

2014  
2016

**G**



*"Saili le Atamai"*

# AMERICAN SAMOA COMMUNITY COLLEGE



**GENERAL**

**CATALOG**



## Manulauti

O le manulauti a le Kolisi Tu'ufaatasii o Amerika Samoa, o le tu'uina atu o polokalama ma tautua fa'alea'oa'oga i se tulaga maoa'e ina ia manuia ai a'oa'oga a tagata a'oga ma mafai ai ona 'ausia sini fa'alea'oa'oga ma tofua sao i le soifua manuia tau i le vafealoai, fa'aleaganu'u, fa'afaigamalo, fa'atamaoaiga, fa'atekonolosi, ma le si'osi'omaga o Amerika Samoa.

Ina ia taunu'u lenei manulauti, o le Kolisi, ona o se a'oga e tatala le ulufale i so'o se tagata, e taualoa i tulaga taua'oa'oga a le Iunaita Setete, ma o se a'oga tau Laufanua ma Atinae, e tu'uina atu avanoa mo tikeri pakaloli ma tikeri fa'avae fa'apea tusipasi. O nei polokalama o lo o saunia ai tagata a'oga uma e aofia ai ma i latou e faigata ona maua avanoa, lu'itauina, po'o i latou sa le'i masani ona avefa ma tagata a'oga i se kolisi mo le:

- Faaauau atu i iunivesite ma aoaoga maualuluga atu
- Faamanuiaina i galuega
- Sailiiliga ma le faalauteleaga i mataupu tau tagata ma punaoa faalenatura
- Silafia o Samoa ma le Pasefika.



American Samoa Community College

Post Office Box 2609

Pago Pago, American Samoa 96799

Telephone: [684-699-9155](tel:684-699-9155) Facsimile: [684-699-2062](tel:684-699-2062) Website: [www.amsamoa.edu](http://www.amsamoa.edu)

## *Vision*

The American Samoa Community College holds as its central theme “Saili le Atamai” or to “seek knowledge.” Our journey pushes us forward to achieve our mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21<sup>st</sup> Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

## *Mission*

The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

- Transfer to institutions of higher learning
- Successful entry into the workforce
- Research and extension in human and natural resources
- Awareness of Samoa and the Pacific.

## *Institutional Core Values & Learning Outcomes:*

Through the missions of our programs and services, we hold ourselves accountable to the following:

- Student Centeredness: ASCC commits to provide high quality programs and services focusing on student learning;
- Respect for Diversity: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life;
- Collaboration and Teamwork: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth.
- Respect for Tradition and Culture: ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research.
- Lifelong Learning: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.

## BOARD OF HIGHER EDUCATION

*Chairman*

Rev. Dr. Leanavaotaua Sekuini Seva'aetasi

*Vice Chairman*

Fanuatele Dr. To'afa Vaiaga'e

*Member*

HC Tauili'ili Lauifi

*Member*

Vaitinasa Dr. Salu Hunkin Finau

*Member*

Monsignor Viane Etuale

*Member*

Dr. Annie Fuavai

*Member*

Rev. Elder Dr. Si'ulagi Solomona Jr.

*Student Representative*

*Member*

## AMERICAN SAMOA COMMUNITY COLLEGE ADMINISTRATION

**Dr. Seth P. Galea'i**

*President*

Dr. Kathleen N. Kolhoff

*Vice President, Academic & Student Affairs*

Dr. Rosevonne Makaiwi-Pato

*Vice President, Administrative Services*

TC Tapa'au Dr. Dan Aga

*Dean/Director of Community & Natural Resources/Land Grant*

Matesina Aseta-Willis

*Director of Research Foundation*

Marie Alai'ilima

*Legal Advisor*

Mrs. Emey Silafau Toa

*Chief Financial Officer*

Mrs. Letupu Tauanu'u-Moananu

*Dean of Academic Affairs*

Mr. Sonny J. Leomiti

*Director of Institutional Effectiveness*

Dr. Emilia Sabado-Le'i

*Dean of Student Services*

Mr. Loligi Seumanutafa

*Director of Physical Facilities Management*

Mr. Michael Leau

*Dean of Trades and Technology Division*

Mrs. Sereima Sitanilei Asifoa

*Director of Human Resources*

Dr. Lina Galea'i-Scanlan

*Dean of Teacher Education Program*

Ms. Grace Tulafono

*Chief Information Officer*

Mrs. Keseta Okenaisa Fauolo-Manila

*Director of Samoan Studies Institute*

Dr. Herbert Thweatt

*Director of Small Business Development Center*

Mr. Fale Tauvela

*Director of Adult Education, Literacy, and Extended Learning*

Mrs. Sifagatogo S.Tuitasi

*Director of Admissions, Registrar & Financial Aid Office*

Mr. Elvis Zodiacal

*Director of Learning Resource Center*

Ms. Annie Panama

*Director of Student Support Services*

Ms. Tafaimamao Tupuola

*Director of University Center for Excellence on Developmental Disabilities*

American Samoa Community College recognizes its obligation to provide program accessibility for persons with disabilities. Contact Counseling services to obtain information as to the existence and location of services, activities, and facilities that are accessible to persons with disabilities.

## TABLE OF CONTENT

Manulauti (Samoan version of Mission Statement).....	Cover page
Vision, Mission, Core Values .....	Cover page
President’s Message.....	xii
Fall 2014 Academic Calendar.....	1
Spring 2015 Academic Calendar .....	2
Summer 2015 Academic Calendar .....	3
Fall 2015 Academic Calendar.....	4
Spring 2016 Academic Calendar .....	6
Summer 2016 Academic Calendar .....	7

### GENERAL INFORMATION

Accreditation.....	9
Institutional Core Values & Learning Outcomes.....	10
Governance .....	10
History.....	9
Mission.....	9
Publication .....	10
ASCC Personnel Manual .....	10
ASCC General College Catalog.....	10
ASCC Student Handbook .....	10
Vision.....	9

### ASCC DIVISIONS, PROGRAMS & SERVICES

#### INSTITUTIONAL DIVISIONS AND SERVICES

Department of Finance.....	11
Human Resources .....	11
Institutional Effectiveness (IE) .....	11
Management Information Systems (MIS) .....	11
Physical Facilities Management .....	11

#### INSTRUCTIONAL DIVISIONS

Academic Affairs Division Mission Statement .....	12
Academic Affairs Divisional Outcomes .....	12
Teacher Education Program (TED) .....	12
Trades and Technology Division (TTD).....	12

#### RESEARCH AND EXTENSION

Community and Natural Resources (CNR)/Land Grant Programs.....	13
Research Foundation.....	13
Samoan Studies Institute.....	13

#### INSTRUCTIONAL PROGRAMS

College Accelerated Preparatory Program (CAPP).....	14
Adult Education Literacy and Extended Learning (AELEL) .....	14
Apprenticeship & Workforce Development (AWD).....	16
Army Reserve Officers Training Corps (ROTC).....	16

GRANT PROGRAMS

Small Business Development Center (SBDC).....	16
Student Support Services (SSS).....	17
University Center for Excellence on Development Disabilities (UCEDD).....	17

STUDENT SERVICES

Mission.....	18
College and Life Planning .....	18
Counseling Services.....	18
You Are Not Alone (YANA)/ Peer mentors.....	19
Diversity and Tutorial Services .....	19
Disability Access and Accommodation/ Modification Services .....	19
Student Learning Assistance (SLA) Center.....	20
Financial Aid Outreach.....	20
The 411 Newsletter/Journalism Club.....	20
International Student Organization.....	20
Student Employment and Training Center (SETC).....	20
Student Government Association (SGA).....	21
Phi Theta kappa Society (PTK) .....	21
Service Learning .....	21
Veterans Affairs (VA) Student Services.....	21
Veterans Educational Assistance .....	21
VA Transcript Evaluation .....	22
Le College Bookstore .....	22
Food Services .....	22
Health Services .....	22

ADMISSION, REGISTRAR AND FINANCIAL AID OFFICES

Admission .....	23
Application for Admission.....	23
Residency Requirements.....	23
Admission Procedures for Resident & Non-Resident Students.....	23
Placement Tests .....	23
Testing Fees .....	24
Unclassified Students.....	24

REGISTRATION

Registration .....	24
--------------------	----

TUITION & FEES

Dishonored Check Fee.....	25
Graduation & Diploma Fees .....	25
Student Records Fees.....	24
Transcript Fees.....	24

CHANGES IN REGISTRATION

Adds and Drops.....	25
Administrative Drop .....	25

**REGISTRATION POLICIES**

Auditing Courses .....	26
Class Withdrawal .....	26
Complete Withdrawal .....	26
Unofficial Withdrawal .....	26
Prerequisite Courses.....	25
Student Academic Entry Policy .....	25
Student Classification .....	26
Student Credit Load .....	25
Student Status.....	26
Withdrawals .....	26

**ACADEMIC INFORMATION**

Developmental Course Work.....	27
Schedule of Courses.....	27
Instructional Fees .....	27
Technology Fee.....	27

**LABORATORY FEES**

ASCC Refund Policy .....	28
Lab Fees .....	28

**FINANCIAL AID**

Complete Withdrawal and Unofficial Withdrawal .....	30
Eligibility .....	29
Financial Student Aid (FSA) Program.....	29
Financial Aid Grants .....	29
Financial Aid Office .....	30
How to Apply.....	29
Maintaining Eligibility for Federal Student Aid.....	30
National Student Loan Database System (NSLDS).....	30
Non-Discrimination Policy .....	29
Notification of Eligibility.....	29
When to Apply for Financial Aid .....	29

**LIBRARY/ LEARNING RESOURCE CENTER (LRC)**

Library/ Learning Resource Center (LRC) .....	30
---	----

**STUDENT'S RIGHTS & RESPONSIBILITIES**

Academic Grievance.....	32
Academic Honesty and Integrity .....	32
Alcohol.....	31
Board of Retention and Dismissal .....	33
Bullying and Intimidation .....	31
Drugs.....	31
Fighting.....	31
General Student Grievance .....	32
Lost and Found .....	33
Peer Review Council.....	33
Sexual Harassment.....	32
Student Appeals .....	33

Weapons.....	31
Zero Tolerance Policy.....	31

### ACADEMIC POLICIES AND PROCEDURES

1 <sup>st</sup> Suspension.....	36
2 <sup>nd</sup> Suspension.....	36
Academic Advising.....	37
Academic Credits.....	35
Academic Policies and Procedures .....	23
Academic Renewal .....	36
Academic Standards.....	36
Attendance Policy .....	34
Campus Crime Statistics .....	39
Change of Grade .....	36
Change of Grade for Graduates .....	36
Course Classification Systems.....	37
Course Repetition.....	37
Course Substitutions .....	37
Coursework Expiration .....	37
Drug Free Policy .....	39
Early Admission Policy Academic Probation.....	34
Exception Policy Academic Probation .....	34
The Family Educational Rights and Privacy Act – FERPA .....	38
Good Standing .....	36
GPA Calculation .....	35
Grade Report .....	36
Academic Probation.....	36
Grading System.....	35
Incomplete Grades .....	35
Nondiscrimination and Affirmative Action’s .....	39
Programs, Policy, and Fee Changes.....	39
Stopped/Non-Attendance.....	34
Student Right-to-Know Disclosures .....	39
Textbook Policy.....	37
Textbook Information .....	37

### COLLEGE CREDIT EQUIVALENCY PROGRAM

Advanced Placement (AP) Examinations.....	40
Credit by Examination .....	39
Credits Earned at Foreign (non-U.S.) Colleges and Universities .....	40
Credit for Transfer Courses .....	39
Credit for Work/Life Experience .....	40
Distance Learning Courses .....	40
Independent Study .....	40

### TRANSFER CREDITS TO PRIVATE AND OFF-ISSLAND COLLEGES AND UNIVERSITIES

Transfer Credits to Private and Off-Island Colleges and Universities .....	41
Transcripts.....	41



Transcripts Request.....	41
Transcripts Record Holds .....	41
<b><u>GRADUATION REQUIREMENTS</u></b>	
Application and Graduation Fees.....	42
Clearance.....	42
Commencement .....	42
Eligibility for Graduation.....	42
Grade Point Average.....	42
Honors.....	42
Graduation with Honors.....	42
Residency Credits .....	42
<b><u>GENERAL DEGREE REQUIREMENTS</u></b>	
General Education Credits .....	42
Catalog Requirements .....	42
Program Requirements.....	42
Elective Credits.....	43
<b><u>DEGREE AND CERTIFICATE PROGRAMS OF STUDY</u></b>	
Awarding a Degree or Certificate .....	43
ASCC Policy Statement on Academic Freedom .....	43
Academic Freedom .....	43
General Education.....	44
General Education Requirements (GER's).....	45
General Education Core Foundational Areas .....	45
Associate of Arts Degrees.....	47
Requirements for Associate of Arts Degree Programs .....	47
Associate of Arts Degree in Liberal Arts.....	47
Associate of Arts Degree With an Emphasis in Elementary Education .....	48
Associate of Arts Degree With an Emphasis in Human Services .....	49
Associate of Arts Degree With an Emphasis in Music.....	50
Associate of Arts Degree With an Emphasis in Political Science .....	50
Associate of Arts Degree With an Emphasis in Pre-Law .....	51
Associate of Arts Degree With an Emphasis in Samoan Studies .....	52
Associate of Arts Degree With an Emphasis in Visual Art.....	52
Associate of Science Degrees	
Requirements for Associate of Science Degree Programs .....	53
Associate of Science Degree in Accounting .....	53
Associate of Science Degree in Agribusiness.....	54
Associate of Science Degree in Architectural Drafting.....	55
Associate of Science Degree in Auto Body Repair .....	55
Associate of Science Degree in Automotive Technology .....	56
Associate of Science Degree in Business Management .....	56
Associate of Science Degree in Carpentry.....	57
Associate of Science Degree in Civil Engineering Technology .....	57
Associate of Science Degree in Criminal Justice .....	58
Associate of Science Degree in Electronics.....	58
Associate of Science Degree in Electrical Technology .....	59
Associate of Science Degree in Family and Consumer Science.....	59

Associate of Science Degree in General Agriculture .....	60
Associate of Science Degree in Health Science .....	60
Associate of Science Degree in Marine Science.....	61
Associate of Science Degree in Natural Resources .....	61
Associate of Science Degree in Nursing.....	62
Associate of Science Degree in Welding.....	62
<b>Certificate of Proficiency</b>	
Requirements for Certificate of Proficiency .....	63
Certificate of Proficiency in Accounting .....	63
Certificate of Proficiency in Air Conditioning & Refrigeration .....	63
Certificate of Proficiency in Architectural Drafting .....	64
Certificate of Proficiency in Auto Body Repair .....	64
Certificate of Proficiency in Advanced Automotive Technology .....	64
Certificate of Proficiency in Business Management.....	65
Certificate of Proficiency in Basic Automotive Technology.....	65
Certificate of Proficiency in Carpentry.....	65
Certificate of Proficiency in Civil Engineering Technology .....	65
Certificate of Proficiency in Diesel.....	66
Certificate of Proficiency in Electrical Technology .....	67
Certificate of Proficiency in Electronics-Consumer .....	66
Certificate of Proficiency in Electronics – Communication Systems.....	66
Certificate of Proficiency in Electronics – Computer Systems .....	66
Certificate of Proficiency in Elementary Education .....	67
Certificate of Proficiency in Guidance and Counseling .....	68
Certificate of Proficiency in Information Communications Technology (ICT) – Electronic Office.....	67
Certificate of Proficiency in Marine Option Program (MOP) .....	68
Certificate of Proficiency in Networking and Computing.....	69
Certificate of Proficiency in Practical Nursing.....	69
Certificate of Proficiency in Public Health.....	68
Certificate of Proficiency in Welding.....	70
<b>Certificate of Completion</b>	
Requirements for Certificate of Completion.....	70
Certificate of Completion in Intro to Auto Body Repair .....	70
Certificate of Completion in Fundamentals of Automotive .....	70
Certificate of Completion in Carpentry Fundamentals.....	71
Certificate of Completion in Basic Electrical Theory.....	71
Certificate of Completion in Nurse Aide (CNA).....	71
Certificate of Completion in Welding Fundamentals .....	71
<b>ACADEMIC DEPARTMENTS</b>	
Agriculture, Community and Natural Resources.....	73
Business .....	75
Criminal Justice .....	78
C.A.P.P English .....	79
Fine Arts.....	80
Health & Human Services .....	83
Language and Literature .....	86
Mathematics.....	87

Nursing.....	88
Physical Education.....	90
Samoan Studies (SSD).....	91
Science.....	94
Social Science.....	97
Teacher Education.....	100
Trades and Technology.....	103
Enrichment Courses.....	111
College Life Planning (CLP).....	111
Army Reserve Officers Training Corps (ROTC).....	112
<b>AMERICAN SAMOA BACHELOR OF EDUCATION PROGRAM (ASBEP)</b>	
Bachelor of Education (B.Ed) in Elementary Education Catalog.....	113
<b>ASCC ADMINISTRATION, STAFF, FACULTY &amp; PROFESSIONAL STAFF</b>	
ASCC Administration.....	119
ASCC Faculty.....	120
ASCC Adjunct Faculty.....	123
Support Staff.....	125
President's Office.....	125
Community & Natural Resources Division (Land Grant).....	125
Research Foundation.....	127
Business and Finance.....	127
Vice President of Academics & Student Affairs.....	128
Academic Affairs Division.....	128
Adult Education Literacy & Extended Learning (AELEL).....	128
Library & Learning Services (LRC).....	128
Samoan Studies Institute (SSI).....	128
Student Services.....	129
Student Support Services (SSS).....	129
Teacher Education & Training Division.....	129
Trades & Technology Division.....	129
University Center for Excellence and Developmental Disabilities (UCEDD).....	129
Vice President of Administrative and Finance Division	
Admissions, Registrar and Financial Aid Office.....	130
Management Information Systems (MIS).....	130
Custodial Services.....	131
Ground Services.....	131
Human Resources.....	130
Institutional Effectiveness.....	130
Maintenance Services.....	131
Physical Facilities Management.....	131
Security.....	131
Small Business Development Center (SBDC).....	132
Hail ASCC.....	133
Special Acknowledgements.....	Back Cover

## ***A MESSAGE FROM THE PRESIDENT***



Just as the 2014-2016 catalog you see before you represents an index of new discoveries and challenges for the students of the ASCC, for the administration, faculty and staff of the College this publication marks the latest milestone in our evolution towards becoming an institution that exemplifies the values of student-centeredness and an outcome-driven approach to all aspects of the work we do. In recent times, a new concept has emerged as highly influential in the field of American education, namely the concept of “a culture of assessment.” This concept embodies the belief that “assessment” should apply not only to individual students, but also to institutions themselves. In practice, this means we assess students as a form of guidance towards their individual goals, but we also assess ourselves as a means of continually improving the services we provide to students

As we strive to integrate an assessment-based approach to our internal organization, close attention is always paid to student and community needs. What does this all mean for the average student? It means everyone attending ASCC, be they traditional or non-traditional students, can rest assured that this institution follows the guidelines and embraces the philosophy set forth by our accrediting body, the Western Association of Schools and Colleges (WASC), and that we strive to meet if not to surpass the standards of quality found in any similar institution throughout the nation. While we take satisfaction in our alignment with national standards and institutions, we also recognize that our location, culture and history all give us a responsibility to treat those aspects which make us unique as worthwhile areas of study.

Since opening our doors in 1970, ASCC has sought to offer the people of American Samoa opportunities for success through education and personal growth. Our embrace of a culture of assessment simply marks the newest development in our pursuit of this goal. We practice assessment through both widely accepted strategies as well as approaches unique to our culture, but in every case with the benefits to our students and our community as our primary concern. As we grow through new ideas and approaches, I invite you to grow with us through the many opportunities you will find outlined in these pages.

Soifua,

Dr. Seth P. Galea'i

President, American Samoa Community College

## 2014-2016 ACADEMIC CALENDAR

### 2014 Fall Semester (August 18-December 5)

August 4-5 .....	Placement Test
August 7 .....	Late Placement Test
August 8 .....	New Student Orientation
August 11-12 .....	Faculty Orientation
August 13-15 .....	Registration –New, Continuing and Returning, students
August 14- 19 .....	Add/Drop Period
August 18.....	Instruction Begins
August 18-19 .....	Late Admission & Late Registration
August 20-29 .....	Administrative Drop Period
August 20-September 5 .....	Drop Only Period
September 1 .....	HOLIDAY-Labor Day
September 8 –October 17 .....	Withdrawal Period to Receive a “W”
September 15-October 10 .....	Low Grade Reporting Period
September 26 .....	Deadline to submit make-up work for 2014 Spring & Summer Incomplete Grades
September 26 .....	2014 Fall Semester Graduation Application Deadline 2014 B.ED application Deadline
September 29 .....	Deadline to change Grades for 2014 Spring and 2014 Summer semesters
October 6-9 .....	Midterm Examinations
October 13 .....	HOLIDAY- Columbus Day
October 20-November 7 .....	Withdrawal Period to Receive a “W/F”
November 11 .....	HOLIDAY-Veteran’s Day
November 10-December 4.....	2015 Spring & Summer Priority Registration
November 27 .....	HOLIDAY-Thanksgiving Day
November 28 .....	Last day to Complete Withdrawal from ASCC
November 28 .....	Instruction Ends
December 1-4 .....	Final Examination
December 5-10 .....	Early Add/Drop
December 8.....	2014 Fall Semester Graduates Grades Due
December 12.....	2014 Fall Semester Commencement
December 19.....	All 2014 Fall Semester Grades Due

### 2014 TED FALL SEMESTER (September 2- November 7)

August 26-28 .....	TED Registration
August 29.....	TED Late Registration
September 1 .....	HOLIDAY – Labor Day
September 2 .....	Instruction Begins
September 2-3.....	Add/Drop Period
September 4-5.....	Administrative Drop & Drop Only Period
September 8-October 3.....	Withdrawal Period to Receive a “W”
October 13 .....	HOLIDAY – Columbus Day
October 6-17.....	Withdrawal Period to Receive a “W/F”or “W/NP”
November 7 .....	Instruction Ends
November 14 .....	TED Semester Grades Due

### 2014 CAPP FALL 1st SESSION (August 18 – September 26)

August 8.....	New Student Orientation
August 13-15 .....	Registration – New, Continuing, Returning, CAPP
August 18.....	CAPP 1st Session Instructions Begin
August 18-19 .....	CAPP 1st Session Late Admissions & Registration
August 18-19 .....	CAPP 1st Session Add/Drop Period

#### AUGUST 2014

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#### SEPTEMBER 2014

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#### NOVEMBER 2014

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#### DECEMBER 2014

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**ASCC Academic  
Calendar is  
subject to change**

August 20-22 ..... CAPP 1st Session Administrative Drop & Drop Only Period  
 September 1 ..... HOLIDAY-Labor Day  
 August 25 – September 5 ..... CAPP 1st Session Withdrawal  
 Period to Receive a “W”  
 September 8-12.....CAPP 1st Session Withdrawal Period to Receive a “WNP”  
 September 26..... CAPP 1st Session Instructions End  
 September 29-Oct 1 ..... CAPP 1st Session Final Examinations  
 October 2 ..... CAPP 1st Session Grades Due  
 October 6-7..... CAPP 2nd Session Registration

### **2014 CAPP FALL 2ND SESSION (October 14-November 28)**

October 8-10..... CAPP 2nd Session Late Admissions & Registration  
 October 13 ..... HOLIDAY – Columbus Day  
 October 14 ..... CAPP 2nd Session Instructions Begin  
 October 14-15.....CAPP 2nd Session Add/Drop Period  
 October 16-17.....CAPP 2nd Session Administrative Drop & Drop Only Period  
 October 20- 31 ..... CAPP 2nd Session Withdrawal Period to Receive a “W”  
 November 3-7 ..... CAPP 2nd Session Withdrawal Period to Receive a “WNP”  
 November 11 ..... HOLIDAY – Veterans’ Day  
 November 21 ..... CAPP 2nd Session Instructions End  
 November 24-26..... CAPP 2nd Session Final Examinations  
 November 27 ..... HOLIDAY – Thanksgiving Day  
 November 28 ..... CAPP 2nd Session Grades Due  
 November 10-December 4.....2015 Spring & Summer Priority Registration

### **2015 SPRING SEMESTER (January 20 - May 1)**

December 29-30 ..... Placement Test  
 December 31 ..... Late Placement Test  
 January 2..... New Student Orientation  
 January 5-6 ..... Faculty Orientation  
 January 7-9 ..... Registration – New, Continuing and Returning Students  
 January 8-13 ..... Add/Drop Period  
 January 12..... Instruction Begins  
 January 12-13 ..... Late Admissions & Late Registration  
 January 14-23 ..... Administrative Drop Period  
 January 14-30 ..... Drop Only Period  
 January 19.....HOLIDAY - Martin Luther King’s Birthday  
 February 2 – March 20 ..... Withdrawal Period to Receive a “W”  
 February 9- March 6 ..... Low Grade Reporting Period  
 February 16..... HOLIDAY – President’s Day  
 February 20.. Deadline to Submit Make-Up Work for 2014 Fall Incomplete Grades  
 February 20..... 2015 Spring Semester Graduation Application Deadline  
 February 20..... B.ED application Deadline  
 February 23..... Deadline for Change of Grades for 2014 Fall Semester  
 March 2-5 ..... Midterm Examinations  
 March 9-13 .....SPRING BREAK  
 March 23-April 10..... Withdrawal Period to Receive a “W/F”  
 April 3..... HOLIDAY – Good Friday  
 April 17..... HOLIDAY – Flag Day  
 April 13-May 7 ..... 2015 Summer & Fall Priority Registration  
 May 1..... Last day to Complete Withdrawal from ASCC  
 May 1..... Instruction Ends  
 May 4-7 ..... Final Examination  
 May 8-13 ..... Early Add/Drop  
 May 11..... 2015 Spring Semester Graduates Grades Due  
 May 15..... 2015 Spring Semester Commencement

DECEMBER 2014						
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JANUARY 2015						
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18	19	20	21	22	23	
25	26	27	28	29	30	

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**ASCC Academic  
 Calendar is  
 subject to change**

May 22..... All 2015 Spring Semester Grades Due

**2015 CAPP SPRING 1ST SESSION (January 12 – February 20)**

January 2..... New Student Orientation  
 January 7-9 ..... CAPP Registration  
 January 12..... CAPP 1st Session Instruction Begins  
 January 12-13 ..... CAPP 1st Session Late Admissions & Registration  
 January 8-13 ..... CAPP 1st Session Add/Drop Period  
 January 14-16 ..... CAPP 1st Session Administrative Drop & Drop only period  
 January 19..... HOLIDAY- Martin Luther King’s Birthday  
 January 20-30 .....CAPP 1st Session Withdrawal Period to Receive a “W”  
 February 2-6 ..... CAPP 1st Session Withdrawal Period to Receive a “WNP”  
 February 16..... HOLIDAY-President’s Day  
 February 20..... CAPP 1st Session Instructions End  
 February 23-26.....CAPP 1st Session Final Examinations  
 February 27..... CAPP 1st Session Grades Due  
 March 2-3 ..... CAPP 2nd Session Registration

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**2015 CAPP SPRING 2ND SESSION (March 16-April 24)**

March 4-6 ..... CAPP 2nd Session Late Admission &Registration  
 March 9-13 .....SPRING BREAK  
 March 16..... CAPP 2nd Session Instruction Begins  
 March 16-17 .....CAPP 2nd Session Add/Drop Period  
 March 16-17 ..... CAPP 2nd Session Late Admissions & Registration  
 March 18-20 .....CAPP 2nd Session Administrative Drop & Drop Only Period  
 March 23-April 2 ..... CAPP 2nd Session Withdrawal Period to Receive a “W”  
 April 3..... HOLIDAY-GOOD FRIDAY  
 April 6-10 ..... CAPP 2nd Session Withdrawal Period to Receive a “WNP”  
 April 13-May 7 ..... 2015 Summer & Fall Priority Registration  
 April 17..... HOLIDAY-FLAG DAY  
 April 24..... CAPP 2nd Session Instruction Ends  
 April 27-29 ..... CAPP 2nd Session Final Examinations  
 May 1st..... CAPP 2nd Session Grades Due

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**2015 TED SPRING SEMSTER (February 2- April 10)**

January 19..... HOLIDAY – Martin Luther King Day  
 January 20-22 ..... TED Registration  
 January 23..... TED Late Registration  
 January 26..... Instruction Begins  
 January 26-27 .....Add/Drop Period  
 January 28-30 .....Administrative Drop & Drop Only Period  
 February 2-27 ..... Withdrawal Period to Receive a “W”  
 February 16..... HOLIDAY – President’s Day  
 March 9-13 .....SPRING BREAK  
 March 2- 20 ..... Withdrawal Period to Receive a “W/F” or “W/NP”  
 April 3..... HOLIDAY – Good Friday  
 April 10..... Instruction Ends  
 April 16..... TED Semester Grades Due  
 April 17..... HOLIDAY-FLAG DAY

MAY 2015						
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**2015 SUMMER SESSION (June 8- July 17)**

May 19-21 ..... Summer Registration  
 May 22..... Summer Late Registration  
 May 25..... HOLIDAY – Memorial Day  
 May 27-28 .....Placement Test  
 Jun 3-5 ..... Registration – New, Continuing & Returning Students

**ASCC Academic Calendar is subject to change**

June 8.....	Instruction Begins
June 4-9 .....	Add/Drop Period
June 8-9 .....	Late Admissions & Late Registration
June 10-12 .....	Administrative Drop & Drop Only Period
June 15-July 3.....	Withdrawal Period to Receive a "W"
July 4th .....	HOLIDAY – Independence Day
July 6-10.....	Withdrawal Period to Receive "W/F" or "W/NP"
July 16 .....	HOLIDAY – Manu'a Day
July 17 .....	Instruction Ends
July 24 .....	2015 Summer All Grades Due

### **2015 CAPP SUMMER (June 8- July 17)**

May 19-21 .....	Summer Registration
May 22 .....	Summer Late Registration
May 25.....	HOLIDAY – Memorial Day
May 27-28 .....	Placement Test
Jun 3-5 .....	Registration – New, Continuing & Returning Students
June 8.....	Instruction Begins
June 4-9 .....	Add/Drop Period
June 8-9 .....	Late Admissions & Late Registration
June 10-12 .....	Administrative Drop & Drop Only Period
June 15-July 3.....	Withdrawal Period to Receive a "W"
July 4 .....	HOLIDAY – Independence Day
July 6-10.....	Withdrawal Period to Receive a "WNP"
July 16 .....	HOLIDAY – Manu'a Day
July 17 .....	Instruction Ends
July 24 .....	2015 Summer All Grades Due

### **2015 TED 1ST SUMMER SESSIONS (May 26- June 26)**

May 19-21 .....	1st & 2nd Summer Session Registration
May 22-27 .....	1st & 2nd Summer Session Late Registration
May 25.....	HOLIDAY – Memorial Day
May 26.....	1st Session Begins
May 26-27 .....	Add/Drop Period
May 28-29 .....	Administrative Drop & Drop Only Period
June 1-12 .....	Withdrawal Period to Receive a "W"
June 15-19 .....	Withdrawal Period to Receive a "W/F" or "W/NP"
June 26.....	1st Session Ends
June 29.....	TED 1st Session Grades Due

