of raceways, fittings, boxes, enclosures and conduit bodies used in residential, commercial and industrial installation based on NEC Codes. Students will be instructed on - the importance of job-site safety and OSHA and proper use of hand tools and symbols pertaining to raceway installation.

NEC101L NATIONAL ELECTRICAL CODE A
LAB
2 UNITS
COREQUISITE: NEC101
This course is designed to give students residential/ commercial lab project and troubleshooting techniques. Students will use electrical tools to install raceways, boxes, will perform conduit bending following NEC Codes. Students are required to follow all safety rules in the lab.

NEC110 NATIONAL ELECTRICAL CODE B
4 UNITS
PREREQUISITE: NEC101
This course introduces the student's base on NEC Code pertaining to feeder and branch circuit installation in residential, commercial and industrial application including grounding and bonding, blueprint and symbols pertain to wiring installation, smoke detectors, type of switches and receptacle devices. Conductor splitting and terminations, electrical panel will also be introduced.

NEC110L NATIONAL ELECTRICAL CODE B
LAB
2 UNITS
COREQUISITE: NEC110
This course introduces the students to lab projects related to wiring of electrical circuits. Safety is enforced.

NEC120 NATIONAL ELECTRICAL CODE C
4 UNITS
PREREQUISITE: NEC110
This course introduces the students to electrical symbol, different electrical blue prints, NEC Codes for wire system management, panels, conduit, grounding, switches, raceways and boxes.

NEC120L NATIONAL ELECTRICAL CODE C
LAB
2 UNITS
COREQUISITE: NEC120
This is a lab course so students base on blue prints and NEC Code will do panel installation, conduit bending and installation, wiring, cable pulling, grounding. By following safety and proper use of hand tools, Safety is enforced.

NEC123L NATIONAL ELECTRICAL CODE
SPECIAL TOPICS LAB
1 UNIT
This lab introduces students to specialty topics in the NEC. Labs are rotated based on the faculty discretion and industry input.

PH PHYSICS

PH200 MECHANICS
4 UNITS
PREREQUISITE: MT235B
This course introduces students to Newtonian physics, including linear motion, two and three dimensional motion, newton's laws of motion, work and kinetic energy, potential energy, momentum and gravity.

PH200L MECHANICS LAB
2 UNITS
COREQUISITE: PH200
This course allows students to apply concepts learned in PH200 in a lab setting whereby students test Newton's laws of motion using the scientific method.

PH310 ELECTRICITY & MAGNETISM
4 UNITS
PREREQUISITE: PH200
This course covers conservation laws and electromagnetic waves, Poynting's theorem, tensor formulation, potentials and fields. Plane wave problems (free space, conductors and dielectric materials, boundaries). Dipole and quadruple radiation. Special relativity and transformation between electric and magnetic fields.

PH310L ELECTRICITY AND MAGNETISM
LAB
2 UNITS
COREQUISITE: PH310
This course allows students to apply concepts learned in PH310 in a lab setting whereby students test electromagnetic theories using the scientific method.