### **2015 TED 2nd SUMMER SESSION (June 29-July 31)**

June 29.....	2nd Session Begins
June 30.....	Late Registration
June 29-30 .....	Add/Drop Period
July 1-2.....	Administrative Drop & Drop Only Period
July 4 .....	HOLIDAY – Independence Day
July 6-17 .....	2nd Session Withdrawal Period to Receive a "W"
July 20-24 .....	2nd Session Withdrawal Period to Receive a "W/F" and "W/NP"
July 31 .....	2nd Session Instruction Ends
August 7.....	2nd Session Grades Due

### **2015 FALL SEMESTER (AUGUST 17-NOVEMBER 27)**

August 3-4 .....	Placement Test
August 6.....	Late Placement Test
August 7.....	New Student Orientation
August 10-11 .....	Faculty Orientation

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**ASCC Academic  
Calendar is  
subject to change**



August 12-14 ..... Registration – New, Continuing and Returning Students  
 August 13-18 ..... Add / Drop Period  
 August 17..... Instruction Begins  
 August 17-18 ..... Late Admissions & Late Registration  
 August 19-28 ..... Administrative Drop Period  
 August 19-September 4 ..... Drop Only Period  
 September 7 ..... HOLIDAY – Labor Day  
 September 8-October 16..... Withdrawal Period to Receive a “W”  
 September 14-October 9 ..... Low Grade Reporting Period  
 September 25 ..... Deadline to Submit Make-Up Work for 2015 Spring & Summer Incompletes Grades  
 September 25 ..... 2015 Fall Semester Graduation Application  
 September 25 ..... Deadline and submit B.ED application Deadline  
 September 28 ..... Deadline to Change of Grades for 2015  
 September 28 ..... Spring & 2015 Summer Semesters  
 October 5-8 ..... Midterm Examinations  
 October 12 ..... HOLIDAY – Columbus Day  
 October 19-November 6 ..... Withdrawal Period to Receive a “W/F” or “W/NP”  
 November 11 ..... HOLIDAY – Veterans’ Day  
 November 9-December 3 ..... 2016 Spring & Summer Priority Registration  
 November 26 ..... HOLIDAY – Thanksgiving Day  
 November 27 ..... Last day to Complete Withdrawal from ASCC  
 November 27 ..... Instruction Ends  
 November 30-December 3 ..... Final Examinations  
 December 4-9 ..... Early Add/Drop  
 December 7 ..... 2015 Fall Semester Graduates Grades Due  
 December 11 ..... 2015 Fall Semester Commencement  
 December 18 ..... All 2015 Fall Semester Grades Due

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**2015 CAPP FALL 1st SESSION (August 17 – September 25)**

August 7..... New Student Orientation  
 August 12-14 ..... Registration – New, Continuing and Returning Students  
 August 17..... CAPP 1st Session Instruction Begins  
 August 17-18 ..... CAPP 1st Session Late Admissions & Registration  
 August 17-18 ..... CAPP 1st Session Add/Drop Period  
 August 19-21 ..... CAPP 1st Session Administrative Drop only period  
 August 24 to Sept 4 ..... CAPP 1st Session Withdrawal Period to Receive a “W”  
 September 7 ..... HOLIDAY-LABOR DAY  
 September 8-11 ..... CAPP 1st Withdrawal Period to Receive a W/NP”  
 September 25 ..... CAPP 1st Session Instructions End  
 September 28- October 1 ..... CAPP 1st Session Final Examinations  
 October 2 ..... CAPP 1st Session Grades Due  
 October 5-6 ..... CAPP 2nd Session Registration

**2015 CAPP FALL 2nd SESSION (October 13 – November 20)**

October 12 ..... HOLIDAY-Columbus Day  
 October 13 ..... CAPP 2nd Session Instruction Begins  
 October 13-14 ..... CAPP 2nd Session Late Admissions & Registration  
 October 13-14 ..... CAPP 2nd Session Add/Drop Period  
 October 15-16 ..... CAPP 2nd Session Administrative Drop & Drop Only Period  
 October 19-30 ..... CAPP 2nd Session Withdrawal Period to Receive a “W”  
 November 2-6 ..... CAPP 2nd Session Withdrawal Period to Receive a “W/NP”  
 November 11 ..... HOLIDAY-Veteran’s Day  
 November 20 ..... CAPP 2nd Session Instruction Ends  
 November 23-25 ..... CAPP 2nd Session Final Examinations  
 November 26 ..... HOLIDAY-Thanksgiving Day

**ASCC Academic  
 Calendar is  
 subject to change**

November 27 ..... CAPP 2nd Session Grades Due

**2015 TED FALL SESSION (August 31 – November 6)**

August 25-27 ..... TED Registration  
 August 28..... TED Late Registration  
 August 31..... TED Instruction Begins  
 August 31-September 1 ..... TED Add/Drop Period  
 September 2-4..... Administrative Drop & Drop Only Period  
 September 7 ..... HOLIDAY – Labor Day  
 September 8-October 2.....TED Withdrawal Period to Receive a “W”  
 October 5-16..... TED Withdrawal Period to Receive a “W/F” or “W/NP”  
 October 12..... HOLIDAY – Columbus Day  
 November 6 ..... TED Instruction Ends  
 November 13 ..... TED Semester Grades Due

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**2016 SPRING SEMESTER (January 11- April 29)**

December 28-29 ..... Placement Test  
 December 30..... Late Placement Test  
 December 31..... New Student Orientation  
 January 4 - 5 ..... Faculty Orientation  
 January 6 - 8 ..... Registration – New, Continuing and Returning Students  
 January 11..... Instruction Begins  
 January 11-12 ..... Late Admissions & Late Registration  
 January 7-12 ..... Add / Drop Period  
 January 13-22 ..... Administrative Drop Period  
 January 13-29 ..... Drop Only Period  
 January 18..... HOLIDAY – Martin Luther King’s Birthday  
 February 1-March 18..... Withdrawal Period to Receive a “W”  
 February 8—March 4 ..... Low Grade Reporting Period  
 February 15..... HOLIDAY – President’s Day  
 February 19..... Deadline to Submit Make-Up Work for 2015 Fall  
 Incomplete Grades  
 February 19..... 2016 Spring Semester Graduation Application Deadline  
 and submit B.ED application Deadline  
 February 22..... Deadline for Change of Grades for 2015 Fall Semester  
 February 29- March 3 ..... Midterm Examinations  
 March 7-11 ..... SPRING BREAK  
 March 21-April 8 ..... Withdrawal Period Receive a “W/F”  
 March 25..... HOLIDAY – Good Friday  
 April 11- May 5 ..... 2016 Summer & Fall Priority Registration  
 April 17..... HOLIDAY – Flag Day  
 April 29..... Last day to Complete Withdrawal from ASCC  
 April 29..... Instruction Ends  
 May 2-5 ..... Final Examination  
 May 6-11 ..... Early Add/Drop  
 May 9..... 2016 Spring Semester Graduates Grades Due  
 May 13..... 2016 Spring Semester Commencement  
 May 20..... All 2016 Spring Semester Grades Due

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**2016 TED SPRING SESSION (January 25 – April 8)**

January 18..... HOLIDAY – Martin Luther King Day  
 January 19-21 ..... TED Registration  
 January 22..... TED Late Registration  
 January 25..... TED Instruction Begins  
 January 25-26 ..... TED Add/Drop Period  
 January 27-29 ..... TED Administrative Drop & Drop Only Period

**ASCC Academic  
Calendar is  
subject to change**

February 1- 26 .....	TED Withdrawal Period to Receive a “W”
February 15.....	HOLIDAY – President’s Day
February 29-March 4.....	TED Withdrawal Period to Receive a “W/F” or “W/NP”
March 7-11 .....	SPRING BREAK
March 25.....	HOLIDAY-GOOD FRIDAY
April 8.....	TED Instruction Ends

### **2016 CAPP SPRING 1ST SESSION (January 11 – February 20)**

December 31.....	New Student Orientation
January 6 - 8 .....	CAPP Registration
January 11.....	CAPP 1st Session Instruction Begins
January 11-12 .....	CAPP 1st Session Late Admissions & Registration
January 11-12 .....	CAPP 1st Session Add/Drop Period
January 13-15 .....	CAPP 1st Session Administrative Drop & Drop only period
January 18.....	HOLIDAY- Martin Luther King’s Birthday
January 19-29 .....	CAPP 1ST Session Withdrawal Period to Receive a “W”
February 1-5 .....	CAPP 1st Session Withdrawal Period to Receive a “W/NP”
February 19.....	CAPP 1st Session Instructions End
February 22-24 .....	CAPP 1st Session Final Examinations
February 26.....	CAPP 1st Session Grades Due
February 29-March 1 .....	CAPP 2nd Session Registration

### **2016 CAPP SPRING 2nd SESSION (March 16-April 22)**

March 7 - 11 .....	SPRING BREAK
March 14.....	CAPP 2nd Session Instruction Begins
March 14-15 .....	CAPP 2nd Session Add/Drop Period
March 14-15 .....	CAPP 2nd Session Late Admissions & Registration
March 16-18 .....	CAPP 2nd Session Administrative Add/Drop Only Period
March 21-April 1 .....	CAPP 2nd Session Withdrawal Period to Receive a “W”
March 25.....	HOLIDAY- GOOD FRIDAY
April 4-8 .....	CAPP 1st Session Withdrawal Period to Receive a “W/NP”
April 11- May 5 .....	2016 Summer & Fall Priority Registration
April 22.....	CAPP 2nd Session Instruction Ends
April 25-27 .....	CAPP 2nd Session Final Examinations
April 29.....	CAPP 2nd Session Grades Due

### **2016 SUMMER SESSION (June 6- July 15)**

May 25-26 .....	Placement Test
May 30.....	HOLIDAY – Memorial Day
June 1-June 3 .....	Registration – New, Continuing & Returning Students
June 6.....	Instruction Begins
June 2-7 .....	Add/Drop Period
June 6-7 .....	Late Admissions & Late Registration
June 8-10 .....	Administrative Drop & Drop Only Period
June 13-July 1 .....	Withdrawal Period to Receive a “W”
July 4 .....	HOLIDAY- Independence Day
July 5-8.....	Withdrawal Period to Receive “W/F”
July 15 .....	Instruction Ends
July 16 .....	HOLIDAY – Manu’a Day
Jul 22 .....	2015 Summer All Grades Due

### **TED 2016 SUMMER 1st SESSIONS (May 23- June 27)**

May 17-19 .....	1st & 2nd Summer Session Registration
May 20.....	1st & 2nd Summer Session Late Registration
May 23.....	1st Session Instruction Begins
May 23-24 .....	Add/Drop Period

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**ASCC Academic  
Calendar is  
subject to change**

May 25-27 .....Administrative Drop & Drop Only Period  
 May 30..... HOLIDAY – Memorial Day  
 May 31-June 10 ..... Withdrawal Period to Receive a “W”  
 June 13-17 ..... Withdrawal Period to Receive a “W/F” or “W/NP”  
 June 24..... 1st Session Ends  
 June 27..... TED 1st Session Grades Due

**TED 2016 SUMMER 2nd SESSION (June 27-July 29)**

June 27..... 2nd Session Begins  
 June 28..... 2nd Summer Late Registration  
 June 28-29 ..... Add/Drop Period  
 June 30-July 1 .....Administrative Drop & Drop Only Period  
 July 4 ..... HOLIDAY – Independence Day  
 July 5-15 ..... 2nd Session Withdrawal Period to Receive a “W”  
 July 18-22 .....2nd Session Withdrawal Period to Receive a “W/F” and “W/NP”  
 July 29 ..... 2nd Session Instruction Ends  
 August 1..... 2nd Session Grades Due

**2016 CAPP SUMMER SESSION (June 6-July 15)**

May 25-26 .....Placement Test  
 May 30..... HOLIDAY – Memorial Day  
 June 1 – June 3 ..... Registration – New, Continuing & Returning Students  
 June 6..... Instruction Begins  
 June 2-7 ..... Add/Drop Period  
 June 6-7 ..... Late Admissions & Late Registration  
 June 8-10 .....Administrative Drop & Drop Only Period  
 June 13-July 1 ..... Withdrawal Period to Receive a “W”  
 July 4 ..... HOLIDAY- Independence Day  
 July 5-8 ..... Withdrawal Period to Receive “W/F”  
 July 15 ..... Instruction Ends  
 July 16 ..... HOLIDAY – Manu’a Day  
 July 22 ..... 2015 Summer All Grades Due

MAY 2016						
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**ASCC Academic  
Calendar is  
subject to change**

## GENERAL INFORMATION

### Accreditation

The American Samoa Community College (ASCC) is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and Accrediting Commission for Senior Colleges and Universities (ACSCU). 10 Commercial Boulevard, Suite 204, Navatom CA 94949. Ph: (415) 506-0234 Fax: (415) 506-0238

The American Samoa Community College Bachelor of Education program has been granted initial Accreditation by the Accrediting Commission for Senior Colleges and Universities (ACSCU) of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Ph: (510)748-9001.

The ACCJC will conduct a site visit to ASCC in fall 2014 for reaffirmation of accreditation.

### History

The American Samoa Community College (ASCC) was established in 1970 to provide post-secondary education opportunities in the liberal arts, teacher training, vocational-technical education and general education to the residents of American Samoa. ASCC offers Associate of Arts and Associate of Science degrees, as well as Certificate programs in a variety of academic and technical areas.

ASCC is located on Tutuila, the largest of American Samoa's seven islands in the lush valley of Mapusaga village nine miles west of Pago Pago, the territory's center of trade and commerce. American Samoa lies about 2,500 miles southwest of Hawaii and 1,800 miles northeast of New Zealand. Tutuila comprises approximately three-fourths of American Samoa's 76 square miles and is home to 90% of its population of nearly 65,000. The other six islands are Aunu'u, Ofu, Olosega, Ta'u, Swains, and Rose Atoll.

In July of 1970, ASCC was established as part of the American Samoa Department of Education. The first freshman class of 131 attended classes in the old Lands and Survey Building (the current site of the Lumana'i Building) in Fagatogo. The following year the College was moved to

the old Fia Iloa High School building in Utulei. The move to a permanent campus was made in September of 1974 when ASCC took over the site of the former Mapusaga High School.

A grant from the U.S. Economic Development Administration in 1979 enabled ASCC to complete five new buildings, with modern facilities for instruction in science, nursing, fine arts and vocational education, as well as a student cafeteria and a gymnasium.

### Vision

The American Samoa Community College holds as its central theme "Saili le Atamai" or to "seek knowledge." Our journey pushes us forward to achieve our mission to provide high quality educational programs and services. We remain grounded in the core values of student centeredness, respect for diversity, collaboration and teamwork, respect for tradition and culture, and lifelong learning while meeting the challenges of the 21<sup>st</sup> Century. We envision an active impact in the development of the educational, social, cultural, political, economic, technological, and environmental well-being of American Samoa and the Pacific.

### Mission

The mission of the American Samoa Community College is to foster successful student learning by providing high quality educational programs and services that will enable students to achieve their educational goals and to contribute to the social, cultural, political, economic, technological, and environmental well-being of American Samoa.

To fulfill this mission, the College, as an open admissions, United States accredited, Land Grant institution, provides access to bachelor and associate degrees and certificate programs of study. These programs prepare all students including those who are educationally underserved, challenged, or non-traditional for:

- Transfer to institutions of higher learning
- Successful entry into the workforce
- Research and extension in human and natural resources
- Awareness of Samoa and the Pacific.

## Manulauti

O le manulauti a le Kolisi Tu'ufaatasi o Amerika Samoa, o le tu'uina atu o polokalama ma tautua fa'alea'oa'oga i se tulaga maoa'e ina ia manuia ai a'oa'oga a tagata a'oga ma mafai ai ona 'ausia sini fa'alea'oa'oga ma tofu sao i le soifua manuia tau i le vafealoai, fa'aleaganu'u, fa'afaigamalo, fa'atamaoaiga, fa'atekonolosi, ma le si'osi'omaga o Amerika Samoa.

Ina ia taunu'u lenei manulauti, o le Kolisi, ona o se a'oga e tatala le ulufale i so'o se tagata, e taualoa i tulaga taua'oa'oga a le Iunaita Setete, ma o se a'oga tau Laufanua ma Atinae, e tu'uina atu avanoa mo tikeri pakaloli ma tikeri fa'avae fa'apea tusipasi. O nei polokalama o lo o saunia ai tagata a'oga uma e aofia ai ma i latou e faigata ona maua avanoa, lu'itauina, po'o i latou sa le'i masani ona avea ma tagata a'oga i se kolisi mo le:

- Faauu atu i iunivesite ma aoaoga maualuluga atu
- Faamanuiaina i galuega
- Sailiiliga ma le faalautelega i mataupu tau tagata ma punaoa faalenatura
- Silafia o Samoa ma le Pasefika

## Institutional Core Values & Learning Outcomes

Through the missions of our programs and services, we hold ourselves accountable to the following:

1. ***Student Centeredness***: ASCC commits to provide high quality programs and services focusing on student learning; and,
2. ***Respect for Diversity***: ASCC embraces individuality and appreciation of global perspectives and viewpoints that enhance quality of life; and,
3. ***Collaboration and Teamwork***: ASCC promotes a sound environment for networking opportunities through effective communication, partnerships, and growth; and,
4. ***Respect for Tradition and Culture***: ASCC embraces cultural heritage, traditions, language, and customs and their impact in education and research; and,
5. ***Lifelong Learning***: ASCC encourages continuation of learning and provides pathways for personal, ethical, and professional growth.

## Governance

Since the implementation of Public Law 22-30, the College has assumed semi-independent governance and has established a structure that maximizes participation, recognizes and value expertise, and paces authority at the appropriate level. The College governance system clarifies

the roles of faculty, professional and classified staff, the President, Administration, and students. In a governance system, the President is the final authority in the decision-making process, having the authority to accept or reject recommendations.

The Board of Higher Education is responsible for the selection of the President, setting policies and the control and management of the college.

## Publications

### *ASCC Personnel Manual*

The ASCC Personnel Manual outlines personnel policies governing all College administrative and general employees.

### *ASCC General College Catalog*

The American Samoa Community College publishes an updated catalog every two years. The catalog provides general information about the College, specific information about available programs and services, and is the students' guide to certificate and degree requirements. The production of the ASCC General College Catalog is under the supervision of the Dean of Academic Affairs, Curriculum Committee Chairperson, and the Curriculum Committee. The ASCC catalog can be found online at [www.amsamoa.edu](http://www.amsamoa.edu) or is available for purchase at the ASCC Le Bookstore.

### *ASCC Student Handbook*

The Student Government Association (SGA), under the supervision of the Dean of Student Services and the Student Government Advisor, publishes this general information booklet each year. It contains information about student services, college policies and procedures, the activities and events calendar, the Student Government Constitution, financial aid and other information needed to help students adjust to College life.



## ASCC DIVISIONS, PROGRAMS & SERVICES

### INSTITUTIONAL DIVISIONS AND SERVICES

#### DEPARTMENT OF FINANCE

##### *Mission:*

To develop a high-performance organization one that would earn the respect of the federal grantors for our ability to timely file required reports, for the management to receive monthly financial reports, to the safeguarding assets of ASCC, and timely disbursement of students' PELL grants; one that puts people first- in a way that delights those who are employees of the department and those who enter the halls of the department working environment; and so the overall vision and the mission of the College might fully be accomplished.

#### INSTITUTIONAL EFFECTIVENESS (IE)

##### *Mission:*

The mission of the Office of Institutional Effectiveness is to support the college by providing information necessary for improvement of academic programs and provision of administration services. The office is responsible for collecting data for research and evaluation. It is also responsible for analyzing and presenting results for program planning.

The functions of IE are as follows:

1. Planning, research and evaluation that help to improve institutional effectiveness and the achievement of student learning; and,
2. Public relations that help to provide the community with information about the College affairs, through newsletters, press releases and other media; and,
3. Collecting, editing, organizing and disseminating of College documents and reports to the College community and stakeholders that help to ensure a culture of evidence and accountability.

#### HUMAN RESOURCES

##### *Mission:*

To support American Samoa Community College's (ASCC) goals by providing comprehensive and timely human resources services with respect to recruitment and employment, benefits administration, classification and

salary administration, staff development and training, and employee relations for all staff employees subject to the ASCA and ASCC Personnel Governance.

#### MANAGEMENT INFORMATION SYSTEMS

##### *Mission:*

The primary mission of the Management Information System (MIS) Department is to provide the American Samoa Community College (ASCC) community access to a modern and secure computing infrastructure that enables them to make efficient use of information technologies in their respective tasks. MIS is concerned with assessing new technologies and working towards applying these in innovative ways to the support and furtherance of ASCC's mission and goals.

#### PHYSICAL FACILITIES MANAGEMENT

##### *Mission:*

To maintain and support quality services in the areas of maintenance, landscaping, and a clean environment seen on campus, housing area, facilities and grounds. It is also the mission of the Physical Facilities Management Department to hire qualified personnel, to improve the quality of the work environment for employees, and to protect and secure the safety of students, college personnel, property, and the visiting public.



## INSTRUCTIONAL DIVISIONS

### Academic Affairs Division Mission Statement

As the learning outcome centered division, the Academic Affairs Division is in alignment with the ASCC Catalog to provide the highest levels of quality academic services for students through on-going analysis, assessment, and improvement of instructional programs and personnel.

### Academic Affairs Divisional Outcomes

#### ***Divisional Outcome 1: Curriculum, Instruction, and Planning***

Provide the highest quality programs and courses through on-going review & assessment of student learning outcomes at the course and program level. Raise academic quality and improve student success to promote decision-making and planning utilizing the results of student learning outcome assessments.

#### ***Divisional Outcome 2: Highest level of academic services.***

Provide opportunities in establishing quality academic and student programs. Accountability in academic integrity for students and faculty.

#### ***Divisional Outcome 3: Internal and External Partnerships and Entities***

Provide quality academic programs and services to meet transferability requirements and to coordinate programs and activities for workforce development. Provide opportunities and resources for the undeserved, challenged, and non-traditional population and promote diversity and global engagement.

#### ***Divisional Outcome 4: Manage and allocate institutional resources effectively***

Collaboration and teamwork with internal division, programs and departments in achieving student success and promote opportunity, access, and equity professional development for faculty and staff both locally and off-island

#### ***Divisional Outcome 5: Recruit, retain, and support faculty and staff in a culture of excellence and innovation***

Promote excellence in teaching pedagogy through continuous evaluation of the teaching and learning process, provide professional development to equip instructors with technological skills necessary in the high technological world. Support instructors with appropriate teaching classification and ranks in alignment with hiring process. Demonstrate continuous commitment to student learning by upgrading skills in teaching and learning

### Teacher Education Program (TED) (formerly known as ASTEP)

#### ***Mission:***

The mission of the American Samoa Bachelors in Education Program is to meet the professional development needs of pre-services and in-services teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the twenty first century.

The Teacher Education Program of ASCC (formerly known as ASTEP) provides teacher certification and course work towards an AA degree in Education with an Emphasis in Elementary Education to all ASDOE and private school teachers who have met all ASCC admission and program requirements for the ASCC Teacher Education Program. TED in coordination with the ASDOE Teacher Quality Division provides academic advising for all public and private school teachers who meet all requirements in accordance with ASCC Admissions policy. All ASDOE and private school teachers must have passed all CAPP courses before being cleared to register for college level coursework and/or TED Program courses.

TED emphasizes fundamental theories to pedagogical practices, methods, and research that help to improve the quality of standard based research teaching as an instrument that reflects best teaching and learning practices.

Students and/or teachers who are interested in the teaching profession are encouraged to contact the TED office for more detailed information about the AA and B.Ed. Program, program requirements, TED curriculum and scholarship opportunities.

### General Education Outcomes

1. **Analysis & Research:** The teacher candidate demonstrates a high level of competency in examining and interpreting information.
2. **Diversification:** The teacher candidate demonstrates a high level of competency in language learning and multicultural background.
3. **Technology Literacy:** The teacher candidate demonstrates a high level of competency in the application of technology in learning environments.

### Trades and Technology Division

#### ***Mission:***

The mission of TTD is three fold:

- Prepare students for entry level employment;
- Prepare incumbent workers to receive certification and professional licensures; and,



- Prepare students to transfer to other higher institutes of learning outside of American Samoa.

## RESEARCH AND EXTENSION

### COMMUNITY AND NATURAL RESOURCES (CNR) / LAND GRANT PROGRAMS

#### *Mission*

To provide the people of American Samoa appropriate science based and timely information and services in the areas of Community and Natural Resources. We treat our clients, students and colleagues with respect and empower them to be equal partners in their own success. Our words and actions show an appreciation for diversity and exemplify the finest of the Fa'a-Samoa

In 1981, ASCC was designated a Land Grant College. Federal funds were provided to develop programs in agriculture, family and consumer sciences, 4-H youth development, and forestry. The three major components of the program are Instruction, Extension, and Research.

#### *Instruction*

At ASCC, the post-secondary agricultural related educational programs are part of the Department of Agriculture Community and Natural Resources. Program offerings include the Associate of Science degree in General Agriculture, Agribusiness, Family and Consumer Sciences and Natural Resources. The degrees are designed to prepare the students for on-island positions in these fields as well as for transfer to off-island schools.

#### *Extension*

The Cooperative Extension Service offers community-based educational programs and projects to enhance individual and group decision-making towards improved living. Extension works closely with farmers, homemakers, and youth as well as government and civic agencies. The Extension agents use the discoveries made by the Research division to help improve the quality of life for individuals, and the community. Extension programs are offered in the following areas: Agriculture, Family and Consumer Sciences, 4-H Youth, and Forestry.

#### *Research*

The Hatch Act authorized by Congress in 1887, stipulates the establishment of agricultural experiment stations in connection with Land Grant colleges to conduct scientific investigations and experiments to provide practical and useful information in publishing bulletins or reports of

progress. As a beneficiary of this Act, the Research division of CNR adheres to these guidelines. CNR researchers in agriculture, aquaculture, forestry and nutrition work under the auspices of the associated Extension division. Those in entomology, plant pathology, soil and water science, childhood obesity, health communications and wellness fall directly under the Research division. The Geographic Information Systems (GIS) unit of CNR supports both Research and Extension. Nutrition, wellness, and health communications are also part of the ASCC CNR Wellness Center that opened in April 2013.

All CNR research is tied to the Extension component, and the two work hand in hand in ways tailored specifically for the environment, economy, and culture of American Samoa. The researchers apply rigorous scientific standards to develop practical knowledge that will benefit the health of American Samoa's people and natural resources into the future.

### RESEARCH FOUNDATION

#### *Mission:*

To promote the American Samoa Community College's quality programs and services by raising philanthropic support, while strengthening relationships with the Community for the benefit of the students

### SAMOAN STUDIES INSTITUTE

#### *Mission (Manulauti)*

The Samoan Studies Institute's mission is to ensure and promote the continuity of Samoan culture, traditions, language, and heritage through an inter-disciplinary, comprehensive educational approach that focuses on four major areas: (1) Academics (2) Community and Cultural Extension Programs (3) Research and Publication, and (4) Samoan Language Translation and Interpretation.

O le manulauti a le Ofisa o Aoaoga ma Suesuega Samoa, ia una ia ma faaaauu tu ma aga, gagana ma le tofi o Samoa, ina ia faataua ai aoaoga i vaega e fa: (1) Aoaoga (2) Polokalama mo Alalafaga, ma Faasoa faaleaganuu (3) Suesuega ma Lomiga (4) Faaliliuga ma Faauga Gaganafaasamoa.

#### *Academics (Aoaoga)*

Samoan Studies Institute, through its Samoan Studies Department, offers an Associate of Arts degree with an emphasis in Samoan Studies to prepare students for employment, transfer to institution of higher learning, and to be knowledgeable in Samoan culture and skillful in Samoan Language.

E tauala atu i lana Matagaluega o Aoaoga, le i suesuega Samoa, e tapena ai le tagata aoga mo galuega, aoaoga i aoga mauaululuga, malamalama ma agavaa faasamoa.

### ***Community and Culture Extension Programs*** (PolokalamamoAlalafaga ma Faasoafaaleaganuu)

Community and cultural extension programs are to reinforce partnerships between the college and government agencies, non-government agencies; and for the Samoan Studies Institute to conduct workshops and presentations that promote cultural studies. Moreover, extra-curricular activities to promote and increase knowledge, understanding and skills in any aspect of the Samoan culture through hands-on learning are offered throughout the year.

Ua tuufaatasia polokalama ma faasoafaaleaganuu mo alalafaga ina ia faamautū ai le galulue faapaaga o le Kolisi ma ofisa o le mālō, ofisa tumaoti, ma faatulaga ai foi e le ofisa aoaoga ma folasaga, e faataua ai suesuega tau le aganuu. E le gata i lea, o aoaoga faapopo e faalatele ai le silafia i le faasamoa o loo ofoina atu i tausaga taitasi

### ***Research and Publication (Su'esu'ega ma Lomiga)***

The Samoan Studies Institute research component maintains an active research program which includes fieldwork and documentation as well as archival research and collections. Research and publications may focus on such topics as both written and oral history, legends, indigenous art forms, music, language, geography, natural resources and archaeology, anthropology, political science, current affairs, and/or other relevant topics. The purpose of this research is to collect, develop and publish materials on Samoa that will enhance and maintain Samoan and Pacific Studies designated courses and programs. The Media Directory, which catalogs a collection of numerous video clips and DVD's of Samoa and the Pacific, is available on the College website.

O lo o tauave e le vaega o suesuega a le ofisa se polokalama faaauau, e aofia ai galuega i nuuatoa ai ma suesuega ma le ao ina mai o faamaumauga ua tuufaatasia o le tuanai. E mafia ona faapitoa suesuega i autu e pei o talatusitusia ma talatuugutu, tala o le vavau, faatufugagafa'aatisi a Samoa, musika, gagana, mataupu o le siosiomaga, alagaoa faalenatura ma le sailiga o le tuanai e alaatu i talaeli, suesuega o aganuu, upufai o mālō, mataupu o leneivaitau ma isi autu talafeagai. O le faamoemoe o nei saililiga o le aoina, atina'e ma lomiga faamaumauga e faatatau ia Samoa, ina ia oa ma tumau mataupu a Samoa ma le Pasefika. O lo o i luga o le upega o tafailagi a le Kolosi Tuufatasi le lomiga e faailoa atu ai ata pu'e ma ata faatifaga e faatatau ia Samoa ma le Pasefika.

### ***Samoan Language Translations and Interpretations*** (Faaliliuga ma FaauigagaFaasamoa)

The Samoan Studies Institute provides translation and interpretation services for Samoan and English languages for government and non-government agencies, local and off island communities. Students majoring in Samoan Studies are encouraged to participate in these office projects for professional and life experiences.

O lo o ofo atu e le Ofisa o Aoaoga ma Suesuega Samoa se auunaga faaliliu ma faauiga i le gagana Peretania ma le gagana Samoa mo ofisa o le mālō, ma ofisa tumaoti, alalafaga i le loto i fale atoa ai ma atunuu mamao. E una ia tagata aooga o lo o aveia ma a latou mataupu autu Suesuega ma Aoaoga Samoa ia auai i nei galuega mo le potomasani.

## **INSTRUCTIONAL PROGRAMS**

### **COLLEGE ACCELERATED PREPARATORY PROGRAM (CAPP)**

The College Accelerated Preparatory Program (CAPP) is a special admissions program for selected students who do not meet current "college level" admissions requirements but who still show the potential to succeed in college.

#### ***Admission into CAPP***

New Students entering ASCC with Placement Testing results or scores from the SAT or TOEFL or ACT indicating their English and Math scores are within the area of developmental English and Math will be placed in College Accelerated Preparatory Program (CAPP). Upon successful completion of required CAPP courses the student can exit the program and will be re-classified as an in-coming ASCC Freshman college level student.

A CAPP student is allowed a certain time period to successfully complete and exit from the program. If the student is not able to complete the program within the required timeframe, they are placed on academic suspension until the following semester where the student may be readmitted into the program. The CAPP Director has the final decision for admission into the program.

#### **CAPP Courses**

The courses in CAPP address reading, writing, and mathematics to prepare students for college level course work. The results from the SAT or ACT or TOEFL scores, or placement test will determine the English and Math courses required to complete the program.

#### **Reading Courses:**

ENG 70	Beginning Reading (3 Credits)
ENG 80	Intermediate Reading (3 Credits)
ENG 90	Advanced Reading (3 Credits)

#### **Writing Courses:**

ENG 71	Beginning Writing (3 Credits)
ENG 81	Intermediate Writing (3 Credits)
ENG 91	Advanced Writing (3 Credits)

**Mathematic Courses:**

- MAT 80 Preparatory Math (4 Credits)  
 MAT 90 Elementary Algebra (4 Credits)

**CAPP Learning Outcomes****I. Reading, Speaking and Writing Outcomes:**

1. Actively listen and engage in individual or group discussions and conversations; and,
2. Engage in conversational styles, forms and sound of English; and,
3. Identify and apply basic college reading skills to describe, interpret, summarize and make analytical judgments in reading selections; and,
4. Apply the basic steps of the writing process to write well-structured sentences, paragraphs and essays using critical thinking skills; and,
5. Participate in learning activities using technology and service learning.

**II. Mathematics Outcomes:**

1. Develop a general understanding of basic operations of real numbers and algebraic expressions to gain a solid foundation of basic mathematical concepts; and,
2. Develop and demonstrate the basic computational skills in arithmetic and elementary algebra necessary to be successful in a college level math; and,
3. Demonstrate the ability to read, interpret, and construct tables, basic graphs, and linear equations; and,
4. Use technology to practice, solve, and verify basic arithmetic problems and linear equations.

**CAPP POLICY**

1. A student with a placement result indicating ENG 150 Introductory to Literature, and ENG 151 Freshman Composition and Math 90 Elementary Algebra, is eligible to take General Education courses (150-college level) courses.
2. The student must pass MAT 90, ENG 90, and ENG 91 in the first session of CAPP in order to continue with the recommended General Education courses in the CAPP second session.
3. If the student does not pass MAT 90, ENG 90, and ENG 91 in the first session of CAPP, he/she will not be allowed to take 150-college level courses in the CAPP second session until these courses are complete.
4. Students placing in this category will be assisted with advising, registration, and progress monitored by the Academic Advisors.

**ADULT EDUCATION LITERACY AND EXTENDED LEARNING (AELEL)*****Mission***

The mission of the AELEL program is to enable every adult learner in American Samoa to acquire the necessary basic skills in math, reading, writing, speaking, and listening in order to compete successfully in today's workplace, strengthen their family foundation, and exercise full citizenship.

The American Samoa Community College (ASCC) Division of Adult Education Literacy and Extended Learning (AELEL) is designed to fulfill the College's mission of making educational services available to the non-traditional student population of American Samoa by offering credit and non-credit courses. Continuing Education courses provide development, improvement, and advancement of specific and general work-related skills.

***Adult Basic Education (ABE)***

Adult Basic Education provides instruction in the basic academic areas of Mathematics and English as college preparatory courses and for occupational skills. Courses range from English literacy to government, health and consumer economics.

Classes are offered on the ASCC campus as well as work sites, villages and other convenient locations. ABE courses are advertised in the local media and with the ASCC Schedule of Course Offerings for each semester.

A General Education Diploma (GED) preparatory instruction program is provided at no charge to any student who has not graduated from high school and who is at least sixteen (**16**) years of age. Students are taught the basic skills necessary to sit the GED.

Examinations in the following areas: Writing/Essay Skills, Science, Social Sciences, Reading Skills and Mathematics. A student must be at least **18 years** old to sit the GED Exams in American Samoa.

The GED Examination is a nationally written and administered battery tests designated to measure high school education equivalency. The Testing and Evaluation Division of the American Samoa Government Department-of Education monitors the students' results and recommends the issuance of the high school diploma. Upon successful completion of the tests, the American Samoa Department of Education awards a high school diploma to the student. The student has to register online to take the tests using the 2014 GED series. The GED online tests have been contracted to Pearson Vue Testing Centers.

### **Registration, Tuition and Fees**

While a few limited enrollment classes require prior registration, it is possible to enroll in most Continuing Education courses by attending the first class session. Students must be at least 16 years of age. High school students must receive confirmation documents indicating that they are no longer enrolled at their respective schools and permission from parents, and provide immigration status clearances, at the time of registration. Adult Education classes are provided at no cost. Community Service classes are \$35.00 per class.

### **Continuing Education Courses (Extended Learning)**

In most cases, students in Continuing Education courses earn Continuing Education Units (CEUs) which cannot be counted towards a college degree. However, if a specific course meets the same academic requirements as a college credit course, the student may petition the Dean of Academic Affairs and when appropriate the Dean of Trades and Technology Division for permission to use CEUs as transfer credit, provided all other transfer requirements are met.

A Continuing Education Unit (CEU) is defined as ***“ten contact hours of participation in an organized Continuing Education, adult or extension experience under the supervision of a qualified instructor.”*** The CEU should not be interpreted as a substitute for college credit, rather, a means of recording and reporting the Continuing Education activities achieved by an individual.

Certificate of Completion (COC) are awarded to all individuals who successfully complete Continuing Education courses.

Continuing Education activities may have a direct impact on current and future employment and should be included on resumes and/or applications for employment or promotion. Students may obtain copies of transcripts of Continuing Education activities by contacting the State Director of- AELEL.

### **APPRENTICESHIP & WORKFORCE DEVELOPMENT (AWD)**

To align with TTD’s Mission Statement: “to upgrade skills of incumbent workers,” as well as the ASCC’s Workforce, Economic, and Community Development Governance Policy Statement to provide current, relevant and applicable training in building occupational skills and technical capabilities of both traditional and non-traditional students and incumbent workers leading to a national certification and/or professional licensure, the Apprenticeship & Workforce Development (AWD) program was established under the auspices of the Trades & Technology Division to oversee, develop and implement the training program.

These training programs are short, flexible, convenient, and effective. The participant may be required to enroll in English and Math courses with the Adult Education Literacy and Extended Learning (AELEL) based on the required AELEL Placement Test. AELEL English and Math courses may be taken concurrently with the Apprenticeship & Workforce Development (AWD) training programs.

*Courses are offered and not limited to the following occupational areas:*

Auto Body Technician	Electrician
AutoCAD (Draftsman)	Welder
Automotive Technician	Construction Worker
Information Technology	Secretarial and more
Air Condition & Refrigeration Technician	

### **ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)**

The American Samoa Community College is a partnership school with the University of Hawaii Army ROTC program. The program offers **elective credit towards an associates or bachelor’s degree**. The Army ROTC program does not lead to any degree in Military Science. Academic performance in core ASCC curriculum should be the main focus of cadets. The Army ROTC Basic Course consists of four distinct semesters, and is structured as a single, progressive course. Upon successful completion of the Basic Course cadets may transfer 12 credits to one of the 273 Universities throughout the United States offering a commission in the United States Army as a Second Lieutenant.

Students must be pursuing an associate’s degree in any of the majors offered at American Samoa Community College. The basic course (MSL I referring to MSL 101 & 102 and MSL II referring to MSL 201 & 202) normally corresponds to the students freshman and sophomore years. It is designed to enhance student’s interest in ROTC and the Army. Upon Completion of the basic course, students will transfer to one of the 273 Universities in the U.S offering ROTC to continue with the Advance Course (MSL III and MSL IV). ROTC offers four, three, or two year scholarships depending on the student’s academic alignment. Only US citizens and nationals are qualified for the scholarship in the Army ROTC.

## **GRANT PROGRAMS**

### **SMALL BUSINESS DEVELOPMENT CENTER (SBDC)**

#### **Mission:**

To assist small businesses in achieving their goals by utilizing educational resources and modern technology and

provide training, consultation, assisting in attaining entry into the market place, and by providing continual assistance in all areas of the business.

The American Samoa Small Business Development Center at the American Samoa Community College coordinates educational resources and provides services to develop support and strengthens the viability of the local small business community and improve the overall business success rate in American Samoa. To this end, the SBDC helps new business start-ups achieve entry into the marketplace and provides assistance to established businesses so they may become more efficient and competitive in the marketplace.

### **GOALS**

1. Provide counseling to individuals who have small businesses, and individuals who want to start small businesses; and,
2. Offer Next Level courses for entrepreneurs, business start-ups, micro- entrepreneurship and agricultural entrepreneurs; and,

### **STUDENT SUPPORT SERVICES (SSS)**

#### ***Mission:***

To encourage and assist students who are traditionally under-represented in post secondary education because of income, family educational background, disability, in the preparation for, entry to, and completion of post-secondary education

The Student Support Services (SSS) TRIO Program at the American Samoa Community College (ASCC) offers services to 200 qualified 1<sup>st</sup> generation, low income and/or students with disabilities, participants from the College Accelerated Preparatory Program (CAPP). SSS provides opportunities for academic development, assists students with basic college requirements, and motivates students toward the successful completion of their postsecondary education.

The goal of SSS is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next. All services are free and aimed at helping the participants to be successful at the American Samoa Community College. Students must apply and be accepted to the program.

The SSS program must provide:

1. Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects; and,
2. Advice and assistance in postsecondary course selection; and,
3. Assistance with information on the full range of student financial aid programs, benefits and

resources for locating public and private scholarships; and,

4. Assistance in completing financial aid applications; and,
5. Education or counseling services designed to improve financial and economic literacy; and,
6. Support in applying for admission to graduate and professional programs; and,
7. Assistance in applying for admission to, and obtaining financial assistance for enrollment in four-year programs.

The SSS program may also provide:

1. Individualized counseling for personal, career, and academic information; and,
2. Activities and instruction designed to acquaint students with career options; and,
3. Exposure to cultural events and academic programs not usually available to participants; and,
4. Mentoring programs.

### **UNIVERSITY CENTER FOR EXCELLENCE ON DEVELOPMENTAL DISABILITIES (UCEDD)**

#### ***Mission:***

To improve the quality of life for persons with developmental disabilities of all ages. This supported through the University Center for Excellence on Developmental Disabilities activities relating to quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, community supports, assistive technology, and cultural integrity, and address the needs of persons with disabilities and their families.

The University Center for Excellence on Developmental Disabilities (UCEDD) is an interdisciplinary education, research and public service component of the American Samoa Community College that engages in the following core functions:

1. Interdisciplinary pre-service preparation and continuing education of students and fellows, which may include the preparation and continuing education of leadership, direct service, clinical or personnel to strengthen and increase the capacity of the territory and community; and,
2. Community service that provide training and technical assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policy-makers, students and other members of the community; and,
3. Conduct research, evaluation, and analysis of public policy in areas that affect or could affect positively or negatively individuals with developmental disabilities and their families; and,
4. Dissemination of information.

The UCEDD addresses the core functions directly or indirectly with one or more of the following areas of emphasis: quality assurance activities, education activities and early intervention activities, child care-related activities, health-related activities, employment-related activities, housing-related activities, transportation-related activities, recreation-related activities, and other services available or to individual in a community, including formal and informal community support, that affects their quality of life.



## STUDENT SERVICES

### Mission

The mission of the Student Services Division is to support the educational pursuits of all students attending ASCC through an active concern for high quality services, student access, learning, progress, and success.

The following programs and services are provided by the Student Services Division to help students meet their educational, transfer, career, and personal goals.

### College and Life Planning

The mission of the College and Life Planning (CLP) course is to empower and inspire students to be successful, both personally and professionally.

CLP 150 Course Student Learning Outcomes:

1. Develop and apply communication skills to enhance the areas of speaking, writing, reading and listening; and,
2. Correlate personal learning styles to improve academic studies and real work situations; and,
3. Utilize current technology skills to improve communication, and locate and retrieve information for life-long learning; and,
4. Demonstrate an understanding and appreciation for diversity in all aspects of life; and,
5. Develop and illustrate strategies to address potential problems with effective solutions or options.

### Counseling Services

The mission of Counseling Services is to provide academic, career, personal, transfer, and diversity counseling, assist with orientation of new students, implement outreach activities, offer crisis intervention, and optimize follow-up and referral services to our American Samoa Community College students, prospective students and the community.

Counseling Service's goal is to provide quality assistance that will create a safe, supportive and affirming student environment. Counseling is available to the diverse student population requiring assistance, and students are encouraged to seek help from the following Counselors:

1. Academic Counseling
2. Career Counseling
3. Personal Counseling
4. Transfer Counseling
5. Diversity/Tutorial Counseling

### Academic Counseling

1. Assist and advise students during the registration process; and,

2. Counsel students on academic planning of degree or certificate programs and educational requirements; and,
3. Conduct orientation and outreach presentations of comprehensive college information for new and returning students; and,
4. Consult students with low grades and students on academic probation to create an academic plan to improve their progress with academic referral assistance; and,
5. Serve as instructors of College and Life Planning Courses to develop and instill in students skills and strategies for life-long learning; and,
6. Design, implement and assess the student population retention initiatives; and,
7. Provide support with orientation, registration, recruitment and various activities.

### ***Career Counseling***

1. Assist students to research career information on-line, through local networking and through partnership with community based agencies; and,
2. Advise students in aligning their college program with a career of interest; and,
3. Provide job skills training, job search assessment, application information, interview skills and resume writing for interested students; and,
4. Plan and implement a Career Fair, Career Seminars and, or Career Workshops for students.

### ***Personal Counseling***

1. Counsel the students with personal problems that affect and interfere with their studies
2. Provide counseling with a referral plan to a professional agency for assistance if necessary
3. Explore disciplinary plan of action to help students manage problematic issues
4. Conduct workshops and trainings on ways to deal with challenges affecting student.

### ***Transfer Counseling***

1. Collect, maintain and distribute academic, transfer and career information to prospective students
2. Assist students with college or university selection, the application process, academic preparation, financial aid and scholarships, loans and other resources
3. Participate in professional and training activities that support the development of effective transfer counseling

### ***Diversity and Tutorial Counseling***

1. Provide counseling support to the diverse student population at ASCC; and,
2. Collaborate with instructors and other support services on campus to support the diverse student population; and,
3. Collaborate with community programs to obtain additional assistance to meet educational needs of students with disabilities.

### **You Are Not Alone (YANA)/Peer Mentors**

YANA is a support program that reaches out to students and other community members who are experiencing personal problems. Counselors are available to assist anyone who is in need of help. Peer Mentors are also available to help students who are not comfortable talking to counselors. If you need someone to talk to, or know of someone who needs help, contact the counselors at their offices located inside the Coleman Building / cafeteria.

Contact Phone: (684)699-9155, ext. 362/480  
(Monday – Friday: 8:00am – 4:00pm)  
(PH: 684)252-9262 (YANA) (24 hour hotline)  
Contact emails: [yana@amsamo.edu](mailto:yana@amsamo.edu) /  
[ssservicecounselors@amsamo.edu](mailto:ssservicecounselors@amsamo.edu)

### **Diversity and Tutorial Services**

Traditional, non-traditional, multicultural, and students with disabilities who need assistance with their studies are encouraged to visit the Counseling Office and sign up for consultation, scheduling and tutorial services.

Other programs and/or departments that offer tutorial services that serve a target population are: Louis Stokes Alliances for Minority Participation (LSAMP), Student Support Services (SSS), and Adult Education Literacy and Extended Learning (AELEL). Please refer to *Institutional Program and Institutional Services* section for more information.

### **Disability Access and Accommodation/Modification Services**

Counseling Services is committed to assist and provide academic access services to students with a certified disability who meet the academic and technical standards for admission or participation in the education program or activity given appropriate accommodation/ modifications. Students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs or activities offered by ASCC. This is to ensure full compliance with all pertinent federal and state legislation, including Section 504 of the Rehabilitation Act of 1973 as amended by the American with Disabilities Act (ADA) of 1992.

Programs include but are not limited to: Academic majors and certificate and degree plans, including coursework and practical research; career training; counseling; financial aid; physical education; recreation activities by student organizations; placement; and any other programs offered by the college.

New and prospective students with a certified disability should contact the Student Services Division and refer to the Student Handbook for further details on college access and accommodation/modification services. Individuals must make all requests at least two months prior to the start of their entering semester. Upon request, assistance and orientation to ASCC process will be provided.

### **Student Learning Assistance (SLA) Center**

The SLA Center offers free tutorial help for students to improve their chances to succeed in their courses and attain personal and academic goals. This comprehensive tutoring program provides quality academic support to all currently enrolled students who have identified a need for assistance outside the regular classroom experience. Tutorial services are available as one on one assistance and small group sessions. This center also provides a computer lab for research and a quiet space for students to study. The program goals are:

1. To assist students in becoming independent learners; and,
2. To identify students' area(s) of concern; and,
3. To provide access to study skills resources, such as workshops and online support; and,
4. To assist students in mastering of a particular subject area; and,
5. To assist students in becoming active in the learning process; and,
6. To aid in the development of a positive approach toward learning; and,
7. To provide a supportive and encouraging environment where learning takes place at the students' pace.

The SLA Center has two locations; English tutorials are in the main center, by the Dean of Student Services office at the Coleman Building, cafeteria, lower campus.) The SLA Center – Annex, where math and all other subject tutorials are held, is located next to the ASCC gymnasium.

Contact Number: (684)699-9155, Ext.368, 453, 479, or 461.

Contact email: [slastaff@amsamoa.edu](mailto:slastaff@amsamoa.edu)

### **Financial Aid Outreach**

Students who are seeking assistance with their Free Application for Federal Student Aid (FAFSA) online or renewal or corrections to their applications are encouraged

to stop by to meet with the Financial Aid Outreach Coordinator. Students who plan to transfer off island are highly advised to notify the Financial Aid Outreach Coordinator, so that necessary changes can be made to their applications.

Outreach activities to high schools regarding students transitioning to college are arranged in collaboration with the Department of Education (DOE) and high school counselors. Outreach activities to the community are conducted at the Fagatogo market every first Friday of the month.

The Financial Aid Outreach office is located at the SLA Center-Annex next to the ASCC gymnasium.  
Contact Phone: (684)699-9155 ext. 454

### **The 411 Newsletter/Journalism Club**

ASCC students can stay updated with campus news and announcements through the 411 Newsletter. Students can find information on scholarships, internship opportunities, important deadlines, campus events and activities, and special announcements in the 411. To keep students interested, the 411 Newsletter features a "Chief of the Week" and other student sections like "Campus Talk" and "Student Reviews," these sections are collected by the ASCC Journalism Club under the Division of Student Services. This newsletter is distributed biweekly; it is handed out to students or can be picked up at several sites around campus. Students can also access the 411 through ASCC's website or on the "ASCC 411 Newsletter" Facebook page. Any questions, suggestions or submissions by students can be sent to [ascc411newsletter@gmail.com](mailto:ascc411newsletter@gmail.com)

### **International Student Organization**

The International Student Organization provides a support and nurturing environment for diverse students at ASCC. The goal of the organization is to unite students through diversity on campus as well as in the community. In promoting unity, activities include but are not limited to sharing students' cultures and values. Participants are encouraged to contribute and participate in college extracurricular activities.

### **Student Employment and Training Center (SETC)**

The Student Employment and Training Center (SETC) provides temporary employment to students who are ineligible for federal financial aid assistance and are not current scholarship recipients of the American Samoa Government (ASG) and various private agencies of American Samoa.

Applications are available at the SETC office located behind the Coleman Building / Cafeteria, lower campus.

Contact Phone: (684)699-9155 ext. 426.

Contact email: [asccvastudentservices@amsamoa.edu](mailto:asccvastudentservices@amsamoa.edu)



## **Student Government Association (SGA)**

SGA exists to advance the democratic process of student government. SGA encourages professionalism and improved quality of activity and service at all levels of student government for the benefit of the total student population. It contributes to the analysis, understanding, and resolution of student issues by providing academic and social activities.

SGA is open to all enrolled students. The SGA is governed by the executive officers and the representatives, who are elected from the freshmen and sophomore classes. SGA representatives also serve on various ASCC committees and one serves as a member of the Board of Higher Education. SGA sponsors a number of activities each year, including the Miss ASCC pageant, Intramural Sports, cultural, assemblies and other club activities. Funding for these activities comes from student activity fees collected during registration.

Students interested in serving as an executive officer must have a cumulative Grade Point Average (GPA) of 3.00 at the time of election. Any full-time student who maintains a cumulative GPA of 2.70, who has completed one semester at ASCC, and is in good academic standing, is eligible to run as a representative. Applications are available from the SGA office located in the Coleman Building / cafeteria and additional information can be obtained from the Student Handbook.

### ***Organizations and Intramural Activities***

Student organizations are considered an integral part of every student's college experience. Students are encouraged to participate by joining an existing organizations or starting a new one. All campus organizations must have a faculty advisor. Furthermore, organizations must meet the requirements established by the SGA.

Intramural sports are planned and scheduled throughout the year by the SGA in collaboration with the Chairperson of the Physical Education Academic Department. . For more details, please refer to the ASCC Student Handbook 2014-2016.

The SGA office is located behind the Coleman Building /Cafeteria, lower campus. Contact Phone: (684) 699-9155, ext. 341.

### **Phi Theta Kappa Society**

The Alpha Epsilon Mu Chapter of the Phi Theta Kappa (PTK), the international community/junior college honor society, is open to all ASCC continuing and transfer students. Students who have completed twelve (12) or more credits of have a 3.5 cumulative GPA, passed ENG 150 and ENG 151 and MAT 90 are eligible for membership. PTK members are eligible for special scholarships.

## **Service Learning**

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Service Learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content.

The characteristics of Service Learning are:

1. Links to academic content and standards; and,
2. Involves young people in helping to determine and meet real, defined community needs; and,
3. Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience; and,
4. Can be used in any subject area so long as it is appropriate to a learning goal; and,
5. Work at all ages, even among young children ; and,
6. Service is positive, meaningful and real to the participants; and,
7. Service involves cooperative rather than competitive experiences and thus promotes skills associated with teamwork, community involvement, and citizenship; and,
8. Promotes learning through active participation in service experiences; and,
9. Provides structured time for students to reflect by thinking, discussing and/or writing about their service experience; and,
10. Provides an opportunity for students to use skills and knowledge in real-life situations; and,
11. Extends learning beyond the classroom and into the community; and,
12. Fosters a sense of caring for others.

### **Veterans Affairs (VA) Student Services**

The VA Student Services assist all veteran students and their family members enrolled at ASCC. New students entering the college and utilizing VA benefits must be approved by the regional office in Muskogee, OK, except Vocational Rehab (Chapter 31) which is served by Honolulu, HI for approval/disapproval. Students are notified directly by Muskogee, OK of their approval or disapproval decision.

### ***Veterans Educational Assistance***

ASCC is an approved educational institution for education and training under the Veterans Educational Assistance Act (GI Bill), the Veterans Readjustment Act, and the Dependent's Educational Assistance (DEA) Act. All

students who are eligible to receive educational financial assistance from the U.S. Department of VA under Chapter 30, 31, 35 and 106 are advised to contact the ASCC VA Student Services Coordinator (VASSC) for clarification and explanation of awards before registering with their assigned faculty advisor. It is important that their application is received and reviewed and that the VA Regional Processing Office in Muskogee OK makes an official decision of denial or grant of benefits.

Eligible students may apply for veterans' benefits as soon as they have been admitted to ASCC. The VASSC will assist with detailed information regarding eligibility, entitlement, and authorized types of training. This information may also be obtained by visiting the official website: [www.gibill.va.gov/education/benefits.htm](http://www.gibill.va.gov/education/benefits.htm)

All drops and withdrawals must be reported to the VASSC for reporting to the U.S. VA Education Office in Muskogee, OK. This is the student's responsibility; otherwise the student will be required to repay any money that was overpaid.

Chapter 30 and Chapter 106 students are required to verify their monthly attendance to the VASSC in order to receive monthly awards. Contact the VASSC for further assistance.

### ***VA Transcript Evaluation***

The VA regional office requires ASCC to review military training and/or previous college courses to see if any of them will apply to the individual educational plan. The VA will allow payment for only a short period of time without this information. In order to avoid interruption of VA payments, the following needs to be completed:

1. Submit the copy of the DD Form 214 (Certificate of Release or Discharge from Active Duty) to the Admissions & Records Office for evaluation of military training; and,
2. Request in writing to each of the previous college/universities to have (1) official transcript sent directly to the Admissions & Records Office for an official evaluation; and,
3. For military personnel, request an official copy of the military educational transcript to be sent directly to the ASCC Admissions & Records Office. Once an official transcript is received, proceed to the Admissions & Records Office and request an official evaluation of credits.

The ASCC VA office is located behind the Coleman Building/Cafeteria, lower campus. Contact Phone: (684) 699-9155 ext. 426.

Contact email: [asccvastudentservices@amsamoa.edu](mailto:asccvastudentservices@amsamoa.edu)

### **Le College Bookstore**

Students may purchase all required instructional materials (unless stated otherwise in the syllabus), books, school supplies, art supplies and trade tools at the ASCC Bookstore during normal business hours.

The ASCC Bookstore carries textbooks, school supplies, the ASCC General Catalog, and ASCC t-shirts. The Bookstore is open from 8:00 a.m. to 4:00 p.m. Monday through Friday.

### **Food Services**

A variety of nutritious hot plate lunches, sandwiches and beverages can be purchased at the ASCC Cafeteria (located in the lower campus area) for a reasonable price.

### **Health Services**

The American Samoa Community College provides emergency health services and minor care only. Faculty and staff, who are certified in Cardiopulmonary Resuscitation (CPR) and use of the Automated External Defibrillator (AED) provide emergency services while awaiting Emergency Medical Services (EMS). Minor cases are treated and referred to the Tafuna Health Center or LBJ Tropical Medical Center.

## **ADMISSION, REGISTRAR AND FINANCIAL AID OFFICES**

### ***Mission:***

The mission of the Admission, Registrar and Financial Aid Offices is to ease enrollment procedures, increase overall student enrollment and retention, and provide all information, services, and assembling financial resources that are available to and/or needed by students of ASCC. In addition, the offices will insure the accuracy, integrity, and security of the academic records and offer as many opportunities for financial aid as possible to support an eligible student in completion of a degree at ASCC. We will strive to provide quality service to students, faculty, staff, alumni, and other constituents of the college community. This service will also include the progression of students through the academic arena such as testing, admission, registration, degree planning, and graduation. Further, the office will provide timely response to requests for transcripts of current and former students provide particular emphasis toward processes related to academic records, academic progress, enrollment data, classroom support, academic certification, and oversight of Academic Policy in regards to the integrity of the degrees and certificates offered by the ASCC.

## **Admission**

Admission is open to all that can benefit from instruction at American Samoa Community College (ASCC) provided the student is a legal resident of American Samoa and at least ONE of the following:

1. The student is at least 18 years of age; and,
2. The student is a high school graduate; and,
3. The student is a General Education Diploma (GED) recipient; and,
4. The student bears a U.S. Military Form DD214; and,
5. The student bears a Secondary School Certificate if entering from a Non-U.S system; and,
6. The student is admitted under the Early Admissions Program.

## **Application for Admission**

An application for admission must be completed by each candidate seeking admission to any course for credit or program offered.

## **Residency Requirements**

All U.S Citizens and U.S. Nationals may enroll as residents. Non-U.S. Citizens or Non-U.S. Nationals are required to provide a current American Samoa Government (ASG) Immigration Board Authorization and valid ASG identification. Regular admissions procedures apply.

Additionally, a non-U.S. Citizen/National can apply for "American Samoa Residency Tuition Status" if the student has resided in the Territory of American Samoa for FIVE consecutive years prior to applying for admission. Application for AS Residency Tuition Status is available at the Admissions and Records office. Supporting documents must be submitted along with the application. Tuition and fees for non-US Citizens/Nationals are listed under the *Tuition & Fees* section.

## **Admission Procedures for Resident & Non-Resident Students**

Prospective students should submit a completed Admissions Application to the Admissions and Records Office prior to registration along with the required documents. Copies of all documents will be made and the originals are returned to the student. No fee is required.

### ***RESIDENT STUDENTS:***

1. Fill out the admission application and submit copies of ALL the following documents
  1. Social Security Card
  2. Passport

- a. If a passport is not available, provide your Birth Certificate AND your American Samoa Government identification card.

2. Applicants under the age of 18 must submit at least ONE of the following:
  1. High school diploma
  2. General Education Diploma (GED)
  3. Secondary School Certificate if entering from a Non- U.S system
  4. U.S. Military Form DD214

### ***NON-RESIDENT STUDENTS:***

1. Fill out the admission application and submit copies of ALL the following documents:
  1. Passport or Birth Certificate
  2. Social Security Card (if any)
  3. Alien Registration Identification Card
    - a. From Immigration Office AND
  4. Immigration Board Authorization
    - a. Document (authorization to attend ASCC)
2. Applicants UNDER the AGE of 18 must submit ONE of the following
  1. High School Diploma
  2. General Education Diploma (GED)
  3. Secondary School Certificate if entering from a Non-U.S System
  4. U.S. Military Form DD214
3. Transfer students (or any student requesting credit for courses taken at another institution) should request that all prior institutions send an official transcript directly to the ASCC Admissions and Records Office. See *Placement Test and Credit for Transfer Courses* section.

## **Placement Tests**

All new students are required to take the placement tests in Math and English. The TOEFL exam may be used for English placement, but must have been taken within 12 months prior to the date of application for admission. Current SAT or ACT examination scores may be used for placement. It is the responsibility of the student to either sit the ASCC Placement Test or provide alternate test scores prior to registering for classes. Refer to the *Testing Fees* section for placement test fees.

Students who have graduated or transferred from an accredited college or university, and have provided official copies of transcripts, may have the placement test waived by the Admissions and Records Office.

The SAT and ACT tests are administered by the American Samoa Department of Education. The TOEFL exam is administered by the LBJ Sylvan Testing Center. Students

interested in taking one of these tests should contact the appropriate testing center.

### **Testing Fees**

ASCC placement tests in Math and English are administered together as one test. However, special programs may require only Math or English testing; the fees remain the same. Testing dates and times are available from the Admissions and Records Office and are published locally prior to registration. Refer to the *Academic Calendar* for dates. Testing fees are subject to change.

Scheduled Test:	\$10.00
Late Test:	\$20.00
Unscheduled Test:	\$30.00

### **Unclassified Students**

Unclassified students are students taking undergraduate courses at ASCC, but are not seeking a degree. These individuals should follow the regular Admission policies and procedures. Please note that non-degree seeking students are not eligible for financial aid. Unclassified students are limited to one class per regular semester or summer session. Application for change to classified status must be made upon the accumulation of a total of 15 credits. All other cases must be approved by the appropriate Dean.

### **Admissions Contact Information**

Admissions Office  
American Samoa Community College  
P.O. Box 2609  
Pago Pago, AS. 96799  
Telephone: (684)699-9155, ext. 411/412  
Fax: (684)699-1083  
E-mail: [admissions@amsamoa.edu](mailto:admissions@amsamoa.edu)  
Website: [www.amsamoa.edu](http://www.amsamoa.edu)

## REGISTRATION

### **Registration**

Registration for new students is conducted during the week prior to the beginning of instruction. Priority registration is open to continuing students in good academic standing with a cumulative GPA of 2.00 and above and is held before the end of each semester.

Students registering after the regularly scheduled registration period are required to pay the late registration fee.

The registration fee is paid at the Business and Finance Office. Further instructions are available from the Admissions and Records Office. For information on fees, see the Tuition & Fees section.

If a student registers and pays only the required registration fees, the student is still responsible for the remaining balance of any tuition and fees. This includes balances incurred during priority registration. If the student is unable to attend classes, the appropriate add/drop policy in the *Changes in Registration* section or *Withdrawals* procedures must be followed. Failure to attend classes does not exempt the student from paying any remaining tuition and fees.

### **Tuition cost per credit:**

\$110.00 Resident
\$120.00 Non-Resident

Refer to "Residency Requirements" section on the Admissions section for residency qualification.

## TUITION & FEES

### **Student Records Fees:**

Student Activity Fee	\$15.00
Registration	\$35.00
<i>Total Registration Fee:</i>	\$50.00 (non-refundable)
Late Registration:	\$70.00 (non-refundable)
Add/ Drop/ Withdrawal:	\$5.00
Evaluation of Credits:	\$10.00
<b>(Includes transfer of military credits and job/life experience)</b>	
Laboratory Fees:	See <i>Lab Fees</i> section
Technology Fee:	\$5.00 per credit
Independent Study:	\$25.00
Complete Withdrawal from ASCC:	\$10.00 per student
Exception Policy Fee	\$25.00 (non-refundable)
<b><u>Transcript Fees</u></b>	
Student Copy of Transcript:	\$2.50 per student copy
Official Transcript:	\$5.00 per official copy
Degree Re-Order/Replacement:	\$ 50.00 per degree

For more information on transcripts, see the *Transcripts* section.

### **Dishonored Check Fee**

Dishonored Check Fee                      \$30.00 per check  
(non-refundable)

### **Graduation & Diploma Fees**

Graduation Fees                              \$100.00\*

\* If for any reason the student does not graduate during the semester the graduation application is intended, no refund will be given but fees will be carried (except for the diploma fee) over for the semester the student actually graduates.

An additional \$25.00 will be charged for ordering an additional diploma for the semester the student actually graduates.

## **CHANGES IN REGISTRATION**

On all changes of registration forms, the appropriate signatures are required. Approval from the Dean of Academic Affairs is required as a substitute for an advisor's or an instructor's signature. Invalid signatures will be reported to the Dean of Student Services for disciplinary action and a grade of "F" will be recorded.

### **Adds and Drops**

Adding or dropping a course is official only after the student has completed and submitted an Add/Drop Form to the Admissions and Records Office, and has paid the required fee(s) to the Business and Finance Office.

In order to add/drop a course, a student must pick up the form from the Admissions and Records Office. See *Tuition and Fees* section on charges. Classes dropped during the Add/Drop Period are not reflected in the student's transcript or permanent record.

Following the Add/Drop Period is the Drop Only Period. Students may only drop classes at this time. The same \$5.00 fee applies.

At the end of the priority registration period for continuing students there is a scheduled Early Add and Drop Period. Please refer to the *Academic Calendar* for the add/drop, drop only and early add/drop deadlines for each semester or term. Refer to the *ASCC Refund Policy* on the *Tuition and Fees* page also for the percentage of refundable tuition.

### **Administrative Drop**

An administrative drop is a drop from a class that is not initiated by the student and is not reflected in the student's transcript or permanent record. An administrative drop is initiated for one of the following conditions:

1. Students with excessive absences during the first two weeks of instruction.
2. Initiated by the Admissions & Records Office in consultation with and approval of the instructor.

If a student fails to follow attendance, pre-requisite, or textbook policies the instructor MAY initiate an administrative drop. *Note: Administrative Drop Policy does not allow for tuition refunds*

## **REGISTRATION POLICIES**

### **Student Academic Entry Policy**

Students placed in developmental courses must complete all of the following developmental English and Math prior to enrolling in college level courses: (*Refer to CAPP Policy for more information*)

*ENG 70, ENG 71, ENG 80, ENG 81, ENG 90, ENG 91, MAT 80 and MAT 90*

Students placed in college level English and Math will follow General Education requirements:

*ENG 150 & ENG151 and MAT 151 or higher*

### **Prerequisite Courses**

Prerequisites are required courses to be taken before entry into more advanced courses (see course descriptions). For example, most courses numbered 150 and above require the completion of ENG 90 as a prerequisite. Course prerequisites are specifically identified in the course description section of the catalog. For many classes, a grade of "C" or better is required. Students are encouraged to consult their academic advisors regarding course prerequisites and proper course sequencing in the student's selected fields of study.

If a student enrolls in a class and does not meet the course prerequisite, they will be administratively dropped from the class. Refer to the *Administrative Drop* policy for more information.

### **Student Credit Load**

#### **Semester Enrollment Status**

A **Full-Time Student** is classified as enrolled in 12 or more credits

A **Three-Quarter Time Student** is classified as enrolled in 9-11 credits

A **Half-Time Student** is classified as enrolled in 6-8 credits

**A Less Than Half-Time Student** is classified as enrolled in 0-5 credits

A student who wishes to enroll in seventeen (17) and no more than twenty-one (21) credits must have a CGPA of 3.50 or higher, completed ENG 150, ENG 151, and MAT 151 and the approval of the Dean of Academic Affairs.

#### ***Summer Session Enrollment Status***

A **Full time student** is classified as enrolled in six (6) or more credits

A student who wishes to enroll in seven (7) and no more than ten (10) total credits in the Summer term must have a CGPA of 3.50 or higher, completed ENG 150, ENG 151, and MAT 151 and the approval of the Dean of Academic Affairs.

### **Student Classification**

**Classified** students follow a declared, organized program of study leading to a degree and are subject to regulations and requirements of the program of study.

**Unclassified** students are non-degree-seeking students and are not candidates for a degree, although registered for credit.

**Auditors** are qualified students who are permitted to attend classes with the written permission of the instructor. Auditors receive no credit and may participate in class discussions only with prior permission of instructors.

**Freshmen** are those who have completed less than 30 semester credits.

**Sophomores** are those who have completed 30 or more semester credits.

### **Student Status**

**Continuing** A student who is seeking a degree or certificate, and has been enrolled in classes during the previous semester.

**Inactive** A former student that is not currently enrolled at ASCC.

**New** A new, degree-seeking student who has never been enrolled at ASCC and has completed the admissions process.

**Returning** A student defined as a former degree-seeking student who has not been enrolled for one or more semesters. Returning students are required to update their admissions file before registration. They must follow the same admissions and registration guidelines as new students.

**New Transfer Student** A degree-seeking student who has previously attended another institution and intends to complete his/her degree program at ASCC. A transfer student must complete the admission process, and is considered a new student for registration purposes.

**Unclassified** A non-degree-seeking student who wishes to take undergraduate courses at ASCC

### **Auditing Courses**

Auditors must complete all admission and registration requirements and procedures, including payment of tuition and fees. Students are permitted to audit classes with the written approval of the instructor. Students who audit a course may attend classes, take part in class discussion and activities, and take quizzes/ or examinations on a voluntary basis. An "AU" grade will be entered on the transcript with no credit given. Audited courses cannot be changed to a credit course without the approval of the instructor. Schedule changes to audit a course or to receive credit for a course cannot be made after the first six weeks of instruction. (*Refer to Academic Calendar*)

### **Withdrawals**

#### ***Class Withdrawal***

In order to withdraw from class (es), a student must pick up the withdrawal form from the Admissions and Records office. The student must obtain the instructor(s) and advisor's signatures and submit the completed withdrawal form to the Admissions and Records Office for posting. Class changes during the withdrawal period (*Refer to the Academic Calendar* for the approved withdrawal dates) are reflected in the student's transcript with a grade of "W," "W/NP," or "W/F".

Students may withdraw from a class without academic penalty during the first 60% of that course's term and receive a grade of "W" (*refer to the Academic Calendar*). After this date, the student who withdraws will receive a grade of "W/F," or "W/NP" for developmental course(s). See *Tuition and Fees* section for applied charges.

#### ***Complete Withdrawal***

Students who wish to withdraw completely from ASCC should obtain the appropriate form from the Admissions and Records Office and follow official procedures. The procedures for complete withdrawal are the same as a class withdrawal.

Students who completely withdraw before the ninth week of instruction will receive a "W" for each of the courses in

progress at the time of withdrawal; for ASBEP students, it will be for the first six weeks to receive a “W” for each of the courses in progress. After this date, the student who withdraws will receive a “W/F” or “W/NP” (for developmental courses(s)). Students may complete withdraw from ASCC up to the last day of instruction. (*Please refer to the Academic Calendar for the specific dates*).

### ***Unofficial Withdrawal***

It is the responsibility of the student to complete the process of withdrawing from a class or to completely withdraw from ASCC. If a student fails to file the withdrawal form with the Admissions and Records Office, a “UW” (Unofficial Withdrawal) will be recorded. The “UW” will be calculated in the GPA in the same way as an “F”/“NP”.

## **ACADEMIC INFORMATION**

### **Developmental Course Work**

Students who do not meet the placement test score requirements for freshman level courses will be limited to enrollment in developmental courses until their academic proficiency in Math and English is raised to an acceptable level. Students failing to enroll in the required developmental courses as assigned will be denied enrollment in regular ASCC college level courses. Students that fail to follow the proper course prerequisites will be subject to the Administrative Drop Policy. Refer to sections on *Administrative Drop* and *Prerequisites Courses*. Refer to Pre-requisites on *Developmental Level Courses*.

### **Schedule of Courses**

An official schedule of courses provides information on all courses offered, titles, times, days, credits and instructors for a particular semester. Schedules are published and posted before the registration dates by the office of the Dean of Academic Affairs. These schedules may be obtained from the Registrar's office or the office of the Dean of Academic Affairs. Official class schedules are also advertised in the local newspapers prior to registration.

### **Instructional Fees**

Instructional fees may be charged by departments to cover additional costs of materials/resources for instruction. Instructional fees shall not exceed one hundred dollars per course and shall be announced and published by the College prior to enrollment. Fees are calculated into the student's final costs.

### **Technology Fee**

All ASCC students are required to pay a technology fee of \$5.00 per credit at the time of registration (this includes late registration). This fee provides for student access to current computer hardware and software, student network security, and the management of student technology resources and supplies. There is no distinction made between resident and non-resident students. Refunds for the technology will be in accordance with the ASCC tuition refund policy.



## LABORATORY FEES

### Lab Fees

#### *Agriculture Community and Natural Resources*

AGR 250	\$15.00
NRS 180	\$15.00
NRS 200	\$15.00

#### *Art, Drama and Music*

ART 160	\$25.00
ART 161	\$25.00
ART 165	\$25.00
ART 170	\$25.00
ART 171	\$25.00
ART 172	\$25.00
ART 180	\$25.00
DRA 150	\$25.00
MUS 150	\$25.00
MUS 180	\$25.00
MUS 170	\$25.00

#### *Business*

BUS 150	\$15.00
BUS 220	\$15.00
ACC 152A	\$15.00
ACC 220	\$15.00

#### *Social Sciences*

ANT 160	\$15.00
GEO 150	\$15.00
GEO 160	\$15.00
GEO 161	\$15.00

#### *Nursing*

All Nursing Courses	\$45.00
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#### *Samoan and Pacific Studies*

SAM 151	\$15.00
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#### *Science*

BIO 150	\$25.00
BIO 155	\$25.00
BIO 180	\$25.00
BIO 181	\$25.00
BIO 250	\$25.00
BIO 251	\$25.00
BIO 255	\$25.00
CHM 150	\$25.00

CHM 151	\$25.00
MSC 150	\$25.00
MSC 155	\$25.00
MSC 160	\$25.00
MSC 170	\$25.00
MSC 270	\$25.00
MSC 280	\$25.00
PHSCI 150	\$25.00
PHY 151	\$25.00
PHY 152	\$25.00

#### *Trades and Technology*

ABR 150	\$15.00
ABR 210	\$15.00
ADT 150	\$15.00
ADT 230	\$15.00
ADT 250	\$15.00
ADT 251	\$15.00
ADT 280	\$15.00
CET 150	\$15.00
ELE 150	\$15.00
ELE 170	\$15.00
ELE 201	\$15.00
ELE 202	\$15.00
ICT 150	\$15.00
ICT 155	\$15.00
ICT 161	\$15.00
ICT 170	\$15.00

#### *Physical Education*

PED 150	\$25.00
PED 151	\$25.00
PED 152	\$25.00
PED 153	\$25.00
PED 154	\$45.00
PED 155	\$25.00
PED 156	\$45.00
PED 170	\$25.00

### ASCC Refund Policy

Tuition refunds will be issued for student schedule changes as follows:

1st Week of Instruction	100% Tuition Refund
2nd Week of Instruction	50% Tuition Refund
3rd Week of Instruction	25% Tuition Refund
4th Week of Instruction	0% Tuition Refund



## FINANCIAL AID

### **Non-Discrimination Policy**

Discrimination in all programs, activities, and work environments is unlawful and will not be tolerated by ASCC. In accordance with the law, the Financial Aid Office does not discriminate against individuals on the basis of age, race, color, sex, sexual orientation, gender-identity, marital status, religion, disability, genetic information, veteran's status, ancestry, national or ethnic origin, or political affiliation in the administration of its Title IV programs to include the following federal grants: Federal Work Study (FWS), Pell Grant, and Federal Supplemental Educational Opportunity Grant (FSEOG).

### **Federal Student Aid (FSA) Program**

Student aid is money provided by the federal government or another entity, such as a school or a state government, to help students pay for college or trade school. The U.S. Department of Education's federal student aid programs represent a substantial federal commitment to provide financial assistance for post-secondary students.

While the financing of their education is primarily the responsibility of the student, the federal government can help pay for college. A student must demonstrate financial need to be eligible. Financial aid is made available when the student's family resources are not enough to meet the students' educational expenses.

The federal government defines a student's "financial need" as the difference between the school's Cost of Attendance (COA) and the student's Expected Family Contribution (EFC). Based on the family's income, size, and number in college, as well as other factors, the EFC is the amount of money the student and family are expected to contribute towards the student's annual college costs.

### **How to Apply**

To be considered eligible for federal student aid, a student must complete the on-line Free Application for Federal Student Aid (FAFSA) every school year. FAFSA allows the student to complete and submit their financial aid application electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### **When to Apply for Financial Aid**

For the academic year, the student may file, sign and submit their FAFSA or Renewal FAFSA any time after January 1st, but a complete and correct FAFSA must be received before July 1st. It is strongly recommended that students apply for financial aid at least two weeks before registration of the

beginning of the academic year (Fall), or earlier in the year (preferable). Student's do not need to apply every semester, only once per academic year.

### **Eligibility**

To be eligible for Federal Student Aid, a student must:

- Complete secondary education (high school diploma or its equivalent).
- Be enrolled as a regular student in an eligible degree or certificate program
- Be a U.S. Citizen or National or eligible non-citizen
- Have a valid social security number
- Make and maintain satisfactory academic progress
- Demonstrate financial need
- Not owe a repayment on any federal student grant or be in default on a federal student loan.
- Most male students must be registered with the Selective Service to receive federal student aid. These students may register while completing the FAFSA. General information about Selective Service is available on-line at [www.sss.gov](http://www.sss.gov).

### **Notification of Eligibility**

A Financial Aid package will be developed and an Award Notification Letter, through email or postal, will be sent to the student when the following steps have been fulfilled:

1. Complete the FAFSA
2. Provide the ASCC Financial Aid Office with the required documents:
  - a) Birth Certificate or U.S. Passport
  - b) Valid ASG issued identification card
  - c) Valid Social Security Card
  - d) Proof of completion of secondary education (high school diploma or transcript; GED certificate; DD-214; School Certificate (from a Non- U.S system).
  - e) If a student is transferring from a college or university off island, student must have an official transcript sent to ASCC for review.

### **Financial Aid Grants**

ASCC does not participate in any federal loan programs. However, ASCC does participate in the following federal grants:

1. Federal Pell Grant (Pell)
2. Federal Supplemental Educational Opportunity Grant (FSEOG)
3. Federal Work-Study (FWS)
  - a) FWS provides a grant income from a part-time job. If a student accepts a job under the Federal Work-Study program, they will be advised of strict federal guidelines that must be followed.

### **Maintaining Eligibility for Federal Student Aid**

In order to remain eligible for FSA, the student must continue to meet the eligibility requirements. He/she must maintain satisfactory academic progress. He/she must also familiarize themselves with the ASCC and federal policy on Student Withdrawals and federal regulations regarding the return of Pell and FSEOG funds.

### **Complete Withdrawal and Unofficial Withdrawal**

If a student withdraws completely from school after they have received an award, the Financial Aid Office will perform a post withdrawal calculation to determine the amount of funds the student has earned up to the date of withdrawal. If the amount disbursed to the student is greater than the amount earned, student must reimburse all unearned funds to ASCC for return to U.S. Department of Education. Failure to reimburse any unearned funds to ASCC may result in reporting their overpayment to the National Student Loan Database System (NSLDS). Exit counseling with a Financial Aid Counselor is strongly advised.

### **National Student Loan Database System (NSLDS)**

If a student previously attended college or university and received an overpayment of FSA or committed to a student loan agreement, the NSLDS will include loan information on their Student Aid Report. After signing a promissory note or loan contract, many students are only vaguely aware of their responsibility to repay the funds. Defaulting on a student loan will affect the student's credit rating and could result in withholding or denial of federal student aid.

### **Financial Aid Office**

Please refer to the following online resources to answer any other questions you may have regarding the different Title IV programs and the administration of these programs offered here at ASCC:

ASCC Financial Aid Office Webpage: [www.amsamoa.edu](http://www.amsamoa.edu), and click on the Financial Aid page.  
 ASCC Student Handbook: also found online at the Financial Aid webpage mentioned above.  
 Federal Student Aid website: <http://studentaid.ed.gov/>  
 Free Application for Federal Student Aid (FAFSA): <https://fafsa.ed.gov/>

You may visit the ASCC financial Aid office at anytime, or you may contact us via the following communiqués to setup an appointment to meet with your Financial Aid Counselor:  
 Email: [faid@amsamoa.edu](mailto:faid@amsamoa.edu); Phone: 684-699-9155 ext. 313

## **LIBRARY / LEARNING RESOURCE CENTER (LRC)**

The ASCC Library has a collection of approximately 40,000 volumes, along with the subscribed periodicals and computer database for student and faculty research. The library is designated as a federal depository library, and houses federal government publications. The library collection materials consist of DVDs, CDs and audios, and videotapes for instructional purposes. The Follett Automation System is currently available at the ASCC Library.

A card catalog and Online Public Access Catalog (OPAC) provides information and easy access to the location of books. There are computers with Internet access and computer software for students and faculty.

The Teacher Education Resource Center (TERC) contains a growing collection of circulation books, sets of reference books, educational journals, and instructional videos, computers, and printers.

The Special Collection Room houses research materials on Samoa and Pacific Island Nations, Pacific journals, video and audio cassettes, and rare books.

Books may be borrowed from Feleti Barstow Public Library, University of Hawaii Libraries, University of Guam Libraries, and The Federated States of Micronesia College Libraries via interlibrary loans.

## **STUDENT'S RIGHTS & RESPONSIBILITIES**

Students are responsible for all information contained in this catalog, and familiarizing themselves with and adhering to the standards involved with the policies and regulations governing campus conduct (see Student Handbook). It is also the responsibility of all students to contact appropriate college personnel to clarify any point in question. In no case will a regulation be waived or an exception be granted because a student pleads ignorance of, or contends that he/she was not informed of, the regulations or procedures.

The academic community, by its very nature, places emphasis on individual responsibilities. The college campus should be a place conducive to learning and the free exchange of ideas. ASCC students are expected to show respect for the rights of others, preserve a social and academic atmosphere, promote the College's goals, care for campus property, and bring goodwill and honesty to the College.

Students interfering with the personal rights or privileges of others, or the educational process of the college will be subject to immediate disciplinary action. Acts specifically prohibited include possession, use or sale of alcohol, narcotics or illicit drugs on campus or at college functions, destruction of ASCC property, vulgarity, stealing, continued willful disobedience, cheating, plagiarizing, forgery, graffiti, vandalism and all other dishonest practices.

### **Zero Tolerance Policy**

As with any community educational environment, certain policies are established to ensure the health and safety of all the students and employees of the institution.

ASCC defines zero tolerance as: the strict application of consequences regarding violation of ASCC's rules on weapons, explosives, fighting, bullying and intimidation, drugs, or alcohol. If a student is found to have violated any of the aforementioned rules, then the consequences shall be applied without exception.

### ***Fighting***

Students shall be prohibited from the following actions while on school property:

1. Purposely or knowingly causing serious physical injury to another person; and,
2. Attempting to kill or cause serious physical injury to another person; and,
3. Recklessly engaging in conduct which creates a grave risk of death to another person and thereby causing serious physical injury to another person; and,
4. Knowingly causing or attempting to cause physical injury to another person by means of a deadly weapon or dangerous instrument; and,
5. Recklessly causing serious physical injury to another person; and,
6. Attempting to cause physical injury; and,
7. With criminal negligence, causing physical injury to another person by means of a deadly weapon; and,
8. Purposely placing another person in apprehension of immediate physical injury; and,
9. Knowingly causing physical contact with another person knowing the other person will regard the contact as offensive or provocative; and,
10. Fighting or violent, tumultuous, or threatening behavior.

Fighting on campus shall result in suspension or permanent expulsion from ASCC in accordance to the severity of the action.

### ***Bullying and Intimidation***

Bullying includes any intentional electronic, written, verbal, or physical act, or a series of acts, directed at another person or group of people, that is severe, persistent, or pervasive and that has the effect of doing any of the following:

1. Substantially interfering with a student's education; and,
2. Creating a threatening environment; or
3. Substantially disrupting the orderly operation of the school. Bullying is prohibited and participating in such acts will result in disciplinary action.

Verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person(s) to fear for her/his physical well-being constitutes intimidation, is prohibited, and will result in disciplinary action.

### ***Drugs***

ASCC strictly prohibits the unlawful manufacture, distribution, dispensation, possession or use of non-prescribed drugs or use of illegal drugs or controlled substances. Students who violate this prohibition are subject to disciplinary action including suspension or expulsion in accordance to the severity of the offense.

### ***Alcohol***

ASCC is a designated alcohol-free campus. Students attending ASCC must abide by the policy that alcohol is not permitted regardless of students' age. Illegal acts commonly associated with alcohol include public intoxication, driving while intoxicated, provision of alcohol to a minor, bringing alcoholic beverages onto the college campus and minors having possession of alcohol. Violation of these laws subjects students to disciplinary actions.

ASCC reserves the right to disclose to a parent or legal guardian of a student, information regarding any violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's records, if a student is under the age of 21 and the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

### ***Weapons***

Students are prohibited from possessing weapons on school property. A person commits a crime if he/she knowingly possesses, manufactures, transports, repairs, or sells an explosive weapon, a machine gun, a gas gun, a short barreled rifle or shot gun, a firearm silencer, any knife, bush knife or machete, and/or knuckles.

Also, students shall not possess toy guns, knives, or other replicas of any of the weapons mentioned above on the school property at any time. College students who violate this prohibition are subject to suspension and expulsion.

Violating the College Drug Policy, Rules and Regulations may cause a student to lose their eligibility for financial aid. According to 20 United States Code 1091(r), a student who has been convicted of a drug offense shall not be eligible to receive any grant, loan, or work assistance.

The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226, require that, as a condition of receiving funds or any other form of financial assistance under any Federal program, an institution of higher education (IHE), State Educational Agency (SEA), or Local Education Agency (LEA) must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

In addition to disciplinary sanctions imposed by the College for violation of weapons, fighting, bullying and intimidation, drugs and alcohol, students may also be prosecuted under Territorial and Federal Laws.

### **Sexual Harassment**

ASCC does not condone sexual harassment by any student, instructor, supervisor, or employee. Sexual harassment may be manifested in, but is not limited to, the following forms:

1. Unwelcome sexual conduct, whether it is verbal or physical that interferes with another person's work performance or creates an intimidating, hostile, or offensive classroom or campus environment.
2. Decisions affecting students (such as grades) made by an instructor or ASCC personnel based on submission to/or rejection of sexual advances.
3. Submission to a sexual advance used as a condition of obtaining a particular grade, whether expressed in explicit or implicit terms.
4. Slurs, name calling, and other inappropriate and unwelcome comments and behavior based on the sexual orientation of students or faculty/staff.
5. Display in the classroom or on campus of sexually suggestive objects or images.

If any student feels subjected to sexual harassment, he/she should report the incident to any Student Services Counselor at any time or specifically to the Dean of Student Services, Dean of Academic Affairs, and/or Academic Deans when appropriate, or the Human Resources Director. The Student Grievance Committee will conduct an investigation into the allegations.

To the best extent possible, ASCC will attempt to keep the identity of the person(s) reporting the incident involving sexual harassment confidential.

### **Academic Honesty and Integrity**

ASCC prohibits the following actions:

1. Plagiarism, the submitting of one person's written ideas or thoughts as one's own without giving proper citation or credit to the original author; and,
2. Cheating that includes, but is not limited to, unauthorized sharing of information on any exam with others before the end of all final exams; and,
3. The abuse of library or other institutional materials, misuse of library privileges and unlawful duplication and/or distribution of copyrighted materials; and,
4. Knowingly furnishing false information to the college with the intent to deceive or fraud; and,
5. Forgery, alteration or misuse of documents, records, or identification; and,
6. The attempted or actual theft or damage of college property.

Students caught will be reported to the Dean of Student Services to be disciplined and/or counseled which may result in probation, suspension or expulsion in accordance to the severity of the action.

### **General Student Grievance**

Students having a grievance with the general operation of the College may petition the Grievance Committee for redress. The petition shall set forth in detail the nature of the grievance and shall state for whom the grievance is directed. It shall contain factual data, which the petitioners deem pertinent to their case. The Committee shall have the right to decide whether or not the petition merits investigation. Petitions must be submitted to the Dean of Student Services, who will appoint a Grievance Committee, and supervise the grievance process.

### **Academic Grievance**

Before an academic grievance is filed, the student must first discuss and seek to resolve the issue with the instructor of the course and the appropriate Department Chairperson. If the matter cannot be resolved, the procedures outlined below should be followed:

1. A letter describing the nature of the complaint and all supporting documents should be submitted to the Dean of Student Services, Dean of Academic Affairs and/or Academic Deans when appropriate. These documents may be the course syllabus outline, evaluation procedures, exams with grades, term paper assignments with grades, quizzes or other pertinent supporting documents. The Dean of Student Services will call a meeting of all available parties involved (instructor, Department Chairperson, Dean of Student Services, Dean of Academic Dean and/or

Academic Deans when appropriate) to review the submitted documents and find a possible solution.

2. If the matter remains unsolved, the Dean of Student Services will refer the submitted written grievance to the Grievance Committee (Dean of Student Services, Dean of Academic Affairs and/or Academic Deans when appropriate, one administrator, one counselor, one faculty member and a student representative) for appropriate action and to schedule a hearing.
3. The Grievance Committee will notify the student in writing within three (3) working days of the hearing outcome. All recommendations made by the Grievance Committee are final.

### **Board of Retention and Dismissal**

Members of the Board will include the Dean of Student Services, Dean of Academic Affairs and/or Academic Deans when appropriate, one counselor, one faculty representative, and the SGA President or designee. The student has a right to present his/her case in person before the Board, and will be notified in writing of the Board's decision. Documentation of the Board's action becomes part of the student's permanent file. Students are not permitted to attend class while the case is pending.

Responsibilities of the Board of Retention and Dismissal are:

1. To study the case being considered for disciplinary action that may result in a student's dismissal from the College.
2. To decide the nature and gravity of the student's offense relative to the rest of the student body, the overall function and purpose of the College, the student's academic life, and College regulations as stated in the Student Handbook and the College Catalog.
3. To decide whether the student will be retained or dismissed and whether such dismissal shall be temporary or permanent.

Actions, which may be taken by the Board of Retention and Dismissal after hearing a case:

1. Warning—Notification to a student that the continuation or repetition of a specific violation may result in serious disciplinary action.
2. Probation—Formal action placing conditions on the student's continued attendance in the College. Such notice will be given in writing and specify the period of probation and conditions.
3. Suspension – Suspended students will be placed on temporary dismissal from the College. Such notice will be given in writing, specifying the duration of

the suspension and any specific conditions to be met before readmission into College.

4. Expulsion or Exclusion—Expulsion or exclusion is the indefinite or permanent dismissal from ASCC and termination of student status. The Board of Retention and Dismissal will take the final action on such cases, with overall supervision from the Dean of Student Services, No refund of tuition and/or fees is granted for expulsion or exclusion cases.

Students may appeal an academic decision by a faculty member and/or a disciplinary action taken by a faculty member, the administration or by the Peer Review Council by submitting a written request to the Dean of Student Services.

The student may appeal decisions made by the Board of Retention and Dismissal to the ASCC President.

### **Student Appeals**

Students may appeal a disciplinary action taken against them by submitting a written appeal to the Dean of Student Services, who will forward the request to an appointed ad-hoc Student – Faculty –Administration Appeal Board. The written appeal must be submitted within one week from the issuance of the disciplinary action/decision in question. The disciplinary action shall stand during the Appeal Board's deliberations on the submitted appeal. The Ad-Hoc Board's decision and/or recommendation are final.

### **Peer Review Council**

The council is made up of students selected by the Student Services Division at the beginning of each school year. The council will include two SGA representatives and two representatives selected from the student body at large.

### **Lost and Found**

Lost and found articles are to be turned in to the Office of Student Services or Campus Security. Reasonable description of lost items must be given to the Campus Security in order to retrieve lost articles.

## ACADEMIC POLICIES AND PROCEDURES

The American Samoa Community College reserves the right to change policies, programs or fees, as approved by the Board of Higher Education (BHE), without previous written notice.

### **Exception Policy**

Admissions and Records Office deadlines, policies and procedures are strictly enforced. If a student has an extenuating circumstance requiring an exception to any deadline, policy or procedure, that student may file a request for exception. To file for an exception:

The student must submit a petition in writing to the appropriate instructional department chairperson (for registration this would be the advisor's department chairperson.) Once the instructional department chairperson forwards a request for exception to the Registrar's Office, the student must pay a \$25.00 non-refundable processing fee.

The student's Exception Request will be reviewed for approval or disapproval by a committee comprised of the following: Dean of Student Services; Registrar; and the instructional department chairperson. Each member may appoint a representative to the review committee in his/her absence.

The student will be informed of the committee's decision within five (5) working days from the official processing date identified by the Registrar's Office. Exception cases that have not been finalized within five (5) working days period will automatically be rendered approved.

Only after all the approvals are granted can the Exception Request be processed. All supporting documents will be filed in the student's record. Students may only file three (3) exception requests during their academic careers.

### **Attendance Policy**

All students attending ASCC are expected to attend all of their scheduled classes. Students with excessive absences during the first two weeks of instruction will be administratively dropped. Instructors are required to include in their course syllabi the College's attendance policy and have it distributed to students during the first week of instruction. A student cannot exceed six (6) absences for Monday, Wednesday, Friday classes, four (4) absences for Tuesday, Thursday classes; and three (3) absences for summer sessions. Students with excessive

absences, in accordance to this policy, will receive a lower or failing grade for the semester or session.

A student can be excused from classes at the discretion or upon verification by the instructor, for the following reasons: medical reasons, family emergency, special curricular activities, military obligations, jury duty, and related official College sponsored activities. It is the responsibility of the student to make arrangements with his/her instructor(s) for work to be made up for absences due to legitimate reasons. Students are required to submit in writing, justifications or provide appropriate documentation for absences to the Dean of Academic Affairs and when appropriate the Dean of Trades and Technology Division for approval.

Veteran students are to refer to the Student Services Veterans Educational Benefits sections for additional attendance requirements.

### **Early Admission Policy**

High school students entering their Junior year as well as Seniors may be admitted early to ASCC and register for the summer sessions.

Students are limited in the number of courses they may take. The courses must meet the required pre-requisites. Test scores such as the ASCC Placement, SAT, TOEFL, or ACT are required for English and Math placement. Summer session students will be limited to two classes.

Required documents for early admission will include the following:

A letter initiated and signed by the high school principal or the counselor.

A letter of consent from the parent or legal guardian. High school transcript with a GPA of 3.00.

ASCC will only allow admission of high school students entering their Senior year during the fall and spring semesters. Students will be limited to one class per semester.

### **Stopped/Non-Attendance**

A grade of "F" or "NP" will be recorded if a student stops attending, never attended a class, or exceeds the maximum allowable absences, and does not properly drop or withdraw from a class. Please refer to the College policy on attendance.

Date of last attendance is periodically collected from the instructors by the Admissions and Records Office. In addition, instructors are required to report the date of last attendance when a final grade of "F", "W", "W/F", "W/WNP", "UW" or "NP" is submitted. The date of last attendance is recorded on the student's record and is made

available to the Financial Aid Office for recipients of Federal Financial Aid as required by Federal Law.

Veteran students are to refer to the Student Services Veterans Educational Assistance for additional attendance requirements.

### Academic Credits

Academic credits are granted for work completed successfully in courses specifically outlined below

A lecture course carries one semester credit hour for one hour of classroom instruction per week.

Instructor supervised laboratory work carries one semester credit hour for three hours of laboratory time per week.

Note: Supervised laboratory work includes clinical, studio, internship, practicum, fieldwork, and physical education courses.

### Grading System

The instructor, based on the student's assignments, examinations, class attendance and other criteria outlined in the course syllabus, evaluates the student's scholastic achievement and awards a letter grade. The Grade Point Average (GPA) is computed based upon rules associated with the letter grade as listed in the chart below. The letter grade rules determine whether credits attempted and credits earned are counted in the GPA and the value of the points per credit.

LETTER GRADE	DESCRIPTION QUALITY	POINTS
A	Exceptional Achievement	4.0
A-		3.7
B+		3.3
B	Above Average Quality	3.0
B-		2.7
C+		2.3
C	Acceptable Work	2.0
C-		1.7
D+		1.3
D	Not Fully Satisfactory	1.0
D-		0.7
F	FAIL (NO CREDIT)	0.0
W/F	Withdrawal/Fail (No Credit)	0.0
UW	Unofficial Withdraw	0.0

The following grades have no point value; the credits attempted are not counted in the GPA calculation.

LETTER GRADE	DESCRIPTION QUALITY	COMMENTS
W	Withdraw	Does not affect GPA
W/NP	Withdraw/No Pass	Does not affect GPA
P	Pass	Does not affect GPA

NP	Not Pass	Does not affect GPA
E	Credit by Exam	Does not affect GPA, But the credits are counted towards credit earned
I	Incomplete	Does not affect GPA until Instructor submits a final grade for the course
X	No Show	Does not affect GPA
R	Repeat	Does not affect GPA
AU	Audit	Does not affect GPA
AR	Academic Renewal	Does not affect GPA

### GPA Calculation

The semester GPA is calculated as follows:

1. Find the points per credit value for each letter grade.
2. Multiply the points per credit value by the Credits Attempted (CA) for each class to equal Quality Points.
3. Total all the Quality Points (QP)
4. Total all the Credits Attempted (CA)
5. Divide the total Quantity points (QA) by the total Credits Attempted (CA) to equal the GPA.

Example:

Letter Grade	Points Credit	X	Credits Attempted	=	Quality Points
A	4.0	x	3	=	12.0
B+	3.3	x	4	=	13.0
B	3.0	x	3	=	9.0
W/F	0.0	x	3	=	0.0
1. Total QP = 12.0 + 13.0 + 9.0 + 0.0					= 34.2
2. Total CA = 3 + 4 + 3 + 3					= 13.0
3. QP / CA = 34.2 / 13					= 2.63
4. GPA					= 2.63

The Cumulative Grade Point Average (CGPA) is calculated the same way, taking ALL letter grades and ALL Credits Attempted (CA) from the first semester through the last semester and calculating as above.

### Incomplete Grades

An incomplete grade may be reported only if the student is unable to successfully complete all course requirements by the end of the semester. An "I" grade is given when extenuating circumstances beyond the student's control make it impossible to complete the required work within the prescribed time. Arrangements must be made between the instructor and the student before the end of the semester.

A "Report of Incomplete" form is available from the Admissions and Records Office. This form must be signed by the instructor AND the student and submitted by the instructor along with the student's other grades by the end

of the semester. Courses may not be repeated to remove an incomplete. Incomplete grades can only be removed by completing unfinished course requirements before the deadline. It is the student's responsibility to submit the makeup work with enough time for the instructor to grade the work and submit the Change of Grade Form before the deadline. (See Change of Grade policy).

### **Grade Report**

Students may receive their final grade report each semester from the Admissions and Records Office during the semester or term interim. Questions about a particular grade should be addressed to the instructor. Any suspected error in the grade report should be reported to the Admissions and Records Office as soon as possible after receiving the report. The time limit for any grade change is within the first six weeks of the subsequent semester or term in which the original grade was given. Grade conflicts can also be settled through the grievance process. (See section on Grievance Policy).

### **Change of Grade**

An instructor may change a student's grade within the first six weeks of the subsequent semester in which the original grade was given. The instructor initiating the change of grade must obtain a Change of Grade Form from the Admissions and Records Office.

Faculty must hand carry Change of Grade Forms throughout the entire process, securing signatures of the Department Chairperson and the Dean of Academic Affairs and when appropriate the Dean of Trades and Technology Division. Upon review and approval of the appropriate Dean, the form will then be forwarded to the Registrar's Office for final review and approval before final processing. The Dean of Academic Affairs and when appropriate the Dean of Trades and Technology Division will not review change of grade requests hand carried by personnel other than the instructor of the course.

A change of grade request cannot be made for a grade above "B" unless approved by the appropriate Dean. This is to ensure equal and fair treatment of all students enrolled in that particular course.

### **Change of Grade for Graduates**

In order to change a grade for a graduate, the instructor must obtain a Change of Grade form from the Admissions and Records Office, hand carry the forms to the Department Chairperson and the appropriate Dean for approval and signature.

### **Academic Standards**

Academic standing is based upon the students' cumulative grade point average (CGPA). The academic standing

designations are: Good Standing, Academic Probation, 1st Suspension and 2nd Suspension.

### **Good Standing**

A student is in good academic standing when his/her cumulative grade point average (CGPA) is 2.00 or above. Academic Probation

A student whose CGPA is less than 2.00 will be placed on academic probation. A student on academic probation can only enroll in up to 6 credits or up to 9 credits with the recommendation of his/her advisor and the approval of the Dean of Academic Affairs and when appropriate the Dean of Trades and Technology Division. Students on academic probation can enroll in only one course for summer session. A student who achieves at least a semester GPA of 2.00 while on academic probation may continue to enroll at the college. A student is removed from academic probation when a CGPA OF 2.00 or higher is reached.

### ***1st Suspension***

A student will be placed on 1st suspension if, while on probation, he/she fails to maintain a semester GPA of at least 2.00. This is equivalent to two consecutive probationary semesters. The student may not be suspended as a result of academic performance during the summer session. The student may re-enroll after one semester, not including the summer session

### ***2nd Suspension***

A student, who re-enrolls at the college after returning from 1st suspension, can enroll in to 6 credits (or up to 9 credits with the Dean of Academic Affairs and when appropriate the Dean of Trades and Technology Division), must achieve at least a 2.00 semester GPA, and must meet the quantitative requirements for Satisfactory Academic Progress (SAP). Otherwise, the student will be placed on 2nd suspension. The 2nd suspension is for at least one calendar year. After this period of time the student may apply for readmission under the same provision as those required of a suspended student.

### **Academic Renewal**

The changing of previously recorded substandard academic performance (D and F grades), completed at the American Samoa Community College, which may not be reflective of a student's demonstrated ability, will be considered upon submission of a petition by the student to the Registrar's Office. Upon approval by the Dean of Student Services, the academic record of the student will be annotated with the appropriate adjustments made to the grade point average (GPA). All previously recorded work, however, will remain on the transcript, ensuring a true and complete academic history. The changed grade will be recorded as "AR" with the original grade in parenthesis. For example, a grade of



“D” will appear as AR (D). A maximum of 24 credits of course work can be alleviated. This policy is applicable under any of the following cases:

Completion of 24 credits at “C” (2.00) level or above since the semester of substandard work. Passage of at least 4 years since the substandard work was recorded. Demonstration that pre-recorded work is not reflective of the student’s present ability. Such evidence might include, but is not limited to, documented proof of experience, awards, degrees and honors since the notation of the substandard work.

### **Course Substitutions**

A student is expected to satisfy all ASCC degree requirements (such as General Education, Core Foundational, Co-Foundational, and Program Requirements) that were in effect when the student first scheduled a class after his/her admission or most recent re-enrollment as a degree candidate. Requirements for a program are those in effect at the time of the student’s admission or most recent re-enrollment into that program.

A course substitution form is available from the Admissions and Record’s office.

Guidelines for Considering Course Substitution Requests: The course to be substituted should be similar in outcome, scope, and content with all courses except GEN ED courses. All degree/ program requirements needed for a certificate or degree may not be substituted unless approved by the Department Chairperson and the appropriate Dean. A limit of two courses may be substituted for non-GEN ED courses during your enrollment at ASCC

### **Course Repetition**

Students may only repeat course(s) with an earned grade of “C-“, “D”, “F”, or “W/F” (Nursing courses may be repeated with an earned grade of “C”) twice. All grades will be retained on record after all attempts made to repeat a course. The highest earned grade will be used to compute semester and cumulative grade point averages.

### **Textbook Policy**

Students are required to purchase textbooks, workbooks, and other instructional materials designed for course(s) they are enrolled in. Textbook costs vary from course to course. Every student must have the required materials identified in the current syllabus of the course(s) in which they are officially enrolled in by the end of the first week of instruction. Students’ failure to provide their instructors proof of this requirement will result in an immediate recommendation by the instructor to drop the course(s). If the student does not drop the course or purchase the required materials, then the instructor may initiate an administrative drop. (Please refer to the section on Administrative Drop for more details.)

### **Textbook Information**

Section 133 of the HEA requires ASCC to disclose textbook information such as course schedules, textbook titles, ISBN numbers, and prices. This information is made available to students and to the Le College bookstore.

### **Course Classification Systems**

Courses numbered below 100 are developmental or preparatory in nature, and are not counted toward a degree program of study. Students are advised to check with their advisors about these degree programs. The following numbering system is used to classify courses.

001-099 Developmental/Preparatory Courses

100-199 Freshman Level Courses

200-299 Sophomore Level Courses

### **Academic Advising**

The entire ASCC Faculty is committed to helping each student pursue a course of study to fulfill his/her Individual Educational Plan (I.E.P.) for the future. Academic advisers bring to their responsibilities as educators not only knowledge of academic disciplines, but also an understanding of the rationale that underlies the curricula of ASCC. Students are strongly encouraged to seek assistance early in their college careers.

Academic advising includes:

1. Assisting students in clarifying, articulating, and attaining academic and life goals; and,
2. Facilitating each student’s academic adjustment to the campus; and,
3. Educating students to assess academic progress and to develop educational plans; Explaining and clarifying college core courses, graduation requirements, and academic rules and regulations; and,
4. Advise students on issues as they relate to academic progress, which may include referral to appropriate College programs and community agencies; and,
5. Serving as advocates and mediators for students.

### **Coursework Expiration**

The normal duration of time to complete coursework for an approved degree or certificate program of study is ten years. Students may be asked to repeat courses taken more than ten years before graduation, due to the change and currency of subject matter specific to a program of study. Evaluation and approval of coursework will be conducted by each academic department and signed by the Department Chairperson.

## **The Family Educational Rights and Privacy Act- FERPA**

Pursuant to Section 99.7 of the rules and regulations governing the Family Educational Rights Privacy Act of 1974 (hereinafter the Act), students in attendance at the American Samoa Community College are hereby notified of the following:

1. It is the policy of the American Samoa Community College to subscribe to the requirements of Section 438 of the General Education Provision Act, Title IV, of the Public Law 90-247, as amended, and to rules and regulations governing the Act, which protect the privacy rights of students.
2. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:
  - a. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean, or other appropriate officials, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college officials to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
  - b. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend the record that they believe is inaccurate or misleading. They should write to the College official responsible for the record, clearly identify the part of the record they want to change, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
  - c. The right to consent to disclosures of personal identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to College officials with legitimate educational interests. A College official is a person employed by the College in an administrative, supervisory, academic research, or support staff position; a person or company with whom the College has contracted (such as an

attorney, auditor, or collection agent); a person serving the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his/her tasks. A College official has legitimate interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by a State College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue S.W., Washington, D.C.20202-4605.
4. Students are advised that certain personally identifiable information listed below is considered by the College to be directory information and, in response to public inquiry, may be disclosed in conformance with federal law, at the College's discretion, without prior consent of the students unless the student otherwise so informs the College not to disclose such information:
  - a. Name of Student
  - b. Address of Student
  - c. Telephone Number
  - d. Email Address
  - e. Major Field of Study
  - f. Dates of Enrollment
  - g. Enrollment Status (full time, part time, etc.)
  - h. Degrees, Academic Honors, and Awards received
  - i. Student Status (new, continuing, returning)

A student has the right to request that any or all of the above items not be designated directory information with the respect to that student. Should a student wish to exercise this right, he/she must present in person and in writing a request, no earlier than the first day of instruction and no later than 14 (fourteen) calendar days from the first day of instruction for the academic term or semester, or the fourth day of a summer session.

A parent, spouse, sibling, or any other relative of a student is advised that information contained in educational records, except as may be determined to be directory information, will not be disclosed to him/her without the prior written consent of the student. This includes, but is not limited to, the release of the student transcript. Please refer to the Transcript section on page 35 for more information.

## **Programs, Policy, and Fee Changes**

The American Samoa Community College reserves the right to change policies, programs, or fees, as approved by the Board of Higher Education, without previous written notice.

## **Student Right-to-Know Disclosures**

In compliance with the Student-Right-to-Know and Campus Security Act of 1990, it is the policy of the American Samoa Community College to make available its completion and transfer rates to all current and prospective students.

## **Campus Crime Statistics**

The following statistics concern criminal offenses reported to have occurred on the American Samoa Community College campus during recent years. The statistics are based on the academic year, which includes fall, spring, and summer semesters.

### **Campus Crime Statistics (2012-2013)**

Aggravated Assault	17
Burglary	8
Drug Violation	0
Liquor Violation	10
Murder	0
Rape	0
Robbery	9
Sexual Harrassment	1
Theft	3
Vandalism	7
Weapon Possession	0

## **Nondiscrimination and Affirmative Actions**

The American Samoa Community College (ASCC) is an Equal Opportunity/Affirmative Action Employer. It is the policy of ASCC to comply with Federal and State laws that prohibit discrimination in College programs and activities, including but not necessarily limited to the following laws which cover students and applicants for admission to ASCC.

Title VI of the Civil Rights Act of 1964; Age Discrimination Act of 1975; Titles VII and VIII of the Public Health Service Act; Title IX Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Section 402 of the Vietnam Era Veteran's Assistance Act of 1974.

The President of the American Samoa Community College has declared and reaffirmed commitment to the College's pursuit of equal education and employment opportunities, and further declared that any harassment of students or employees on the basis of sex is prohibited. The College's Human Resources Office will handle complaints of this nature.

## **Drug Free Policy**

*(Note: We acknowledge that alcohol and nicotine are legal yet hazardous.)*

The use, consumption and possession of ANY narcotics, dangerous drugs or controlled substances by any student of

the College for which said student does not have a valid prescription is strictly prohibited on the American Samoa Community College campus or at any other ASCC off-campus function.

## **COLLEGE CREDIT EQUIVALENCY PROGRAM**

### **Credit for Transfer Courses**

A request to accept credits earned at other colleges or universities, or military or life experience credits must be made to the Admissions and Records Office. The transfer of credit process takes approximately six weeks. An official transcript must be submitted directly from the institution to the Admissions and Records office. Military transfer requests must include the ACE evaluation. Transfer credit is awarded on a course by course basis, based on the following conditions:

The transcript used is an official copy received directly by ASCC from the institution where the credit was earned. The transferred courses must be similar in scope, content, and institutional format to an ASCC course. The transfer credits must be a "C" grade or better. The transfer credits must be approved by the instructional Department Chairperson and the appropriate Dean. A maximum of 45 credits may be transferred. (*See Residency Requirements section.*)

### **Credit by Examination**

All requests to challenge courses by examination must be approved by the instructional department chairperson.

For developmental courses numbered below 100, the student must register for the class prior to challenging the courses. If the student succeeds in passing the examination, the student will be allowed to add the next level class and drop the challenged class. The challenged class will not appear on the student's transcript. An add/drop extension will be granted through the first week of classes

For courses numbered 100 or above, the student must register for the class prior to challenging the class. If the student succeeds in passing the examination with a "C" grade or better, the student will be awarded an "E" grade.

If the student fails the examination, no grade is entered and the student may continue with course. Examinations for course credit may be taken only once. "E" grades for Credit by Examination will not be counted toward overall GPA and CGPA. Additionally, credits earned by examination are not covered under federal financial aid. Please check with the Financial Aid Office for the information.

### **Credit for Work/Life Experience**

Credit for experiential learning through work and life experiences may be granted toward meeting requirements for all undergraduate degrees. Such learning completed since high school must be validated by documentation or examinations. These experiences must be appropriate to the degree and the students' major. A student applying for work/life experience credit must file with appropriate instructional department chairperson a portfolio documenting experiential learning. Evidence of learning may include written or oral examinations, tapes, projects, demonstrations and performances. Verification of employment and training must be for a minimum of two years.

In general, work/life experiences are equated with the learning expected from a formal course in the ASCC catalog. Approval of credit begins with the appropriate Department Chairperson with final approval by the appropriate Dean. Credit for work/life experiences is limited to 15 semester credit hours.

### **Independent Study**

Independent Study is an option for students who are unable to enroll in a course due to a schedule conflict, class cancellation, program requirement change, graduation or a transfer requirement. Initiating an independent study is based entirely on an instructor's willingness to do so. Independent study contracts must have attached course syllabus that is commensurate in content and coverage to the actual course, with modifications only to the meeting times, dates and topical outline. Students are limited to no more than two (2) independent study contracts per semester. Independent study contracts can only be approved for courses in the current catalog. Independent contracts are not valid for courses offered during summer session, courses that require laboratories, ASBEP, service learning and distance learning classes.

Students will be charged \$25.00 (non-refundable fee) in addition to the cost of the course. Please note that an independent study course is not covered by financial aid. All Independent Study request must be completed by the first week of instruction.

### **Credits Earned at Foreign (non U.S.) Colleges and Universities**

Credits earned in institutions of higher education in foreign countries may be transferred in some cases. Students are advised to contact the Admissions and Records Office for certified Evaluator Services for foreign credits. Official transcripts must be sent directly to the Records Office. Transcripts and related documents are to include course descriptions and MUST have certified English translation attached.

### **Distance Learning Courses**

Course completed by distance learning from accredited institutions of higher education may earn ASCC credits. See Admissions and Records Office.

### **Advanced Placement (AP) Examinations**

ASCC accepts Advanced Placement Examination scores for credit, and in some instances, placement. For examination scores to be evaluated, students must have official transcripts of examination results sent to the Admissions and Records Office and submit a Request for Transcript Evaluation form. Further information is available from the Admissions and Records Office.

VA Transcript Evaluations section (*for more information see Veteran Affairs (VA) Student*).



## TRANSFER CREDITS TO PRIVATE AND OFF-ISLAND COLLEGES AND UNIVERSITIES

### Transfer Credits to Private and Public Off-Island Colleges and Universities

Admissions requirements and general education requirements vary from college to college. To make transferring to an off-island college or university as smooth as possible, students must work closely with their academic advisor and transfer counselor on developing a transfer plan.

The American Samoa Community College (ASCC) has entered into memorandum of agreement with private and public off-island colleges and universities. Therefore, general education credits earned in completion of an Associate of Arts degree may be accepted in these participating colleges and universities.

It should be noted that the ASCC Associate of Science degree general education requirements may not meet all the general education requirements of the colleges and universities to which the student is transferring. The following colleges and universities websites can provide catalog information on transfer courses from ASCC:

Chaminade University of Honolulu, HI  
[www.chaminade.edu](http://www.chaminade.edu)

Brigham Young University, Laie, HI  
[www.byuhawaii.edu](http://www.byuhawaii.edu)

Hawaii Pacific University, HI  
[www.hpu.edu](http://www.hpu.edu)

University of Hawaii at Manoa, HI  
[www.uhmanoa.edu](http://www.uhmanoa.edu)

University of Hawaii at Hilo, HI  
[www.uhh.hawaii.edu/studentaffairs/admissions/documents/American\\_Samoa\\_CC\\_0020.pdf](http://www.uhh.hawaii.edu/studentaffairs/admissions/documents/American_Samoa_CC_0020.pdf)

Kapiolani Community College, HI  
[www.kcc.edu](http://www.kcc.edu)

Alfred State College, NY  
[www.alfredstate.edu](http://www.alfredstate.edu)  
(Health-information-technology-medical records)

Dixie State University, UT  
<https://bannersec.dixie.edu/proddad/SZPTRANSARTIC.SZTransHist>  
(see Academic Affairs office for more information . Contact Phone: 699-9155, ext. 320. Contact email: [academicaffairs@amsamoa.edu](mailto:academicaffairs@amsamoa.edu))

### Transcripts

To ensure accuracy, transcript request may take up to two weeks to process. Transcripts are processed on a first-come, first-served basis. Please apply early to allow sufficient time to process your transcript.

Note that transcript requests will not be taken or processed during general registration and add/drop periods.

See “Transcript Request Form” for transcript fees. The fee may be paid by check or cash if in person. Off-island requests must be paid by a money order or certified check. No off-island personal checks will be accepted.

***Note that most institutions will only accept an official transcript that is sent directly from ASCC.***

#### ***To request your transcript in person:***

Pick up transcript request form from the Admission and Records Office. Make the appropriate payment to the Business and Finance Office. Submit the payment receipt and the completed form to the Admissions and Records Office. Request will then be logged in and handled on a first-come, first-served basis.

#### ***If a student is unable to apply in person:***

Fax or mail a request to the Admissions and Records Office, giving permission to release your transcript. Please include your signature. The signature is required before processing begin. No exceptions will be made to this policy. Please state the name of any person authorized to pick up your transcript. If the name is not authorized by you in your letter, then the transcript cannot be released. No exceptions will be made to this policy.

Make payment arrangements through the Business and Finance Office. Your request will be logged in and handled on a first-come, first-served basis

### Transcript Record Holds

Official transcripts and other student's records at ASCC will not be released to the student or to any other person or institution until:

- All the student’s outstanding financial obligations have been paid or until satisfactory arrangements have been made, OR
- Special conditions of a disciplinary nature have been met. These obligations include, but are not limited to outstanding tuition and fees, library books, equipment, uniforms, etc.

## GRADUATION REQUIREMENTS

### General Graduation Requirements

#### **A. Eligibility for Graduation**

Students planning to graduate must meet with their advisor to review degree or certificate program requirements. The advisor will indicate on the Individual Education Plan (IEP)-advising sheet if the student may apply for graduation. If the student is eligible, he/she must apply for student graduation with the Admissions & Records Office by the deadline date and pay a graduation fee. The Admissions & Records Office will determine if academic requirements have been completed.

For more information, please see the *General Degree Requirements* section.

#### **B. Application and Graduation Fees**

Students who complete all program requirements should apply for graduation before their final semester. Graduation applications are accepted during specific deadlines as listed on the *Academic Calendar*. A fee is charged to each graduating student to cover the costs of all graduation expenses (See *Tuition and Fees* section).

#### **C. Residency Credits**

At least 15 credits must be completed at ASCC in order to earn an Associate Degree or Certificate of Proficiency from this institution. Any exception must be petitioned to the appropriate Dean.

#### **D. Grade Point Average**

A student must have cumulative grade point average of 2.00 or higher for all coursework towards a degree or a certificate.

#### **E. Clearance**

Prospective graduates are required to clear all ASCC obligations such as, but not limited to outstanding fees, refund of PELL grant or FSEOG overpayments, disciplinary actions, and overdue/lost library book fees.

### Honors

#### **Graduation with Honors**

Students who have earned a CUM GPA of 3.50 or above, and with no “F”, “WF” or “UW” grades, or grades for courses that have been repeated, and a maximum of three (3) withdrawals will graduate with honors. Students approved for Academic Renewal (AR) are qualified to graduate with honors. Students meeting identified criteria will receive special recognition during graduation exercises.

Candidates for the Associate degrees or Certificate of Proficiencies who attain the final cumulative grade point average will receive the following distinction:

1. 3.50-3.74 Cum Laude
2. 3.75-3.89 Magna Cum Laude
3. 3.90-4.00 Summa Cum Laude

### Commencement

Degrees and certificates are publicly awarded biannually at fall and spring commencement exercises. After applying and being approved for candidacy, it is recommended that candidates attend the commencement exercises.

Only students having completed and satisfied all program requirements are allowed to participate in the commencement exercises.

## GENERAL DEGREE REQUIREMENTS

### General Education Credits

Program requirements for specific degree programs cannot be applied to the General Education requirements for an Associate of Arts or Associate of Science degree. The total educational credits required for an Associate of Arts, Associate of Science degree or a Certificate of Proficiency for graduation are identified under each of the Educational Plans in the catalog. (Refer to the *Associate of Arts*, *Associate of Science*, or the *Certificate of Proficiency* section for the specific requirements).

### Catalog Requirements

A student must satisfy either the graduation requirements in effect at the time he/she first enrolled as a classified student in a specific ASCC degree or certificate program, or the requirements in effect at the time of his/her graduation. A student whose enrollment is interrupted for two consecutive semesters (excluding summer sessions) must complete the requirements in effect at the time the student is readmitted or the requirements in effect at the time of his/her graduation. Any exceptions must be petitioned to the appropriate Dean.

The college reserves the right to change the requirements for graduation at any time, and candidates may be required to comply with all changes pertaining to the incomplete portions of their requirements.

### Program Credits

Upon completion of all degree requirements as specified in this catalog, a student may qualify for more than one degree given the following:

1. The 12 credits required for the programs are not applied as electives for the second degree.
2. The 12 credits required have been taken at ASCC.

### **Elective Credits**

Courses may be considered electives if they are numbered 150 or higher with exception to the following courses: SAM 101A, SAM 101B, MSL 101 and MSL 102

Electives are courses identified for General Education and program credit fulfillment for an Associates of Arts /Associates of Science Degree.

## **DEGREE AND CERTIFICATE PROGRAMS OF STUDY**

### **Awarding a Degree or Certificate**

All specified program requirements must be completed for the Associate Degrees and the Certificates of Proficiency in order to be awarded a Degree or Certificate.

### **ASCC Policy Statement on Academic Freedom**

These principles of academic freedom, as also expressed by the American Association of University Professors, are recognized by the faculty and the administration of ASCC and by the Board of Higher Education of American Samoa.

Institutions of higher education are conducted for the common good. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the ASCC instructor in teaching and of the student in learning. It carries with it duties and certain rights.

#### ***Academic Freedom:***

The ASCC instructor is entitled to full freedom of research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution. Some conditions may be required of commissioned work.

Accordingly, the College defends the teachers' full right to freedom in the classroom to discuss or interpret his or her subject. The teacher has the right to be free from pressures and forces extraneous to the performance of his or her ethical and professional duties in the determination of the student's grades.

The ASCC instructor is entitled to freedom in the classroom in discussing his/her subject, but should careful not to introduce into his/her teaching controversial matter that has no relation to the subject. When he or she speaks or writes as a citizen, they shall be free from institutional censorship or discipline. Thus while in accordance with all restrictions of applicable law concerning political activities in the work place, a faculty member is free to express publicly, in speaking or writing, his or her own considered view or opinion of any or all matters which are felt from time to time to be in need of such expression, provided that such statement shall satisfy the requirement of professional dignity, is done in good taste and is sensitive to the importance of local customs. Such statements are not represented as other than the private view of the person making them. With such freedom comes a responsibility of objectivity, respect for the opinion of others, and a keen attention to the present means of bias and error, particularly when exploring controversial subjects.

When controversial matters arise, faculty and administrators are to address topics factually, and to refrain from using personal privilege or prestige to promote their own view points. Furthermore, in no way should such views be distorted or implied to be the official position of the College or the Board of Higher Education. Controversial matters must be brought to the attention of the Dean of Academic Affairs and when appropriate the Dean of Trades and Technology Division.

Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

His/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember the public will judge his/her profession and institution by his/her utterance. Hence, he/she should at all times be accurate, exercise appropriate restraint, and should show respect for the opinion of others.



## GENERAL EDUCATION

The General Education program is the core of the undergraduate degree for all students, regardless of their major. The General Education Outcomes describe what the institution wants students to be able to do on completion of the General Education Program for an AA or AS degree. The program is organized around five domains: Communication, Information Technology Literacy, Critical Thinking, Global Awareness & Cultural Competence, and Personal Development & Responsibility.

### ***Communication***

Fosters the ability to receive and express information through various mediums.

- ***Listening & Speaking***
  - Listen actively and speak effectively in many different situations
- ***Reading***
  - Read effectively to comprehend, interpret, and evaluate information.
- ***Writing***
  - Write clearly, concisely and accurately in a variety of contexts and formats and for many audiences.

### ***Information Technology Literacy***

Demonstrates the ability to utilize technology to evaluate, present, and apply information.

- ***Evaluate Information***
  - Demonstrates the ability to access, locate, manage, and evaluate information from multiple sources.
- ***Present & Apply information/Technology***
  - Utilizes technological tools to perform basic functions appropriate to job and life.
  - Applies research skills and presents knowledge in multiple formats.

### ***Critical Thinking***

Demonstrates the ability to think critically in applying quantitative and scientific concepts and methods to effectively problem-solve in a variety of contexts

- ***Quantitative***
  - Apply quantitative skills to personal, academic and career related activities.
- ***Scientific***
  - Apply scientific concepts and models to analyze complex problems in academic and real life situations.
- ***Problem Solving***
  - Apply critical thinking skills to synthesize information and evaluate the credibility of sources/context.

### ***Global Awareness & Cultural Competence***

Understands and appreciates the historical and cultural context regionally and globally

- Identifies social, economic and political systems and issues
- Recognizes and respects the perspectives of others (locally & globally) and develops an awareness of diverse attitudes, values and beliefs
- Demonstrates and appreciate of Samoan Culture and other Pacific cultures.

### ***Personal Development & Responsibility***

Enhance personal growth and wellness leading to responsible decision making.

- Demonstrates and applies ethical decision making in real life situations.
- Demonstrates the acquired knowledge to promote good/wise health choices and practices that enhance wellness.
- Identifies and recognizes the relevance of being responsible and participates actively in family and community.



This is the core of the undergraduate program for all students to complete, regardless of major. It describes the General Education Requirement (GER) courses for an Associate of Arts degree or the Associate of Science degree.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
<b>ENG 150, ENG 151, SPH 153</b>	9
<b>Information and Technology Literacy</b>	
<b>ICT 150</b>	3
<b>Critical Thinking</b>	
<b>MAT 151, PHSCI 150/150L</b>	7
<b>Global Awareness and Cultural Competence</b>	
<b>HIS 150/ 151, or HIS 170/ 171 and/or HIS 162</b>	6
<b>Personal Development and Responsibility</b>	
<b>PSY 150 or HEA 150</b>	3
<b>Total GER credits:</b>	28

<b>CO-FOUNDATIONAL AREA</b>
Co- Foundational: Consists of courses specific to a discipline or area of specialization. These courses are program focused with emphasis in specialized areas

### **CORE FOUNDATIONAL AREAS**

These are courses that enhance content foundational competencies in core disciplinary areas of study. Core Foundational course requirements are determined by degree programs. *Please refer to specific degree program to determine Core Foundational course requirements.*

*Note: Highlighted in bold are the GERs. Students are not to take any GERs in the core foundational areas. They are to choose another option from the available clusters to complete program degree requirement.*

#### **Arts**

Fine Arts – Courses encompassing the visual and performing arts in Music, Arts, and Theatre.

Cluster I – Arts, Music, and Drama Courses

ART150, ART160, DRA150, DRA151, MUS150, MUS160, MUS165, MUS170, MUS180

#### **Humanities**

Courses which enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy, and the arts.

Cluster II – Humanities Courses

**SPH 153**, PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274

*Note: Select one 3 credit course from Cluster I; or as specified by a program to take another Humanities course.*

#### **Computer Science**

Courses that provide students' knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry level employment.

Course – **ICT 150**

*Note: ICT 150 is offered as a GER. There is no need to take this course in the Core Foundational Area.*

#### **English**

Courses that enable students to demonstrate active listening and speaking abilities, to develop proficiencies in clear and effective written communication, and to improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.

Courses – **ENG 150, ENG 151, ENG 251**

#### **History**

Courses providing the chronological study of historical events from two respective contexts: American history, and Global history. These regional and global historical patterns look at both the life and development of people and their relative social, political, and economic situations.

Course Options – **HIS 150, or HIS 151, or HIS 170 or HIS 171**

*Note: Students' that have taken HIS 150 or HIS 170 in the GERS can take the subsequent course (HIS 151 or HIS 171) in the Core Foundational area as specified in a degree program.*

### **Mathematics**

Courses that promote critical thinking and logical reasoning while developing problem solving skills by studying various branches of Mathematics.

Courses – **MAT151**, MAT 250, or MAT280

*Note: Students placing in MAT250 are allowed to waive MAT151. In their 2nd year, students may be required to take another upper level Mathematics course(s).*

### **Physical Education**

Courses that promote physical education and health as well as developing basic sports skills for lifetime use.

Course Options – Select any one credit PED course or **HEA150**.

### **Samoan and the Pacific Studies**

Courses which promote critical thinking and enrich the understanding of cultural diversity in the Samoan and Pacific region.

**Cluster I:** Samoan and Pacific History & Geography

HIS 160, HIS 161, SAM 152, GEO 150, GEO 161, **HIS 162**

**Cluster II:** Samoan Language

SAM 101A, SAM 101B, SAM 111, SAM 151/ SAM 151L, SAM 154

*Note: Select one 3 credit course from Cluster II.*

### **Science**

Courses providing foundational competencies in physical and life sciences through lecture and course required laboratory activities.

#### **Cluster I: Life Science**

*Understanding of complex and varied life forms and life processes*

BIO150/BIO150L, or BIO155/BIO155L, or BIO180/BIO180L, or MSC170/MS170L

#### **Cluster II: Physical Science**

Understanding of natural science principles and of the ways in which scientists investigate natural science phenomena.

CHM 150/ CHM 150L, or MSC 150/MS150L, or PHY 151/ PHY 151L or **PHSCI 150/150L**

*Note: Select one 4 credit course from Cluster I: Life Science.*

### **Social Science**

Courses acquainting students with their place in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, economic, and political progress.

**Cluster I** – Cultural Courses ANT150, ANT153, ANT154, GEO160

**Cluster II** – Political Courses PAD150, POL150, POL160, POL170

**Cluster III** – Social and Behavioral Courses **PSY150**, PSY250, SOC150

*Note: Select one 3 credit course from Cluster I or II.*

## ASSOCIATE OF ARTS DEGREES

The Associate of Arts (AA) Degree provides development and understanding in the content and methodology of the major genres of study, awareness of the traditional cultural aspects of Samoa and the Pacific region, and preparation for continuing their studies at a four-year college or university.

A minimum of sixty (60) credits is required for an Associate of Arts Degree. The general education requirements for all Associate of Arts Degree programs are comprised of the following courses, numbered 150 or higher:

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	<b>9</b>
<b>Information and Technology Literacy</b>	
ICT 150	<b>3</b>
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	<b>7</b>
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	<b>6</b>
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	<b>3</b>
<b>Total GER credits:</b>	<b>28</b>

### ASSOCIATE OF ARTS DEGREE IN LIBERAL ARTS

#### **Program Statement**

The Associate of Arts degree in Liberal Arts provides a solid, wide range education that can be used as a foundation for a bachelor's degree program. Courses required for the Liberal Arts degree cover many areas of study in Arts, English, Health and Fitness, History, Humanities, Mathematics, Science, Social and Behavioral Science, Samoan and the Pacific, and Technology.

#### **Program Learning Outcomes**

1. **Arts:** Demonstrate an understanding and appreciation of the visual, and performing arts (music, art, drama).
2. **Computer Science:** Demonstrate knowledge, skills, and abilities to utilize technological tools and procedures for personal, academic, and career tasks for entry level employment.

#### ***English:***

- a. Demonstrate active listening and speaking abilities;
- b. Demonstrate proficiencies in clear and effective written communication;
- c. Demonstrate improvement in reading skills focused on comprehending, analyzing, interpreting, and evaluating printed texts.

3. **Humanities:** Enrich and expand knowledge of the human conditions and cultures in relation to behavior, ideas, and thoughts through the study in the disciplines of literature, philosophy and the arts.

#### ***History:***

- a. Demonstrate an understanding of historical events from the context of American or Global history;
- b. Demonstrate an understanding of the regional and Global historical patterns, such as the development of peoples social, political, and economic institutions

4. **Mathematics:** Demonstrate critical thinking and logical reasoning while developing problem solving skills in the various branches of Mathematics.

5. **Physical Education & Health:** Demonstrate a basic understanding of maintaining a healthy lifestyle.

6. **Samoan and Pacific Studies:** Demonstrate critical thinking and the understanding of cultural diversity in the Samoa and Pacific regions.

7. **Science:** Demonstrate foundational competencies in physical and life science through lectures and laboratory activities.

8. **Social Science:** Demonstrate an understanding of historical processes, cultural developments, and interrelationships, reflected in social, economic, and political progress.

9. Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	<b>9</b>
<b>Information and Technology Literacy</b>	
ICT 150	<b>3</b>
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	<b>7</b>
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151, or HIS 170/ HIS 171 and HIS 162	<b>6</b>
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	<b>3</b>
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL REQUIREMENTS</b>	
<i>Courses that enhance content foundational competencies for all areas of study.</i>	
<b>ARTS:</b> <i>Select one 3 credit course from below</i> ART 150, ART 160, DRA 150, DRA 151, MUS 150, MUS 160, MUS 165, MUS 170, MUS 180	<b>3</b>
<b>HUMANITIES:</b> <i>Select one 3-credit course from the Cluster below</i> SPH 153, PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274	<b>3</b>
<b>ENGLISH:</b> ENG 251	<b>3</b>
<b>HISTORY:</b> <i>Selection is based on Global Awareness &amp; Cultural Competency:</i> <i>Select one 3 credit course:</i> HIS 150, or HIS 151, or HIS 170, or HIS 171	<b>3</b>
<b>MATH:</b> <i>Select one 4 or 5 credit course</i> MAT 250 (4 credits), or MAT 280 (5 credits )	<b>4-5</b>
<b>PHYSICAL EDUCATION:</b> Select one 1 credit course from any Physical Education Courses	<b>1</b>
<b>SAMOAN AND PACIFIC STUDIES:</b> <i>Select one 3-4 credit course</i> SAM 101A, or SAM 101B or SAM 111 or SAM 151/151L OR SAM 154	<b>3-4</b>
<b>SCIENCES:</b> <i>Select one 4 credit course</i> BIO 150/ 150L, or BIO 155/ 155L, or BIO 180/180L, or MSC 170/170L	<b>4</b>

<b>SOCIAL SCIENCE:</b> <i>Select one 3 credit course from one of the three Clusters</i>	
<b>Cultural Courses:</b> ANT 150, ANT 153, ANT 154, GEO 160	<b>3</b>
<b>Political Courses:</b> PAD 150, POL 150, POL 160, POL 170	
<b>Social and Behavioral Courses:</b> PSY 150, PSY 250, SOC 150	
<b>Total Core Foundational credits:</b>	<b>27-29</b>

<b>PROGRAM REQUIREMENTS</b>	
Selection is based on Career Development Option	<b>3</b>
ART 150, CJ 150, ED 150, HSV 150, MUS 150, POL 160, SAM 152	
<b>Total Program credits:</b>	<b>3</b>

<b>ELECTIVE CREDIT</b>	
Select any course with alpha numbering at 150 or above with the exception of: SAM 101A, or SAM 101B, or MSL 101, or MSL 102	<b>3</b>
<b>Total Elective credits:</b>	<b>3</b>

Note: Any course(s) cannot be repeated from Gen Ed or Core Foundational Area.

<b>Total credits to earn for an Associate of Arts Degree in Liberal Arts:</b>	
General Education Requirements:	28
Core Foundational Requirements:	27-29
Program Requirements:	3
Electives:	3
<b>Total Credits</b>	<b>61-63</b>

### **ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN ELEMENTARY EDUCATION**

#### **Program Statement**

Provides preparatory courses for pre- and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture. In addition, Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods and research that will improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information &amp; Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150	7
<b>Global Awareness &amp; Cultural Competence</b>	
HIS 170 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL AREAS</b>	
Courses that enhance content foundational competencies for all areas of study.	
HIS 171 World Civilization II	3
ENG 250 Survey of Literature	3
ENG 251 Sophomore Composition	3
PED 152 Beginning Aerobics	1
PSY 250 Human Development	3
BIO 180/180L Biology I & Laboratory	4
SAM151/151L Freshman Samoan & Laboratory	4
MAT 250 College Algebra & Trigonometry	4
<b>Total Core Foundational credits:</b>	<b>25</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ED 150 Introduction to Teaching	3
ED 157 Introduction to Elementary Curriculum and Instruction	3
ED 215 Introduction to Exceptional Children	3
<b>Total Co-Foundational credits :</b>	<b>9</b>

<b>Total credits to earn for an Associate of Arts Degree with an emphasis in Elementary Education:</b>	
General Education Requirements	28
Core Foundational Requirements	25
Co-Foundational Requirements	9
<b>Total Credits:</b>	<b>62</b>

<b>ASCC B.ED ADMISSION REQUIREMENTS</b>	
ED 240 Instructional Technologies	4
ED 257 Teaching Language Arts to Elementary School Teachers	4
ED 280 Introduction to Bilingual Education	3
ED 285 Teaching Samoan Language & Culture	4
<b>Total Credits:</b>	<b>15</b>

## ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN HUMAN SERVICES

### **Program Statement**

The program provides courses to students who are interested in pursuing a career in the field of Human Services. Students are oriented into the Human Service fields, which address community, social, political, and economic issues. An overview of theoretical and historical perspectives of Human Services provide a basis for the application of basic helping skills and a broad understanding of local and national services and programs.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information &amp; Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL REQUIREMENTS</b>	
Courses that enhance content foundational competencies for all areas of study.	
ENG 251	3
HIS 151 or HIS 171	3
MAT 250	4
Any Physical Education course (PED)	1
PSY 250	3
<i>Select one from the listed Samoan Studies courses:</i> SAM 101(A or B), SAM 111, SAM 151/151L	3-4
<i>Select one from the listed Life Science courses:</i> BIO 150/150L or BIO 180/180L	4
<i>Select one from the listed Humanities courses:</i> REL 150 or PHIL 150	3
<b>Total Core Foundational credits:</b>	<b>24-25</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
<i>Select 11 or 12 credits from one of the following clusters:</i>	
<b>Cluster I General Services</b>	
HSV 150 Introduction to Human Services	3
HSV 160 Psychological and Achievement Testing	3

HSV 165	Career Development and Information Services	3
HSV 299	Human Services Practicum	2
<b>Cluster II Counseling Services</b>		
HSV 155	Introduction to Counseling and Guidance	3
HSV 200	General Counseling	3
HSV 220	Multicultural Guidance and Counseling	3
HSV 250	Survey of Substance Abuse problems	3
HSV 150	Introduction to Human Services	3
<b>Total Co-Foundational Requirements:</b>		<b>11-12</b>

<b>Total credits to earn an Associate of Arts Degree with an emphasis in Human Services:</b>	
General Education Requirements	28
Core Foundational Requirements	24-25
Co-Foundational Requirement	11-12
<b>Total Credits:</b>	<b>63-65</b>

**ASSOCIATE OF ARTS DEGREE  
WITH AN EMPHASIS IN  
MUSIC**

**Program Statement**

The program for Associate of Arts degree with an emphasis in Music prepares students for a career in music or transferable to a four-year college or university.

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information &amp; Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150	7
<b>Global Awareness &amp; Cultural Competence</b>	
HIS 170 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150	3
<b>Total GER credits</b>	<b>28</b>

CORE FOUNDATIONAL REQUIREMENTS	
<i>Courses that enhance content foundational competencies for all areas of study.</i>	
ENG 251	3
<i>Select one course according to Global Awareness &amp; Cultural Competence</i>	
HIS150, HIS 151, HIS 170, HIS 171	3
MAT 250	4
<i>Select one course from the listed Art courses</i>	
MUS 170, MUS 180	3

Physical Education	1
<i>Select one from the listed Science courses</i>	
BIO 150/150L, BIO 155/155L, BIO 180/180L, MSC 170/170L	4
<i>Select one from listed Samoan Studies courses</i>	
SAM 101(A or B), SAM 111, SAM 151/151L, SAM 154	3-4
<i>Select one from listed Social Science clusters</i>	
<b>Cultural courses</b>	3
ANT 150, ANT 153, ANT 154, GEO 160	
<b>Political courses</b>	
PAD 150, POL 150, POL 160, POL 170	
<b>Social and Behavioral courses</b>	3
PSY 150, PSY 250, SOC 150	
<b>Total Core Foundational credits:</b>	<b>24-25</b>

CO-FOUNDATIONAL REQUIREMENTS		
MUS 150	Music Fundamentals	3
MUS 160	Music Literature	3
MUS 165	Music of the World	3
MUS 170, MUS 180, OR 187: Choose 1 course:	Maybe repeated to earn a maximum of 3 credits.	3
<b>Total Co-Foundational credits:</b>		<b>12</b>

<b>Total credits to earn for an Associate of Arts Degree with an emphasis in Music</b>	
General Education Requirements	28
Core Foundational Requirements	24-25
Co-Foundational Requirements	12
<b>Total Credits:</b>	<b>64-65</b>

**ASSOCIATE OF ARTS DEGREE  
WITH EMPHASIS IN  
POLITICAL SCIENCE**

**Program Statement**

The Associate of Arts Degree with an emphasis in Political Science focuses on the ways people create and use government. The degree focus area sensitizes students to the reality of the politically and culturally diverse world and encourages them to relate and apply the course materials and program, to their daily lives. The Associate of Arts degree with an emphasis in Political Science prepares students for basic entry level careers in law, government and further higher education at off-island colleges and universities' in any Social Science degree program. The degree promotes intellectual, social, and personal growth in the Liberal Arts tradition.

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information &amp; Technology Literacy</b>	
ICT 150	3

<b>Critical Thinking</b>	
MAT 151, PHSCI150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151,OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL REQUIREMENTS</b>	
<i>Courses that enhance content foundational competencies for all areas of study.</i>	
<i>Select one 3 credit course.</i> ART 150 or DRA 150	3
ENG 251	3
<i>Selection is based on Global Awareness &amp; Cultural Competence: Select one 3 credit course:</i> HIS 150, or HIS 151, or HIS 170, or HIS 171	3
<i>Select one 3 credit course</i> PHIL 150, REL 150	3
<i>Select one 4 or 5 credit course</i> MAT 250 (4 credits),or MAT 280 (5 credits)	4-5
<i>Select one 1 credit course from any</i> Physical Education Courses	1
<i>Select one 3-4 credit course</i> SAM 101A, or SAM 101B or SAM 111 or SAM 151/151	3-4
<i>Select one 4 credit course</i> BIO 150/ 150L, or BIO 180/180L	4
<i>Select one 3 credit course</i> Political Courses: PAD 150, POL 150, POL 170	3
<b>Total Core Foundational credits:</b>	<b>27-28</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
POL 150 American Government	3
POL 160 Introduction to Politics	3
POL 250 Comparative Politics	3
POL 251 International Relations	3
<b>Total Co-Foundational credits:</b>	<b>12</b>

<b>Total credits to earn for an Associate of Arts Degree with an emphasis in Political Science:</b>	
General Education Requirements	28
Core Foundational Requirements	27-28
Co-Foundational Requirements	12
<b>Total Credits:</b>	<b>67-68</b>

**ASSOCIATE OF ARTS DEGREE**  
**WITH AN EMPHASIS IN**  
**PRE-LAW**

**Program Statement**

The Associate of Art Degree with an emphasis in Pre Law degree program offers an entry level career position. This program recaps all areas of the legal system in American Samoa and similar opportunities elsewhere. It also addresses study areas in the Criminal Justice System, and critical issues that pertain to the amendments of the United States Constitution. In addition, it provides an opportunity for career upgrade and transfer to other colleges and universities.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information &amp; Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151,OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL REQUIREMENTS</b>	
<i>Courses that enhance content foundational competencies for all areas of study.</i>	
ENG 251	3
MAT 250	4
Any Physical Education course (PED)	1
HIS 151, HIS 171	3
<i>Select one from the listed Samoan Studies courses:</i> SAM 101(A or B), SAM 111, SAM 151/151L	3-4
<i>Select one from the listed Science courses:</i> BIO 150/150L, BIO 180/180L	4
PHIL 150	3
<i>Any 3-credit course from Social Science clusters</i> Cultural Courses: ANT 150, ANT 153, ANT 154, GEO 160 Political Courses: PAD 150, POL 150, POL 160, POL 170 Social and Behavioral Courses: PSY 150, PSY 250, SOC 150	3
<b>Total Core Foundational credits:</b>	<b>24-25</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
CJ 150	Introduction to Criminal Justice	3
CJ 175	Criminal Investigation	3
CJ 180	Criminal Law	3
CJ 210	Constitutional Law, or	
CJ 200	Comparative Justice	3
CJ 220	Survey of Law	3
<b>Total Co-Foundational credits:</b>		<b>15</b>

<b>Total credits to earn for an Associate of Arts Degree with an emphasis in Pre-Law</b>	
General Education Requirements	28
Core Foundational Requirements	24-25
Co-Foundational Requirements	15
<b>Total Credits</b>	<b>67-68</b>

### **ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN SAMOAN STUDIES**

#### **Program Statement**

The Associates of Arts Degree with emphasis in Samoan Studies provides courses to students interested in pursuing a career in education, the public service, social services, private enterprise, journalism, language teaching, Samoan research, interpreting and translation. The Samoan courses promote critical thinking in contemporary and cultural settings. An overview of the complexities in the Fa'asāmoa and Samoan values is pertinent in the discussions. Students will also be enriched with the understanding of cultural diversity locally and internationally.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	<b>9</b>
<b>Information &amp; Technology Literacy</b>	
ICT 150	<b>3</b>
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	<b>7</b>
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	<b>6</b>
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	<b>3</b>
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL REQUIREMENTS</b>	
<i>Courses that enhance content foundational competencies for all areas of study.</i>	
ENG 251	3
MAT 250	4
Any Physical Education course (PED)	1

HIS 160	3
<i>Select one from the listed Science courses:</i>	
BIO 150/150L, MSC 170/170L	4
SAM 151/151L	4
<i>Select one from the listed Humanities courses:</i>	
PHIL 150, REL 150, ENG 250	3
<i>Select one from the listed Social Science courses:</i>	
ANT 154, SOC 150	3
<b>Total Core Foundational credits:</b>	<b>25</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
<i>A total of Twelve (12) credits from any of the following clusters:</i>	
<b>Cluster I: Language</b>	
SAM 154 Introduction to Samoan Literature	<b>3</b>
SAM 244 Theatrical Arts (Faleaitu)	<b>3</b>
SAM 251 Sophomore Samoan Composition	<b>3</b>
SAM 271 Samoan Creative Writing	<b>3</b>
SAM 281 Translation	<b>3</b>
<b>Cluster II: Culture</b>	
SAM 152 Introduction to Samoan Culture	<b>3</b>
SAM 172 Samoan Traditional Political \ Organization	<b>3</b>
SAM 204 Samoan Mythology	<b>3</b>
SAM 261 Samoan Oratory	<b>3</b>
<b>Total Co-Foundational credits:</b>	<b>12</b>

<b>Total credits to earn for an Associate of Arts degree with an emphasis in Samoan Studies:</b>	
General Education Requirements	28
Core Foundational Requirements	25
Co-Foundational Requirements	12
<b>Total Credits:</b>	<b>65</b>

### **ASSOCIATE OF ARTS DEGREE WITH AN EMPHASIS IN VISUAL ART**

#### **Program Statement**

The program for the Associate of Arts Degree with an emphasis in Visual Arts prepares students for a career in art or to transfer to a four year college or university.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	<b>9</b>
<b>Information &amp; Technology Literacy</b>	
ICT 150	<b>3</b>
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	<b>7</b>
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	<b>6</b>
<b>Personal Development and Responsibility</b>	



PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

### CORE FOUNDATIONAL REQUIREMENTS

*Courses that enhance content foundational competencies for all areas of study.*

ART 160	3
ENG 251	3
<i>Selection is based on Global Awareness &amp; Cultural Competence Select one 3 credit History course:</i> HIS 150, or HIS 151, or HIS 170, or HIS 171	3
<i>Select one 3 credit Humanities course</i> SPH 153, PHIL 150, REL 150, ENG 250, LIT 270, LIT 272, LIT 274	0
MAT 250	4
<i>Select one 1 credit course from any Physical Education course</i>	1
<i>Select one 3-4 credit Samoan and Pacific Studies course</i> SAM 101A, or SAM 101B or SAM 111 or SAM 151/151L or SAM 154	3-4
<i>Select one 4 credit Science course</i> BIO 150/ 150L, or BIO 155/ 155L, or BIO 180/180L, or MSC 170/170L	4
<i>Select one 3 credit Social Sciences course from one of the three Options</i> Cultural Courses: ANT 150, ANT 153, ANT 154, GEO 160 Political Courses: PAD 150, POL 150, POL 160, POL 170 Social and Behavioral Courses: PSY 150, PSY 250, SOC 150	3
<b>Total Core Foundational credits:</b>	<b>24-25</b>

### CO-FOUNDATIONAL REQUIREMENTS

*Select one -3 Credit course from Cluster 1 and complete all courses in Cluster 2.*

<b>Cluster 1: (3-Credits)</b>		
ART 165	Basic Photography	3
ART 172	Painting I	3
ART 180	Ceramic Sculptures	3
ART 299	Advanced Art Studies & Project	3
<b>Cluster 2:(9-Credits)</b>		
ART 150	Art Survey History I or	3
ART 151	Art Survey History II	
ART 170	Drawing I	3
ART 172	Painting I	3
<b>Total Co-Foundational credits</b>		<b>12</b>

### Total credits to earn for an Associate of Arts Degree with an emphasis in Visual Art

General Education Requirements:	28
Core Foundational Requirements	24-25
Co-Foundational Requirements	12
<b>Total Credits:</b>	<b>64-65</b>

## ASSOCIATE OF SCIENCE DEGREE PROGRAMS

### REQUIREMENTS FOR ASSOCIATE OF SCIENCE DEGREE PROGRAMS

The Associate of Science (AS) Degree provides development and understanding in the content and methodology of the major genres of study, awareness of the traditional cultural aspects of Samoa and the Pacific region and, preparation for students planning on continuing their studies at a four-year college or university.

All Associate of Science degrees require outcomes from General Education, Co Foundational, and Program Requirements. A minimum of sixty (60) credits is required for an Associate of Science Degree.

### ASSOCIATE OF SCIENCE DEGREE IN ACCOUNTING

#### Program Statement

Accounting is often called the language of business. The accounting program provides students with both the theoretical and practical knowledge to understand and explore the accounting cycle, concepts, principles, applications, and best ethical practices for business decision-making purposes. It assists students to work on developing communication, interpersonal, computational, leadership, and teamwork skills. This concentration prepares students for both entry and mid-level accounting jobs. In addition, student can pursue opportunities in teaching business education or choose to transfer to higher learning institutions to obtain more advance accounting degrees.

### GENERAL EDUCATION REQUIREMENTS

<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	

HIS 150/HIS 151,OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>PROGRAM REQUIREMENTS</b>	
ACC 150 Principles of Accounting I	3
BUS 103 Introduction to Business	3
BUS 150 Financial Math	3
BUS 160 Business Communications	3
BUS 170 Ethics in the Workplace	3
BUS 180 Applied Business Statistics	3
BUS 260 Business Law	3
MGT 250 Principles of Management	3
<b>Total Program credits:</b>	<b>24</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ACC 151 Financial Accounting	3
ACC 152A Payroll and Income Tax	3
ACC 210A Managerial Accounting	3
ACC 220 Automated Accounting	3
ECO 250A Principles of Microeconomics	3
<b>Total Co-Foundational credits:</b>	<b>15</b>

<b>Total credits earn for a Associate of Science in Accounting:</b>	
General Education Requirements	28
Program Requirements	24
Co-Foundational Requirements	15
<b>Total Credits</b>	<b>67</b>

## ASSOCIATE OF SCIENCE DEGREE IN AGRIBUSINESS

### **Program Statement**

An associate of science degree in Agribusiness is designed to prepare students for careers in the business segment of the agriculture industry. It provides an understanding of basic business concepts and principles as they relate to the industry. Students will learn the principles of organization and management in these businesses and the application of these principles in agriculture production. It helps prepare them for employment in commercial agriculture and businesses serving agriculture.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151,OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL REQUIREMENTS</b>		
BIO 180/180L	Biology I & Lab	4
<b>Total Core Foundational Credits:</b>		<b>4</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
AGR 100 I & II	Practical Job Experience	2
AGR 152	Survey of Community and Natural Resources	3
AGE 150	Agriculture Economics	3
AGR 250/250L	Introduction to Horticulture & Lab	4
<b>Total Co-Foundational Credit:</b>		<b>12</b>

<b>PROGRAM REQUIREMENTS</b>		
MAT 260	Introduction to Statistics	3
BUS 103	Introduction to Business	3
ACC 150	Principles of Accounting I	3
BUS 150	Financial Math	3
ECO 250A	Principles of Micro Economics	3
BIO 81/181L	Biology II & Lab	4
<b>Total Program Credits:</b>		<b>19</b>

<b>Total credits to earn for an Associate of Science degree in Agribusiness</b>	
General Education Requirements	28
Core Foundation Requirements	4
Co-Foundational Requirements	12
Program Requirements	19
<b>Total credits</b>	<b>63</b>

## ASSOCIATE OF SCIENCE DEGREE IN ARCHITECTURAL DRAFTING

### **Program Statement**

The Architectural Drafting and CAD Technologies curriculum prepares individual with knowledge and skills that can lead to immediate employment in the field of architecture. Students receive instruction in construction document, preparations as well as complete design project. The emphasis in the program is on AutoCAD, technical drawing software used to create construction drawings. Upon completion, graduates have career opportunities within the architectural and construction professions as well as positions in industry and government.

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151 & PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/151 or HIS 170 /171, and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150, or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

CO-FOUNDATIONAL REQUIREMENTS	
ADT 140 House Wiring Elements	3
ADT 150 Architectural Drafting I	3
ADT 160 Introduction to AutoCAD	3
ADT 210 Architectural Drafting III	5
ADT 230 Advanced Architectural Drafting	4
ADT 251 Electrical Structural Design	4
ADT 260 Advanced AutoCAD	4
ADT 280 Elements of Structural Drawing	3
BPR 200 Blueprint Reading I	3
<b>Total Co-Foundational Credits</b>	<b>32</b>

PROGRAM REQUIREMENTS	
ART 160 Design Fundamentals	3
MAT 155 Intermediate Algebra	3
<b>Total Program Credits</b>	<b>6</b>

<b>Total credits to earn for an Associate of Science degree in Architectural Drafting:</b>	
General Education Requirements	28
Co-Foundational Requirements	32
Program Requirements	6
<b>Total credits:</b>	<b>66</b>

## ASSOCIATE OF SCIENCE DEGREE IN AUTO BODY REPAIR

### **Program Statement**

The auto body repair degree program is designed to prepare students for entry level employment in the auto body repair and collision industry. The program also provides hands-on instruction to ensure that a student acquires the knowledge, skills and abilities as well as safety practices to begin a successful career as an auto body technician.

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151 & PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/151 or HIS 170/171, and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

CO-FOUNDATIONAL REQUIREMENTS	
ABR 100 Introduction to Automotive Collision	3
ABR 140 Welding & Cutting	6
ABR 250 Minor Body Repairs	4
ABR 255 Full & Partial Panel Replacement	4
ABR 265 Corrosion Body Fillers and Repairs	4
ABR 270 Surface Preparations for Refinishing	3
ABR 275 Equipment Preparations and Maintenance for Refinishing	3
ABR 290 Applying the Finish	4
<b>Total Co-Foundational Credits</b>	<b>31</b>

PROGRAM REQUIREMENTS	
ETP 100 Basic Electrical Theory I	3
<b>Total Program Requirements</b>	<b>3</b>

<b>Total credits earn for an Associate of Science Degree in Auto Body Repair</b>	
General Education Requirement Credits	28
Co-Foundational Requirement Credits	31
Program Requirement Credits	3
<b>Total Credits</b>	<b>62</b>

## ASSOCIATE OF SCIENCE DEGREE IN AUTOMOTIVE TECHNOLOGY

### Program Statement

This degree is designed to prepare students for an entry level position in the automotive repair industry. The student will be well equipped with the knowledge, skills and abilities in utilizing appropriate diagnostic equipment, documentation, tool usage, safety practices and troubleshooting principles on various automotive systems to succeed in the automotive field.

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151 & PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/151 or HIS 170/171, and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

CO-FOUNDATIONAL REQUIREMENTS		
AUTO 100	Fundamentals of Auto Mechanics	3
AUTO 172	Engine Performance	9
AUTO 178	Electrical/Electronic	9
AUTO 280	Engine Diagnosis & Repair	6
AUTO 282	Transmission & Transaxles	9
<b>Total Co-Foundational Credits:</b>		<b>36</b>

Total credits earn for an Associate of Science Degree in Automotive Technology	
General Education Requirement Credits	28
Co-Foundational Requirement Credits	36
Program Requirement Credits	0
<b>Total credits</b>	<b>64</b>

## ASSOCIATE OF SCIENCE DEGREE IN BUSINESS MANAGEMENT

### Program Statement

The program provides opportunities for students to work on developing communication, interpersonal, leadership, management, supervision, teamwork, and organizational skills that are needed in the workplace. This concentration prepares students for both entry and mid-level business positions. In addition, it prepares students to transfer to higher learning institutions for more advanced degrees in Business.

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
Select one 3 credit course: HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

PROGRAM REQUIREMENTS		
ACC 150	Principles of Accounting I	3
ACC 151	Financial Accounting	3
ECO 250B	Principles of Macro Economics	3
MGT 250	Principles of Management	3
MKT 195	Principles of Marketing	3
MKT 255	Human Relations and Organization	3
MKT 212	Marketing and Management Practicum	2
<b>Total Program Requirement Credits:</b>		<b>20</b>

CO-FOUNDATIONAL REQUIREMENTS		
BUS 103	Introduction to Business	3
BUS 150	Financial Math	3
BUS 160	Business Communications	3
BUS 170	Ethics in the Workplace	3
BUS 180	Applied Business Statistics	3
BUS 260	Business Law	3
<b>Total Program Credits :</b>		<b>18</b>

Total credits to earn for an Associate of Science in Business Management	
General Education Requirements	28
Program Requirements	20
Co- Foundational Requirements	18
<b>Total credits:</b>	<b>66</b>

## ASSOCIATE OF SCIENCE DEGREE IN CARPENTRY

### Program Statement

This degree program is designed to prepare students for entry level employment in carpentry and construction related industries.

The program also provides hands-on instruction to ensure that students acquire the knowledge, skills and abilities as well as safety practices to succeed in the construction industry.

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151 & PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/151 or HIS 170/171, and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

CO-FOUNDATIONAL REQUIREMENTS	
CARP 100 Hand Tools and Power Tools	3
CARP 120 Plans, Building Codes and Specifications	3
CARP 150 Footings and Foundations	4
CARP 160 Walls, Ceilings and Framing	4
CARP 170 Roofing Styles and Types	4
CARP 180 Plumbing	4
CARP 200 Exterior Doors, Windows and Trim	4
CARP 220 Interior Floors and Finishes	5
<b>Total Co-Foundational Credits:</b>	<b>31</b>

PROGRAM REQUIREMENTS	
BPR 200 Blueprint Reading I	3
<b>Total Program Credits:</b>	<b>3</b>

Total credits to earn for an Associate of Science Degree in Carpentry	
General Education Requirement Credits	28
Co-Foundational Requirement Credits	31
Program Requirement Credits	3
<b>Total Credits</b>	<b>62</b>

## ASSOCIATE OF SCIENCE DEGREE IN CIVIL ENGINEERING TECHNOLOGY

### Program Statement

The Civil Engineering Technology program equips students with knowledge and technical skills in their vocational specialties, through the issuance of certificate of proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public, and private entities. In addition, TTD develops programs that prepare students for entry-level employment and upgrade skills of incumbent workers, and prepare them for professional licensure and certification. The Trades & Technology Division provides preparatory training for students to further their education and training beyond ASCC.

GENERAL EDUCATION REQUIREMENTS	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151 & PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/151 or HIS 170/171, and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150, or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

CO-FOUNDATIONAL REQUIREMENTS		
CET 150	Plane Surveying I	4
CET 151	Plane Surveying II	4
CET 160	Introduction to Geographic Information Systems	3
CET 261	Construction Procedures & Management	3
CET 265	Hydraulics & Hydrology	3
CET 270	Land Development	3
CET 299	Cooperative Work Internship	4
<b>Total Co-Foundational Credits:</b>		<b>24</b>

PROGRAM REQUIREMENTS		
ADT 150	Architectural Drafting I	3
ADT 260	Advanced Auto Cad	4
ADT 280	Elements of Structural Drawing	3
MAT 280	Calculus I	5
<b>Total Program Credits:</b>		<b>15</b>

Total credits to earn for an Associate of Science degree in Civil Engineering Technology	
General Education Requirements credits	28
Co-Foundational Requirements credits	24
Program Requirements credits	15
<b>Total Credits</b>	<b>67</b>

## ASSOCIATE OF SCIENCE DEGREE IN CRIMINAL JUSTICE

### **Program Statement**

A criminal justice associate of science degree program after your entry level career position in all areas of the justice system in American Samoa and similar opportunities elsewhere, it also provides an opportunity for career upgrade and transfer to other colleges and universities. The program addresses study areas in criminal justice such as the social, legal, political, culture, perspectives of the American justice system and its impact on American Samoa and the Pacific regions.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 151, HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
<i>A total of thirty-three (33) credits from any of the following</i>	
CJ 150 Introduction to Criminal Justice	3
CJ 155 Traffic Functions	3
CJ 160 Patrol Operations	3
CJ 165 Introduction to Probation and Parole	3
CJ 170 Criminal Evidence	3
CJ 175 Criminal Investigation	3
CJ 180 Criminal Law	3
CJ 190 Juvenile Delinquency	3
CJ 195 Introduction to Corrections	3
CJ 200 Comparative Justice	3
CJ 210 Constitutional Law	3
CJ 215 Foundations in Criminology	3
CJ 220 Survey of Law	3
CJ 230 Criminal Justice Administration and Organization	3
CJ 240 Police Community Relations	3
CJ 250 Constitutional and Criminal Procedures	3
<b>Total Co-Foundational Credits:</b>	<b>33</b>

<b>Total credits earn for an Associate of Science degree in Criminal Justice:</b>	
General Education Requirements	28
Co-Foundational Requirements	33
<b>Total credits</b>	<b>61</b>

## ASSOCIATE OF SCIENCE DEGREE IN ELECTRONICS

### **Program Statement**

The Electronics program is designed to provide training for individuals interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Electrical training most of which is hands-on will include such topics as AC/DC theory, basic wiring practices, the National Electric Code and other subjects as local needs require. Graduates should qualify for a variety of jobs in the Electronics field as an on-the-job trained or apprentice, assisting in the layout, installation, and maintenance of electronic systems.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151 & PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/151 or HIS 170/171, and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
ELE 150	Electronics I	4
ELE 151	Electronics II	4
ELE 170	Consumers Electric	4
ELE 190	Digital Techniques	4
ELE 201	Communication Systems	4
ELE 299A	Electronics Systems Practicum	4
<b>Total Co-Foundational Credits:</b>		<b>24</b>

<b>PROGRAM REQUIREMENTS</b>		
ETP 100	Basic Electrical Theory I	3
ETP 150	Residential House Wiring	5
ICT 155	IT Essentials	4
<b>Total Program Credits:</b>		<b>12</b>

<b>Total credits earn for an Associate of Science Degree in Electronics</b>	
General Education Requirement Credits	28
Co-Foundational Requirement Credits	24
Program Requirement Credits	12
<b>Total Credits</b>	<b>64</b>

### **ASSOCIATE OF SCIENCE DEGREE IN ELECTRICAL TECHNOLOGY**

#### **Program Statement**

This degree program is designed to prepare students for entry level employment in the electrical trade. The program will also provide students with the skills needed to effectively understand and analyze in settings where electrical power and control systems are utilized. Proper maintenance and repair of electrical equipment will be covered, as well as instruction to ensure that proper safety guidelines are followed at all times.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151 & PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/151 or HIS 170/171, and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
ETP 100	Basic Electrical Theory I	3
ETP 120	Basic Electrical Theory II	4
ETP 130	National Electrical Code (NEC)	3
ETP 150	Residential House Wiring	5
ETP 299	Cooperative Work Internship	4
<b>Total Co-Foundational Credits</b>		<b>19</b>

<b>PROGRAM REQUIREMENTS</b>		
BPR 200	Blueprint Reading I	3
CARP 100	Hand Tools and Power Tools	3
ELE 150	Electronic I	4
ELE 170	Consumer Electric	4
<b>Total Program Credits</b>		<b>14</b>

<b>Total credits to earn for an Associate of Science Degree in Electrical Technology Program</b>	
General Education Requirement Credits	28
Co-Foundational Requirement Credits	19
Program Requirement Credits	14
<b>Total Credits</b>	<b>61</b>

### **ASSOCIATE OF SCIENCE DEGREE IN FAMILY AND CONSUMER SCIENCE**

#### **Program Statement**

The associate of science degree in Family & Consumer Science provides a core program for students, preparing them for transfer opportunities in the following areas: human development and family relations, food and nutrition, family economics and resource management, and general family and consumer science.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL REQUIREMENT</b>		
BIO 180/180L	Biology I & lab	4
<b>Total Core Foundational credits:</b>		<b>4</b>

<b>PROGRAM REQUIREMENT</b>		
MAT 260	Intro to Statistics	3
HSV 150	Intro to Human Services	3
PSY 250	Human Development	3
BIO 181/181L	Biology II & lab	4
<b>Total Program Credit:</b>		<b>13</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
AGR 100 I & II	Practical Job Experience	2
AGR 152	Survey of Community and Natural Resources	3
AGE 150	Agriculture Economics	3
FAM 250	Family Finance	3
FAM 260	Parenting: Models for Guiding & Nurturing Children	3
NUT 150	Nutrition	3
<b>Total Co-Foundational Credits</b>		<b>17</b>

<b>Total credits to earn for an Associate of Science degree in Family and Consumer Science:</b>	
General Education Requirements	28
Core Foundational Requirements	4
Program Requirements	13
Co-Foundational Requirements	17
<b>Total Credits</b>	<b>62</b>

**ASSOCIATE OF SCIENCE DEGREE  
IN GENERAL AGRICULTURE**

**Program Statement**

The associate of science degree in General Agriculture focuses on agriculture and related sciences and prepares students to apply specific knowledge, methods, and techniques to the management and performance of agricultural operations.

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150 or HEA 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CORE FOUNDATIONAL REQUIREMENTS</b>	
BIO 180/180L Biology I & Lab	4
BIO 155/155L Ecology & Lab	4
CHM 150 /150L Chemistry I & Lab	4
<b>Total Core Foundational Credits</b>	<b>12</b>

<b>PROGRAM REQUIREMENTS</b>	
MAT 260 Intro to Statistics	3
BIO 181/181L Biology II & Lab	4
<b>Total Program Credits:</b>	<b>7</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
AGR 100 I & II Practical Job Experience	2
AGR 152 Survey of Community and Natural Resources	3
AGE 150 Agriculture Economics	3
AGR 250 Intro to Horticulture	4
ANS 150 A&B Animal Science	4
<b>Total Co-Foundational Credits:</b>	<b>16</b>

<b>Total credits to earn for an Associate of Science degree in General Agriculture:</b>	
General Education Requirements	28
Core Foundational Requirements	12
Program Requirements	7
Co-Foundational Requirements	16
<b>Total credits:</b>	<b>63</b>

**ASSOCIATE OF SCIENCE DEGREE  
IN HEALTH SCIENCE**

**Program Statement**

An Associate of Science Degree in Health Science is a general degree program which prepares students into a health related career. The curriculum includes a broad-based general education courses which allows students to continue studies in a specialized allied health area or a bachelor degree program. The health science program also prepares student with knowledge and skills to obtain immediate job entry into local employment force as a medical support staff or a community health worker

<b>GENERAL EDUCATION REQUIREMENT</b>	
<b>Communication</b>	
ENG 150, ENG 151, SPH 153	9
<b>Information and Technology Literacy</b>	
ICT 150	3
<b>Critical Thinking</b>	
MAT 151, PHSCI 150/150L	7
<b>Global Awareness and Cultural Competence</b>	
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162	6
<b>Personal Development and Responsibility</b>	
PSY 150	3
<b>Total GER credits:</b>	<b>28</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
HEA 140 Introduction to Health Occupations	3
HEA 150 Introduction to Health Science	3
HEA 151 Medical Terminology	3
HEA 152 First Aid and CPR	1
HEA 299 Health Science Practicum	2
<b>Total Co-Foundational Credits</b>	<b>12</b>

<b>PROGRAM REQUIREMENTS</b>	
A total of six to eight (6–8) courses from any of the following courses	
ASL 150 American Sign Language I	4
BIO 251/251L Anatomy and Physiology II	4
BIO 255/255L Microbiology	4
CHM 151/151L Chemistry II	4
HSV 250 Survey of Substance Abuse Problems	3
NUT 150 Nutrition	3
PHM 200 General Pharmacology	4
HEA 250 Introductions to Development Disabilities	3
PHY 151/151L Physics I & Laboratory	4



PSY 250	Human Development	3
<b>Total Program Credits:</b>		<b>22-24</b>

<b>Total credits earn for an Associate of Science degree in Health Science:</b>		
General Education Requirements		28
Co-Foundational Requirements		12
Core Foundational Requirements		22-24
<b>Total credits</b>		<b>62-64</b>

### ASSOCIATE OF SCIENCE DEGREE IN MARINE SCIENCE

#### Program Statement

The Associate of Science degree in Marine Science provides students with a strong platform in basic physical and life sciences with a focus in marine science from which they can confidently pursue higher education in the sciences or enter the job market. Students gain a broad understanding of the physical and biological forces driving the world's oceans and an appreciation of the importance of marine ecosystems to the world's environment, climate and daily human life.

GENERAL EDUCATION REQUIREMENTS		
<b>Communication</b>		
ENG 150, ENG 151, SPH 153		9
<b>Information and Technology Literacy</b>		
ICT 150		3
<b>Critical Thinking</b>		
MAT 151, PHSCI 150/150L		7
<b>Global Awareness and Cultural Competence</b>		
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162		6
<b>Personal Development and Responsibility</b>		
PSY 150		3
<b>Total GER credits:</b>		<b>28</b>

CORE FOUNDATIONAL REQUIREMENTS		
ENG 251		3
MAT 250 or MAT 280		4-5
MSC110/PED170		1
BIO 180 & BIO 180L		4
CHM 150& CHM 150L		4
<b>Total Core Foundational Credits:</b>		<b>16-17</b>

PROGRAM REQUIREMENTS		
A total of three to four (3-4) credits from any of the following courses		
MSC 200		3
MSC 220		3
CET 160		3
MSC 100		1

MSC 201		1
MSC 202		1
CHM151 & CHM151L		4
PHY151 & PHY 151 L		4
<b>Total Program Credits</b>		<b>3-4</b>

CO-FOUNDATIONAL REQUIREMENTS		
MSC 150/150L	Introduction to Oceanography	4
MSC 280	Marine Science Special Projects	2
MSC 170/170L	Introduction to Marine Biology	4
MSC 160	Natural Marine Resources	3
<b>Total Co- Foundational Credits</b>		<b>13</b>

<b>Total credits earn for an Associate of Science degree in Marine Science:</b>		
General Education Requirements		28
Core Foundational Requirements		16-17
Program Requirements		3-4
Co-Foundational Requirements		13
<b>Total credit</b>		<b>60-62</b>

### ASSOCIATE OF SCIENCE DEGREE IN NATURAL RESOURCES

#### Program Statement

An associate of science degree in Natural Resources provides a foundation in the natural sciences, with a focus on the biological and physical science aspects of managing natural resources. Emphasis is also on the social, cultural and economic aspects of managing natural resources and the environment.

GENERAL EDUCATION REQUIREMENTS		
<b>Communication</b>		
ENG 150, ENG 151, SPH 153		9
<b>Information and Technology Literacy</b>		
ICT 150		3
<b>Critical Thinking</b>		
MAT 151, PHSCI 150/150L		7
<b>Global Awareness and Cultural Competence</b>		
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162		6
<b>Personal Development and Responsibility</b>		
PSY 150		3
<b>Total GER credits:</b>		<b>28</b>

CORE FOUNDATIONAL REQUIREMENTS		
BIO 180/180L	Biology I& Lab	4
BIO 155	Ecology & Lab	4
<b>Total Core Foundational Credits</b>		<b>8</b>

<b>PROGRAM REQUIREMENTS</b>		
MAT 260	Introduction to Statistics	3
MSC 160	Natural Marine Resources or	3
MSC 200	Intro to Aquaculture	
BIO 181/181L	Biology II & Lab	4
<b>Total Programs Credits</b>		<b>10</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
AGR 100 I&II	Practical Job Experience	2
AGR 152	Survey of Community and Natural Resources	3
AGR197/MS197	Polynesian Cultural & Natural Resource Learning Project	3
NRS 180	Forests and Agroforestry	4
NRS 200	Natural Resources	4
<b>Total Co-Foundational Credits</b>		<b>16</b>

<b>Total credits to earn for an Associate of Science degree in Natural Resources:</b>	
General Education Requirements	28
Core Foundational Requirements	8
Program Requirements	10
Co-Foundational Requirements	16
<b>Total credits</b>	<b>62</b>

### **ASSOCIATE OF SCIENCE DEGREE IN NURSING**

#### **Program Statement**

The Associate of Science Degree in Nursing (ASN) is designed to prepare students for the nursing profession. Students are given theoretical instructions and an opportunity to demonstrate clinical application of nursing skills as they prepare for entry level practice as registered nurses. The LPN transitioning to the ASN program or direct entry student without nursing experience are required to complete the General Education Requirements (GER) and pre-requisites listed for the ASN program, and co-requisites as specified. Furthermore, the ASN program is approved by the American Samoa Health Services Regulatory Board that grants the graduate eligibility to take the National Council Licensure Examination (NCLEX) for the Registered Nurse (RN). The ASN program also provides the foundation for an off-island Bachelor of Science in Nursing (BSN). Successful completion of these Registry Examinations enables the nurse to practice in the United States accredited hospitals and Public Health agencies within American Samoa, as well as other U.S. territories.

<b>GENERAL EDUCATION REQUIREMENTS</b>		
<b>Communication</b>		
ENG 150, ENG 151, SPH 153		9
<b>Information and Technology Literacy</b>		

ICT 150		3
<b>Critical Thinking</b>		
MAT 151, PHSCI 150/150L		7
<b>Global Awareness and Cultural Competence</b>		
HIS 150/HIS 151, OR HIS 170/ HIS 171 and HIS 162		6
<b>Personal Development and Responsibility</b>		
PSY 150		3
<b>Total GER credits:</b>		<b>28</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
NUR 150/150L	Fundamentals of Nursing	7
NUR 203/ 203L	Maternal Newborn	6
NUR 204/ 204L	Nursing of Children	6
NUR 205/250L	Adult Health I	7
NUR 206	Issues and Trends in Nursing	2
NUR 207/207L	Adult Health II	7
NUR 208/208L	Mental Health/ Psychiatric Nursing	6
NUR 211/ 211L	Community Health Nursing	6
PHM 200	General Pharmacology	4
<b>Total Co-Foundational Credits:</b>		<b>51</b>

<b>Total credits earn for an Associate of Science degree In Nursing:</b>	
General Education Requirements	28
Co-Foundational Requirements	51
<b>Total Credits</b>	<b>79</b>

### **ASSOCIATE OF SCIENCE DEGREE IN WELDING**

#### **Program Statement**

The welding degree program is designed to prepare students for entry-level employment in welding and fabrication related industries.

The program also provides hands-on instruction to ensure that students acquire the knowledge, skills and abilities as well as safety practices to begin a successful career as a welder.

<b>GENERAL EDUCATION REQUIREMENTS</b>		
<b>Communication</b>		
ENG 150, ENG 151, SPH 153		9
<b>Information and Technology Literacy</b>		
ICT 150		3
<b>Critical Thinking</b>		
MAT 151 & PHSCI 150/150L		7
<b>Global Awareness and Cultural Competence</b>		
HIS 150/151 or HIS 170/171, and .HIS 16		6
<b>Personal Development and Responsibility</b>		
PSY 150 or HEA 150		3
<b>Total GER credits:</b>		<b>28</b>

**CO-FOUNDATIONAL REQUIREMENTS**

WLD 100	Welding Fundamentals and Metallurgy	3
WLD 190	Advanced Oxyacetylene Welding	6
WLD 260	Advanced Shielded Metal Arc Welding	6
WLD 270	Gas Metal Arc Welding (MIG)	6
WLD 280	Gas Tungsten Arc Welding (TIG)	6
<b>Total Co-Foundational Credits</b>		<b>27</b>

**PROGRAM REQUIREMENTS**

BPR 200	Blueprint Reading I	3
CARP 100	Hand Tools and Power Tools	3
<b>Total Program Credits</b>		<b>6</b>

**Total credits earn for an Associate of Science Degree in Welding**

General Education Requirement Credits	28
Co-Foundational Requirement Credits	27
Program Requirement Credits	6
<b>Total Credits</b>	<b>61</b>

**CERTIFICATE OF PROFICIENCY****REQUIREMENTS FOR CERTIFICATE OF PROFICIENCY**

The Certificate of Proficiency is offered by a number of programs of study, and is intended for students preparing for immediate employment, or students currently working and seeking a career upgrade.

A minimum of 30 credits is required for a Certificate of Proficiency. The general education requirements for a Certificate of Proficiency are comprised of one (1) English course and one (1) Math course specified by the selected program of study [150 or higher]. The remaining courses required to obtain a minimum of 30 credits for graduation are the program requirements, specified by individual Certificate Programs.

**CERTIFICATE OF PROFICIENCY IN ACCOUNTING****GENERAL EDUCATION REQUIREMENTS**

ENG 151	Freshman Composition	3
MAT 151	Intermediate Algebra	3
<b>Total General Education Credits:</b>		<b>6</b>

**CO-FOUNDATIONAL REQUIREMENTS**

ACC 150	Principles of Accounting I	3
ACC 151	Financial Accounting	3
ACC 152A	Payroll and Income Tax	3
<b>Total Co-Foundational Credits</b>		<b>9</b>

**PROGRAM REQUIREMENTS**

BUS 103	Introduction to Business	3
BUS 150	Financial Math	3
BUS 160	Business Communications	3
BUS 170	Ethics in the Workplace	3
BUS 180	Business Statistics	3
ECO 250A	Principles of Micro Economics	3
<b>Total Co-Foundational Credits:</b>		<b>18</b>

**Total credits earn for a Certificate of Proficiency in Accounting:**

General Education Requirements	6
Program Requirements	18
Co-Foundational Requirements	9
<b>Total Credits</b>	<b>33</b>

**CERTIFICATE OF PROFICIENCY IN AIRCONDITIONING & REFRIGERATION****PROGRAM REQUIREMENTS**

ENG 150	Freshman Composition	3
MAT 151	Intermediate Algebra	3
PHSCI 150	Physical Science	4
<b>Total General Education Credits</b>		<b>10</b>

**CO-FOUNDATIONAL REQUIREMENTS**

ACR 100	Introduction to Air Conditioning and Refrigeration	3
ACR 240	Intermediate Air Conditioning and Domestic Cooling System	5
ACR 280	Domestic & Commercial Refrigeration	5
<b>Total Co-Foundational Credits</b>		<b>13</b>

PROGRAM REQUIREMENTS	
ETP 100 Basic Electrical Theory I	3
ETP 120 Basic Electrical Theory II	4
BPR 200 Blueprint Reading	3
<b>Total Program Credits</b>	<b>10</b>

Total credits earn for a Certificate of Proficiency in Air Conditioning and Refrigeration:	
General Education Requirement Credits	10
Co-Foundational Requirement Credits	13
Program Requirement Credits	10
<b>Total Credits</b>	<b>33</b>

### CERTIFICATE OF PROFICIENCY IN ARCHITECTURAL DRAFTING

GENERAL EDUCATION REQUIREMENTS	
ENG 151 Freshman Composition	3
MAT 151 Intermediate Algebra	3
ICT 150 Introduction to Computers	3
<b>Total GER credits:</b>	<b>9</b>

CO-FOUNDATIONAL REQUIREMENTS	
ADT 150 Architectural Drafting I	3
ADT 160 Introduction to AutoCAD	3
ADT 190 Residential Planning & Design	3
ADT 210 Architectural Drafting II	5
ADT 215 Construction Codes	3
ADT 251 Electrical Structural Design	4
ADT 260 Advanced AutoCAD	4
ADT 280 Elements of Structural Drawing	3
BPR 200 Blueprint Reading I	4
<b>Total Program Credits :</b>	<b>32</b>

Total credits earn for a Certificate of Proficiency in Architectural Drafting	
General Education Requirement Credits	9
Co-Foundational Requirement Credits	32
Program Requirement Credits	0
<b>Total Credits</b>	<b>41</b>

### CERTIFICATE OF PROFICIENCY IN AUTO BODY REPAIR

GENERAL EDUCATION REQUIREMENTS	
ENG 150 Introduction to Literature	3
MAT 151 Intermediate Algebra	3
ICT 150 Introduction to Computers	3
<b>Total GER credit:</b>	<b>9</b>

CO-FOUNDATIONAL REQUIREMENTS	
ABR 100 Introduction to Automotive Collision	3
ABR 140 Welding & Cutting	6
ABR 250 Minor Body Repairs	4
ABR 255 Full & Partial Panel Replacement	4
ABR 265 Corrosion Body Fillers and Repairs	4
ABR 270 Surface Preparations for Refinishing	3
ABR 275 Equipment Preparations and Maintenance and for Refinishing	4
ABR 290 Applying the Finish	4
<b>Total Co-Foundational Credits:</b>	<b>32</b>

PROGRAM REQUIREMENTS	
ETP 100 Basic Electrical Theory I	3
<b>Total Program Requirements:</b>	<b>3</b>

Total credits earn for a Certificate of Proficiency in Auto Body Repair	
General Education Requirements	9
Co-Foundational Requirements	32
Program Requirements	3
<b>Total Credits:</b>	<b>44</b>

### CERTIFICATE OF PROFICIENCY IN ADVANCED AUTOMOTIVE TECHNOLOGY

GENERAL EDUCATION REQUIREMENTS	
ENG 150 Introduction to Literature	3
MAT 151 Intermediate Algebra	3
ICT 150 Introduction to Computers	3
<b>Total GER Credits</b>	<b>9</b>

CO-FOUNDATIONAL REQUIREMENTS	
AUTO 250 Advanced Auto Engine Performance	3
AUTO 280 Automotive Engine Diagnosis and Repair	6
AUTO 282 Automotive Transmission, Transaxle and Drive train	9
AUTO 284 Automotive Cooling/Heating & Air Conditioning	5
<b>Total Co-Foundational Credits</b>	<b>23</b>

Total credits earn for a Certificate of Proficiency in Advanced Automotive Technology	
General Education Requirements Credits	9
Co-Foundational Requirements Credits	23
Program Requirement Credits	0
<b>Total Credits:</b>	<b>32</b>

**CERTIFICATE OF PROFICIENCY  
IN BUSINESS MANAGEMENT**

<b>GENERAL EDUCATION REQUIREMENTS</b>		
ENG 151	Freshman Composition	3
MAT 151	Intermediate Algebra	3
<b>Total General Education Credits:</b>		<b>6</b>

<b>PROGRAM REQUIREMENTS</b>		
ACC 150	Principles of Accounting I	3
ECO 250B	Principles of Macro Economics	3
MGT 250	Principles of Management	3
MKT 195	Principles of Marketing	3
<b>Total Program Credits:</b>		<b>12</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
BUS 103	Introduction to Business	3
BUS 150	Financial Math	3
BUS 160	Business Communications	3
BUS 170	Ethics in the Workplace	3
BUS 180	Applied Business Statistics	3
<b>Total Co-Foundational Credits</b>		<b>15</b>

<b>Total credits earn for a Certificate of Proficiency in Business Management:</b>	
General Education Requirements	6
Program Requirements	12
Co-Foundational Requirements	15
<b>Total Credits</b>	<b>33</b>

**CERTIFICATE OF PROFICIENCY IN  
BASIC AUTOMOTIVE TECHNOLOGY**

<b>GENERAL EDUCATION REQUIREMENTS</b>		
ENG 150	Introduction to Literature	3
MAT 151	Intermediate Algebra	3
<b>Total GER Credits</b>		<b>6</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
AUTO 100	Fundamentals of Auto Mechanics	3
AUTO 172	Automotive Engine Performance	9
AUTO 174	Automotive Braking System	6
AUTO 176	Automotive Steering and Suspension	6
AUTO 178	Automotive Electrical/Electronics	9
<b>Total Co-Foundational Credits</b>		<b>33</b>

<b>Total credits earn for a Certificate of Proficiency in Basic Automotive Technology:</b>	
General Education Requirement Credits	6
Co-Foundational Requirements	33
<b>Total Credits</b>	<b>39</b>

**CERTIFICATE OF PROFICIENCY IN  
CARPENTRY**

<b>GENERAL EDUCATION REQUIREMENTS</b>		
ENG 151	Freshman Composition	3
MAT 151	Intermediate Algebra	3
ICT 150	Introduction to Computers	3
<b>Total GER Credits:</b>		<b>9</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
CARP 100	Hand Tools and Power Tools	3
CARP 120	Plans, Building Code and Specifications	3
CARP 150	Footing and Foundations	4
CARP 160	Walls, Ceilings and Framing	4
CARP 170	Roofing Styles and Types	4
CARP 180	Plumbing	4
CARP 200	Exterior Doors, Windows & Trim	4
CARP 220	Interior Floors and Finishes	5
<b>Total Co-Foundational Credits:</b>		<b>31</b>

<b>PROGRAM REQUIREMENTS</b>		
BPR 200	Blueprint Reading I	3
<b>Total Program Credits:</b>		<b>3</b>

<b>Total credits earn for a Certificate of Proficiency in Carpentry</b>	
General Education Requirement Credits	9
Co-Foundational Requirement Credits	31
Program Requirement Credits	3
<b>Total Credits</b>	<b>43</b>

**CERTIFICATE OF PROFICIENCY IN  
CIVIL ENGINEERING TECHNOLOGY**

<b>GENERAL EDUCATION REQUIREMENTS</b>		
ENG 151	Freshman Composition	3
MAT 151	Intermediate Algebra	3
<b>Total GER Credits</b>		<b>6</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
CET 150	Plane Surveying I	4
CET 151	Plane Surveying II	4
CET 160	Introduction to Geographic Information Systems	3
CET 261	Construction Procedures & Management	3
CET 265	Hydraulics & Hydrology	3
CET 270	Land Development	3
<b>Total Co-Foundational Credits :</b>		<b>20</b>

<b>PROGRAM REQUIREMENTS</b>		
ADT 150	Architectural Drafting I	3
MAT 280	Calculus I	5
<b>Total Program Credits:</b>		<b>8</b>

<b>Total credits earn for a Certificate of Proficiency in Civil Engineering Technology</b>	
General Education Requirement Credits	6
Co-Foundational Requirement Credits	20
Program Requirement Credits	8
<b>Total Credits</b>	<b>34</b>

<b>Total credits earn for a Certificate of Proficiency in Electronics</b>	
General Education Requirement Credits	6
Co-Foundational Requirement Credits	28
Program Requirement credits	0
<b>Total Credits</b>	<b>34</b>

**CERTIFICATE OF PROFICIENCY  
IN DIESEL**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 151 Freshman Composition	3
MAT 151 Intermediate Algebra	3
<b>Total GER Credits:</b>	<b>6</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
DSL 100 Introduction to Diesel Engines	3
DSL 150 Brakes, Air (Pneumatic) and Hydraulic Systems	3
DSL 160 Heavy Duty Electrical/Electronic Systems	5
DSL 162 Diesel Fuel Injection and Computerized Systems	5
DSL 200 Small to Medium (Compact) Diesel Engines	5
DSL 250 Heavy Duty Diesel Engines	5
<b>Total Co-Foundational Credits:</b>	<b>26</b>

<b>Total credits earn for a Certificate of Proficiency in Diesel</b>	
General Education Requirement Credits	6
Co-Foundational Requirement Credits	26
Program Requirement Credits	0
<b>Total Credits</b>	<b>32</b>

**CERTIFICATE OF PROFICIENCY IN  
ELECTRONICS-CONSUMER**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 151 Freshman Composition	3
MAT 151 Intermediate Algebra	3
<b>Total GER Credits</b>	<b>6</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ELE 150 Electronics I	4
ELE 151 Electronics II	4
ELE 170 Consumer Electric	4
ELE 190 Digital Techniques	4
ELE 201 Communication Systems	4
ELE 202 Computer System	4
ELE 299A Electronic System Practicum	4
<b>Total Co-Foundational Credits</b>	<b>28</b>

**CERTIFICATE OF PROFICIENCY IN  
ELECTRONICS – COMMUNICATION  
SYSTEMS**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 151 Freshman Composition	3
MAT 151 Intermediate Algebra	3
ICT 150 Introduction to Computers	3
<b>Total General Education Credits</b>	<b>9</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ELE 150 Electronics I	4
ELE 151 Electronics II	4
ELE 190 Digital Techniques	4
ELE 201 Communication Systems	4
ELE 299B Communication Systems Practicum	4
<b>Total Co-Foundational Credits</b>	<b>20</b>

<b>PROGRAM REQUIREMENTS</b>	
ADT 160 Introduction to AutoCAD	3
ETP 100 Electrical Basic Theory I	3
<b>Total Program Credits</b>	<b>6</b>

<b>Total credits earn for a Certificate of Proficiency in Electronic-Communication Systems</b>	
General Education Requirement Credits	9
Co-Foundational Requirement Credits	20
Program Requirements	6
<b>Total Credits</b>	<b>35</b>

**CERTIFICATE OF PROFICIENCY IN  
ELECTRONICS – COMPUTER SYSTEMS**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 151 Freshman Composition	3
MAT 151 Intermediate Algebra	3
ICT 150 Introduction to Computers	3
<b>Total General Education Credits</b>	<b>9</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ELE 150 Electronics I	4
ELE 151 Electronics II	4
ELE 190 Digital Techniques	4

ELE 299C Computer System Practicum	4
<b>Total Co-Foundational Credits</b>	<b>16</b>

<b>PROGRAM REQUIREMENTS</b>	
ADT 160 Introduction to AutoCAD	3
ICT 155 IT Essentials	4
ETP 100 Electrical Basic Theory I	3
<b>Total Program Credits</b>	<b>10</b>

<b>Total credits earn for a Certificate of Proficiency in Electronic-Computer Systems</b>	
General Education Requirements	9
Co-Foundational Requirement Credits	16
Program Requirement Credits	10
<b>Total Credits</b>	<b>35</b>

### **CERTIFICATE OF PROFICIENCY IN INFORMATION COMMUNICATION TECHNOLOGY-ELECTRONIC OFFICE**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 151 Freshman Composition	3
MAT 151 Intermediate Algebra	4
<b>Total General Education Credits</b>	<b>7</b>

<b>PROGRAM REQUIREMENTS</b>	
ELE 150 Electronic Theory I	4
ETP 100 Basic Electrical Theory	3
<b>Total Program Credits</b>	<b>7</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ICT 155 IT Essentials	4
ICT 150 Introduction to Computers	3
ICT 161 Networking for Home & Small Business	4
ICT 170 Microcomputer Applications	3
ICT 210 Operating Systems Technology	3
ICT 270 Advanced Office Applications	3
<b>Total Co-Foundational Credits</b>	<b>20</b>

<b>Total credits earn for a Certificate of Proficiency in Information and Communication Technology-Electronic Office</b>	
General Education Requirement Credits	7
Co-Foundational Requirement Credits	20
Program Requirements	7
<b>Total Credits</b>	<b>34</b>

### **CERTIFICATE OF PROFICIENCY IN ELECTRICAL TECHNOLOGY**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 150 Introduction to Literature	3
MAT 151 Intermediate Algebra	3
ICT 150 Introduction to Computers	3
<b>Total GER Credits</b>	<b>9</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ETP 100 Basic Electrical Theory I	3
ETP 120 Basic Electrical Theory II	4
ETP 130 National Electrical Code (NEC)	3
ETP 150 Residential House Wiring	5
ETP 299 Cooperative Work Internship	4
<b>Total Co-Foundational Credits</b>	<b>19</b>

<b>PROGRAM REQUIREMENTS</b>	
BPR 200 Blueprint Reading I	3
CARP 100 Hand Tools and Power Tools	3
<b>Total Program Credits</b>	<b>6</b>

<b>Total credits earn for a Certificate of Proficiency in Electrical Technology Program</b>	
General Education Requirement Credits	9
Co-Foundational Requirement Credits	19
Program Requirement Credits	6
<b>Total Credits</b>	<b>34</b>

### **CERTIFICATE OF PROFICIENCY IN ELEMENTARY EDUCATION**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 150 Introduction to Literature	3
MAT 151 Intermediate Algebra	3
<b>Total GER Credits</b>	<b>6</b>

<b>PROGRAM REQUIREMENTS</b>	
ICT 150 Introduction to Computers	3
PSY 150 Introduction to Psychology	3
PSY 250 Human Development	3
SPH 153 Introduction to Speech	3
<b>Total Program Credits</b>	<b>12</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ED 150 Introduction to Teaching	3
ED 157 Introduction to Elementary Curriculum and Instruction	3
ED 215 Introduction to Exceptional Children	3
ED 257 Teaching Language Arts to Elementary School Teachers	4
<b>Total Co-Foundational Credits</b>	<b>13</b>

<b>Total credits earn for a Certificate of Proficiency in Elementary Education:</b>	
General Education Requirements	6
Program Requirements	12
Co-Foundational Requirements	13
<b>Total Credits</b>	<b>31</b>

### **CERTIFICATE OF PROFICIENCY IN GUIDANCE AND COUNSELING**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 151 Introduction to Literature	3
MAT 150 Survey of Mathematics (or Higher)	3-5
<b>Total General Education Credits</b>	<b>6-8</b>
<b>CORE FOUNDATIONAL REQUIREMENT</b>	
PSY 250 Human Development	3
<b>Total Program Requirements</b>	<b>3</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
HEA 250	Introduction to Development Disabilities	3
HSV 165	Career Development and Information	3
HSV 220	Multicultural Guidance and Counseling	3
HSV 155	Introduction to Counseling and Guidance	3
HSV 160	Psychological and Achievement Testing	3
HSV 200	General Counseling I	3
HSV 250	Survey of Substance Abuse Problems	3
HSV 299	Human Services Practicum	2
<b>Total Co-Foundational Credits</b>		<b>23</b>

<b>Total credits earn for a Certificate of Proficiency in Guidance and Counseling:</b>	
General Education Requirements	6-8
Core Requirements	3
Co-Foundational Requirements	23
<b>Total Credits</b>	<b>32-34</b>

### **CERTIFICATE OF PROFICIENCY IN PUBLIC HEALTH**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 151 Freshman Composition	3
MAT 150 Survey of Mathematics (or Higher)	3-5
ICT 150 Introduction to Computers	3
<b>Total General Education Credits</b>	<b>9-11</b>

<b>PROGRAM REQUIREMENTS</b>		
PED 150	Basketball or any Physical Education Course	1
NUT 150	Nutrition	3
<b>Total Program Credits</b>		<b>4</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
PH 100	Community Health Education	3
PH 101	Dental Health	2
PH 102	Essential Public Health, Functions and Primary Health Care	3
PH 103	Introduction to Information Systems for Health Managers	3
HEA 299	Health Practicum/ Work Experiences	2
HEA 150	Introduction to Health Sciences	3
HEA 152	Standard First Aid and CPR	1
<b>Total Co-Foundational Credits</b>		<b>17</b>

<b>Total credits earn for a Certificate of Proficiency in Public Health</b>	
General Education Requirements	9-11
Program Requirements	4
Co-Foundational Requirements	17
<b>Total Credits</b>	<b>30-32</b>

### **CERTIFICATE OF PROFICIENCY IN MARINE OPTION PROGRAM (MOP)**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 150 Introduction to Literature	3
<b>Total General Education credits</b>	<b>3</b>

<b>PROGRAM REQUIREMENTS</b>		
MAT 155 or MAT 250 or MAT 280		3-5
<i>A total of Eighteen (18) credits from any of the following courses:</i>		
<b>Agriculture &amp; Life Science</b>		
AGR 152	Survey of Community and Natural Resources	3
AGR 197/	Polynesian Culture and	3
MSC 197	Natural Resources Learning Project	
AGR 297/	Environmental Service	2
MSC 297	Learning Exchange	
NRS 200	Natural Resources	4
NRS 250	Environmental Studies	3
<b>Education</b>		
ED 240	Instructional Technologies	4
<b>Health &amp; Human Services</b>		
HEA 152	Standard First Aid and CPR	1
<b>Physical Education</b>		
PED 170/MS	Swimming	1



<b>Languages &amp; Literature</b>		
LIT 274	Pacific Literature	3
<b>Marine Science</b>		
MSC 150	Introduction to Oceanography	4
MSC 155	Environmental Geology	4
MSC 170	Introduction to Marine Biology	4
MSC 200	Introduction to Aquaculture	3
MSC 220	Introduction to Fisheries Management	3
MSC 280	Marine Science Special Projects	2
<b>Science</b>		
BIO 150/150L	Intro to Biological Science & Lab	4
BIO 155/155L	Ecology & Lab	4
CHM 150/150L	Chemistry I & Lab	4
PHSCI 150/ 150L	Physical Science & Lab	4
<b>Samoan Studies</b>		
SAM 152	Introduction to Samoan Culture	3
SAM 204	Samoan Mythology	3
<b>Social Science</b>		
ANT 153	Introduction to Archaeology	3
ANT 210	Archaeological Field School	6
GEO 161	Pacific Geography	3
HIS 162	Pacific History	3
<b>Trades and Technology</b>		
CET 160	Introduction to Geographic Information Systems	3
CET 265	Hydraulics & Hydrology	3
CET 270	Land Development	3
<b>Total Program Credits</b>		<b>21-23</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>		
MSC 100	MOP Seminar	1
MSC 160	Natural Marine Resources	3
MSC 201	MOP Skills Project	1
MSC 202	MOP Service Learning	1
<b>Total Co-Foundational credits</b>		<b>6</b>

Note: This certificate follows the principles of UH MOP and is recognized by Colleges and Universities in Hawaii.

<b>Total credits earn for a Certificate of Proficiency in Marine Options Program:</b>	
General Education Requirements	3
Program Requirements	21-23
Co-Foundational Requirements	6
<b>Total Credits</b>	<b>30-32</b>

## CERTIFICATE OF PROFICIENCY IN NETWORKING & COMPUTING

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 150 Freshman Composition	3
MAT 151 Intermediate Algebra	3
<b>Total GER Credits</b>	<b>6</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ICT 150 Introduction to Computers	3
ICT 155 IT Essentials	4
ICT 161 Networking for Home & Small Businesses	4
ICT 162 Working at a Small to Medium Business or ISP	4
ICT 170 Microcomputer Application	3
ICT 261 Introduction to Routing & Switching in the Enterprise	4
ICT 262 Designing & Supporting Computer Networks	4
ICT 270 Advanced Office Applications	3
<b>Total Co-Foundational Credits</b>	<b>29</b>

<b>PROGRAM REQUIREMENTS</b>	
ETP 100 Basic Electrical Theory I	3
<b>Total Program Credits</b>	<b>3</b>

<b>Total credits earn for a Certificate of Proficiency in Networking &amp; Computing:</b>	
General Education Requirement Credits	6
Co-Foundational Requirement Credits	29
Program Requirement Credits	3
<b>Total Credits</b>	<b>38</b>

## CERTIFICATE OF PROFICIENCY IN PRACTICAL NURSING

<b>GENERAL EDUCATION REQUIREMENTS</b>	
English ENG 151	3
Math MAT 151	3
<b>Total General Education Credits</b>	<b>6</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
NUR 150/150L Fundamentals of Nursing	7
NUR 155 Nursing Perspectives	2
PHM 150 Clinical Pharmacology	3
NUR 180 Introduction to Adult Health	9
NUR 180L Clinical Lab	7
NUR 190 Family Child Nursing	5
NUR190L Clinical Lab	3
<b>Total Co-Foundational Credits</b>	<b>36</b>

<b>Total credits earn for a Certificate of Proficiency in Nursing:</b>	
General Education Requirements	6
Co-Foundational Requirements	36
<b>Total Credits</b>	<b>42</b>

### **CERTIFICATE OF PROFICIENCY IN WELDING**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 150 Introduction to Literature	3
MAT 151 Intermediate Algebra	3
ICT 150 Introduction to Computers	3
<b>Total GER Credits</b>	<b>9</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
WLD 100 Welding Fundamentals and Metallurgy	3
WLD 160 Introduction to Oxyacetylene Welding	5
WLD 170 Introduction to Basic Shielded Metal Arc Welding	5
WLD 190 Advanced Oxyacetylene Welding	6
WLD 260 Advanced Shielded Metal Arc Welding	6
WLD 270 Gas Metal Arc Welding (MIG)	6
WLD 280 Gas Tungsten Arc Welding (TIG)	6
<b>Total Co-Foundational Credits</b>	<b>37</b>

<b>Total credits earn for a Certificate of Proficiency in Welding</b>	
General Education Requirement Credits	9
Co-Foundational Requirement Credits	37
Program Requirement Credits	0
<b>Total credits:</b>	<b>46</b>



## CERTIFICATE OF COMPLETION

### **CERTIFICATE OF COMPLETION**

A Certificate of Completion (COC) is awarded to individuals to prepare for entry-level skills and training required for employment in a specific trade, occupation, or profession related to the field of study. This award is for students who have successfully completed a minimum of 12 credit hours but may not exceed 19 credit hours in an occupational program providing job entry or job upgrading skills. The issuance of Certificate of Completion requires the students work to be evaluated and determined to be satisfactory performance. In a credit course, the student must earn a cumulative Grade Point Average (GPA) of 2.00 or better for all courses required in the Certificate program. ASCC Placement Examination is required or using testing scores from SAT, ACT, and/or TOEFL. Program requirements in English and Math should not fall below ENG 90, ENG 91, and MAT 90. There are no graduation exercises accompanying this award.

### **CERTIFICATE OF COMPLETION IN INTRO TO AUTO BODY REPAIR**

<b>PROGRAM REQUIREMENTS</b>	
ENG 90 Advanced Reading	3
ENG 91 Advanced Writing	3
MAT 90 Elementary Algebra	4
ABR 100 Introduction to Automotive Collision	3
<b>Total GER Credits</b>	<b>13</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ETP 100 Basic Electrical Theory	3
<b>Total Co-Foundational Credits</b>	<b>3</b>

<b>Total credits earn for a Certificate of Completion in Introduction to Auto Body Repair:</b>	
Program Requirement Credits	13
Co-Foundational Requirement Credits	3
<b>Total Credits</b>	<b>16</b>

### **CERTIFICATE OF COMPLETION IN FUNDAMENTALS OF AUTOMOTIVE**

<b>PROGRAM REQUIREMENTS</b>	
ENG 90 Advanced Reading	3
ENG 91 Advanced Writing	3
MAT 90 Elementary Algebra	4
ETP 100 Basic Electrical Theory I	3

<b>Total Program Credits:</b>	<b>13</b>
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<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
AUTO 100 Fundamentals of Auto Mechanics	3
<b>Total Co-Foundational Credits</b>	<b>3</b>

<b>Total credits earn for a Certificate of Completion in Fundamentals of Automotive:</b>	
Co-Foundational Requirement Credits	3
Program Requirement Credits	13
<b>Total Credits</b>	<b>16</b>

### **CERTIFICATE OF COMPLETION IN CARPENTRY FUNDAMENTALS**

<b>PROGRAM REQUIREMENTS</b>	
ENG 90 Advanced Reading	3
ENG 91 Advanced Writing	3
MAT 90 Elementary Algebra	4
<b>Total Program Credits</b>	<b>10</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
CARP 100 Hand Tools and Power Tools	3
CARP 120 Plans, Building Code and Specifications	3
<b>Total Co-Foundational Credits</b>	<b>6</b>

<b>Total credits earn for a Certificate of Completion in Carpentry Fundamentals</b>	
General Education Requirement Credits	10
Co-Foundational Requirement Credits	6
Program Requirement Credits	0
<b>Total Credits</b>	<b>16</b>

### **CERTIFICATE OF COMPLETION IN BASIC ELECTRICAL THEORY**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
ENG 90 Advanced Reading	3
ENG 91 Advanced Writing	3
MAT 90 Elementary Algebra	4
<b>Total GER Credits</b>	<b>10</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
ETP 100 Basic Electrical Theory I	3
ETP 120 Basic Electrical Theory II	3
<b>Total Co-Foundational Credits</b>	<b>6</b>

<b>Total credits earn for a Certificate of Completion in Basic Electrical Theory</b>	
General Education Requirements	10
Co-Foundational Requirement Credits	6
Program Requirements	0
<b>Total Credits</b>	<b>16</b>

### **CERTIFICATE OF COMPLETION IN WELDING FUNDAMENTALS**

<b>PROGRAM REQUIREMENTS</b>		
ENG 90	Advanced Reading	3
ENG 91	Advanced Writing	3
MAT 90	Intermediate Algebra	4
CARP 100	Hand Tools and Power Tools	3
<b>Total GER Credits</b>		<b>13</b>

<b>CO-FOUNDATIONAL REQUIREMENTS</b>	
WLD 100 Welding Fundamentals and Metallurgy	3
<b>Total Co-Foundational Credits</b>	<b>3</b>

<b>Total credits earn for a Certificate of Completion in Welding Fundamentals</b>	
Co-Foundational Requirement Credits	3
Program Requirement Credits	13
<b>Total Credits</b>	<b>16</b>

### **CERTIFICATE OF COMPLETION IN NURSE AIDE (CNA)**

<b>GENERAL EDUCATION REQUIREMENTS</b>		
ENG 90	Advance Reading	3
ENG 91	Advance Writing	3
MAT 90	Preparatory Math	4
<b>Total General Education Credits</b>		<b>10</b>

<b>CO-FOUNDATIONAL REQUIREMENT</b>	
NUR 100/100L Nurse Aide Training	6
<b>Total Co-Foundational Credits</b>	<b>6</b>

<b>Total credits earn for a Certificate of Completion in Nurse Aide (CNA):</b>	
General Education Requirements	10
Co-Foundational Requirements	6
<b>Total Credits</b>	<b>16</b>

# **ACADEMIC PROGRAMS, DEPARTMENTS, & DIVISIONS**

## **PROGRAMS:**

- **Agriculture, Community and Natural Resources**
- **Business**
- **Criminal Justice**
- **Fine Arts**
- **Health & Human Services**
- **Nursing**
- **Samoan Studies**
- **Science / Marine Science**
- **Social Science**

## **DEPARTMENTS:**

- **Mathematics**
- **C.A.P.P. English**
- **Languages and Literature**
- **Physical Education**

### **Enrichment Courses**

- **College Life Planning**
- **Reserve Officers Training Corps**

## **DIVISIONS:**

**Teacher Education**

**Trades and Technology Division**

## AGRICULTURE, COMMUNITY AND NATURAL RESOURCES

### AGRICULTURE, COMMUNITY AND NATURAL RESOURCES DEPARTMENT MISSION STATEMENT

The mission of the Agriculture Community and Natural Resources Department (ACNR) of the American Samoa Community College is to provide educational services in general agriculture, agribusiness, family and consumer sciences, and natural resources management. ACNR currently offers Associate of Science Degree with an emphasis in these areas. Courses are designed to serve both full-time and part-time students including those who may wish to transfer to four year institutions. The department strives to provide a solid educational foundation that will enable the students to succeed in their academic and career goals.

### COMMUNITY ADVISORY COUNCIL:

Mr. Lealao Melila Purcell, DOA; Mr. Ikenasio Sagaga, ASEPA; Mr. Tavita Togia, NPS; Mrs. Fiasili Haleck, Business; Mrs. Tele Hill, DOH Mrs. Ianeta Ah Ping, LBJ; Mr. Malagamalii Tavita Elisara, DOE; Mrs. Ruth Matagi, DMWR; Mr. Kuki Edward Avegalio, Farmer.

CHAIRPERSON AND FACULTY: Mrs. Pauline Tuitele McFall, Chairperson; Mr. Ionatana L. Fasavalu, and Dr. Michael Otto Hansell, Faculty.

### PROGRAM LEARNING OUTCOMES

1. Demonstrate an understanding of the different career opportunities in Agriculture, Community & Natural Resources
2. Understand the importance of Agriculture, Community & Natural Resources to the Samoan culture and the environment of American Samoa
3. Apply the concepts and principles of science and technology needed for work in the field of Agriculture, Community & Natural Resources
4. Utilize a knowledge base in Agriculture, Community & Natural Resources to adapt to social and economic changes and challenges

### COURSE DESCRIPTIONS

#### **AGE 150 Agriculture Economics (3)**

This course provides an introduction to the economics of agricultural production, marketing, pricing, income and decision making involving farm operations that includes government policies and programs related to agricultural and socioeconomic problems of farmers.

#### **AGR 100 I Practical Job Experience (1)**

This course is designed to provide the students with needed practical skills while working in an agricultural setting during the Summer Institute, Fall or Spring Semesters.

#### **AGR 100 II Practical Job Experience (1)**

##### **Prerequisite: AGR 100 I**

This course is designed to provide the students with needed practical skills in an agricultural setting in the following two options:

- (A) Land Grant Research Station
- (B) On-Farm Work

#### **AGR 152 Survey of Community and Natural Resources (3)**

Students will learn about career options available to them in agriculture, natural resources, and family and consumer sciences by interacting with local professionals working in these fields. Each weekly meeting will cover a different discipline, with an introductory presentation followed by a field trip to observe work within that discipline. Field trips will visit local agribusinesses, farms, and government agencies.

#### **AGR 197/MSC 197 Polynesian Culture and Natural Resources Learning Project (3)**

##### **Prerequisite: A 4-credit Biology course**

This course is designed to provide the necessary background information for participation in a service-learning. It covers the natural resources of American Samoa and their cultural use. Students will be provided information about the listed topics and have the opportunity to conduct further research. They will also learn about the resources and culture of other countries and make comparisons among the different systems.

#### **AGR 200/MSC 200 Introduction to Aquaculture (3)**

This is an introductory level course that covers the scope and role of aquaculture for increasing food production of aquatic organisms. The biological principles of aquaculture, including species selection, hatchery breeding and rearing and grow-out practices

will be covered, including the status of the aquaculture industry in American Samoa.

**AGR 250 Introduction to Horticulture (4)  
(formerly Crop Production)**

**Prerequisite: BIO 180**

The basic principles of horticultural crop production include growth, development, reproduction, and propagation. Management of the crop environment: soil fertility and plant nutrition, water, temperature, light and wind; and crop hazards of weeds, pests and diseases. Study of the production practices for world food crops. Production of locally important crops emphasized. Practical sessions to complement lectures should include field visits and laboratory exercises.

**AGR 297/MSC 297 Environmental Service Learning Exchange (2)**

**Prerequisite: AGR197/MSC197**

This course is a four-week, service-learning course. Students will utilize knowledge gained from MSC 197/AGR 197 to carry out community service projects that will include: stream bank restoration, trail maintenance and creation of educational displays and signs. They will also learn about the resources and culture of other countries and to make comparisons among the different systems. A portfolio will be kept on activities and a final report will be required on their projects.

**ANS 150 A Animal Science (2)**

A course open to all students in developmental studies as an introduction in general agriculture, animal science or natural resource management. Lectures, discussions, practical, and presentations by experts and community members will include topics on agriculture, livestock, nutrition, breeding, management, and pasture/turf grass, meat processing and marketing. Emphasis will be on swine and poultry production. Students who plan to further their studies of Agriculture beyond the A.S. level must take both this course and ANS 150 B.

**ANS 150 B Animal Science (2)**

**Prerequisite: ANS 150 A**

A supplement to ANS 150 A that provides a complete, in-depth, introductory animal science course. This two-credit discussion and lecture course will provide further detail on livestock anatomy, physiology, nutrition, genetics and global livestock systems. This course is intended to be a more rigorous scientific examination of livestock production.

**FAM 250 Family Finance (3)**

**Prerequisites: ENG 150, MAT 151**

This course is designed to address the identification and management of personal resources and family finances

to meet the needs and wants of individuals and families throughout the family life cycle. Topics include financial planning for daily needs, banking, saving and investing, managing credit, managing risks and insurance; consumer choices, rights and decision making related to meeting personal and family goals for nutrition and wellness, clothing, housing, and transportation.

**FAM 260 Parenting: Models for Guiding and Nurturing Children (3)**

**Prerequisites: ENG 150, PSY 150**

Students will study new models of parenting theories, methods, skills, issues, and resources. They will view parent-child relationships in various cultural contexts. They will also gain the necessary skills for guiding and nurturing children as a parent and for teaching others those skills in high school and adult education settings.

**NRS 180 Forests and Agroforestry (4)**

**Prerequisite: BIO 180**

An introductory course containing three general areas of focus:

- (1) The global importance of forests, emphasizing tropical rain forests, specific forest communities and uses in Samoa.
- (2) The theoretical and practical study and measurement methods in forestry.
- (3) Forest management systems, emphasizing agroforestry, community forestry, conservation and preservation.

**NRS 200 Natural Resources (4)**

**Prerequisites: MSC 160, NRS 180**

A comprehensive overview of wildlife, wetlands and marine natural resources. Special emphasis is on local species, communities and ecosystems. Laboratories are field oriented, focusing on identification and measurement of resource conditions.

**NRS 250 Environmental Studies (3)**

**Prerequisites: ENG 151, NRS 200**

A course that enables students to develop skills in ethics, interpretation and investigation in relation to the environmental settings and issues. Global, national and local examples are provided. Student presentations and projects are required.

**NUT 150 Nutrition (3)**

This course is an introduction to the science of nutrition as it applies to everyday life. The goal is to teach students how to apply the logic of science to their own nutritional concerns. Topics include the six major nutrients: carbohydrates, lipids (fats), protein, vitamins, minerals, and water. The course will also examine the

human body, energy balance, weight control, the digestive process, life stages and diseases as they relate to nutrition and fitness.

## BUSINESS EDUCATION

### BUSINESS DEPARTMENT MISSION STATEMENT

The mission of the Business Department is to develop and offer successful student learning by providing high quality business educational programs and services that will enable students to enter the workforce, continue their education, start a business, and become productive citizens in today's global and high-tech workforce. Moreover, the programs foster students to build strong partnerships with both public and private sectors in job placement and educational improvement opportunities.

To meet this mission, the department offers the following degree and certificate programs of studies:  
Associate of Science in Accounting  
Associate of Science in Business Management  
Certificate of Proficiency in Accounting  
Certificate of Proficiency in Business Management

The curriculum provides for career mobility. Business majors must complete all the business courses in each program with a "C" grade or better. A "C-" grade earned in any business course is not acceptable for graduation. A business degree in Accounting or Management requires students to supplement classroom learning with practical experience at least 30 to 40 hours. This may be gained through work, internships in firms and organizations, or special projects as directed by business faculty. Students may complete these requirements by taking ACC 152A for Accounting, and MKT 212 for Management. Both courses will offer a practicum during the fourth semester. A field trip either on or off-island is required for Management majors to observe and collect data on the importance of mass production, channels of distribution, office procedures/protocol and valuing diversity in the workplace. (A national requirement)

### COMMUNITY ADVISORY COUNCIL:

Mr. Alex Zodiagal, Manager, Economic Development Division(DOC); Mr. Herbert Thweatt, SBDC State Director (ASCC); Mr. Tony Mauga, Program Director-DOE. Vocational & Business Programs; Mr. Lewis Wolman, President of American Samoa Chamber of Commerce; Mr. Sonny Thompson, Director of ASG Human Resources.

**CHAIRPERSON AND FACULTY:** Dr. Faofua Faatoafe, Chairperson; Mr. Lam Yuen, Lam Yuen, Jr., Faculty, and Mr. Papalauena Ioapo Taua'i; Faculty

### PROGRAM LEARNING OUTCOMES

1. Demonstrate competency in the fundamental areas of business, including accounting, marketing, management, economics, business law, organizational behavior, and apply effective business communication skills.
2. Demonstrate knowledge and practice of business etiquettes and ethics to create positive image of individuals and organizational in learning theories and practical training opportunities.
3. Create, analyze, and interpret written and verbal communication in business applications, with use of appropriate technologies, and to make effective business decisions.
4. Value diversity in work settings to foster teamwork to develop strategic and organizational challenges with innovative solutions in a rapidly changing local and global business environment.
5. Apply the use of computer productivity applications to create business and accounting related reports and presentations effectively and ethically.
6. Demonstrate attained knowledge and clear understanding and practice of Generally Accepted Accounting Principles (GAAP), use of accounting cycle to prepare financial statement from raw data and analyze information to assist in making managerial decisions and controlling financial aspects of business operations.
7. Assess and apply management principles and practice in the creating of business plans, display of leadership and motivational skills, critical thinking, data interpretation and analytical skills, and global perspective on business to manage and achieve business and organizational effectiveness

### BUSINESS COURSE DESCRIPTIONS

#### **ACC 150 Principles of Accounting I (3) (formerly College Accounting I)**

#### **Prerequisites: BUS 103, BUS 150**

This course introduces students to the accounting cycle and methods to record and report financial information through application of procedures used to classify, record, and interpret business transactions and prepare financial statements. Students will demonstrate an

understanding of the Accounting equation and explain the purpose of the closing process.

**ACC 151 Financial Accounting (3)**  
(formerly College Accounting II)

**Prerequisite: ACC 150**

This course is a continuation of ACC 150, with emphasis on the corporate setting and fundamentals of financial accounting. Topics will further discuss long-term investments, liabilities, both current and long-term, and stockholders' equity. Students will analyze financial statements by using horizontal, vertical, and ratio analysis.

**ACC 152A Payroll and Income Tax (3)**  
(formerly College Accounting III)

**Prerequisite: ACC 150**

This course provides an overview of federal and local income taxation with emphasis on individual business taxes. Students will study and perform the recording process and preparation of payroll and tax filing using the American Samoa System and the Federal Tax bracket system.

**ACC 210A Managerial Cost Accounting (3)**  
(formerly Payroll and Income Tax Preparation)

**Prerequisite: ACC 151**

This course focuses on the in-depth study of manufacturing cost accounting with emphasis on job order process, cost systems, the development of managerial skills in using accounting, and financial information to create budgets. Analyzing of material costs, labor costs, and manufacturing overhead costs will lead into the understanding of the cost-profit analysis in determining the breakeven points, and the fixed and variable costs involved in cost accounting.

**ACC 220 Automated Accounting (3)**  
(formerly Using Computers in Accounting)

**Prerequisite: ACC 152A**

This course reinforces student's knowledge of accounting concepts and principles through the use of computers. Instructions will be provided in computer operations using commercially available accounting software such as Peachtree or QuickBooks. Students should be able to utilize skills in entering data for the software to create financial reports, closing statements, and payroll accounting that will assist them to land on middle level business jobs. A worksite experience of 25-30 hours is required upon completion of the course.

**BUS 103 Introduction to Business (3)**

This course provides an overview of the American free enterprise market system. The course introduces students to entrepreneurship and the business process,

with a balanced overview of the interwoven nature of basic business discipline and principles. Topics to be explored include business formation and practices, small business management, market dynamics, economic systems, competitive strategies, business ethics and social responsibilities.

**BUS 150 Financial Math (3)**  
(formerly BUS 200)

This course strengthens the theory and applications of commonly used business calculations such as simple and compound interests, face value, maturity value, and present value computations by using the 10-key calculators and electronic displaying printing calculators. Emphasis will be placed on hands-on skills through the completion of the Assimilation Package (18 hands-on jobs).

**BUS 160 Business Communication (3)**  
(formerly BUS 225)

**Prerequisites: BUS 103, ENG 150**

This course is designed to provide knowledge and skills needed for effective communication to achieve personal and business goals. It will challenge students to think, create, and analyze verbal and non-verbal communication. Students will prepare business correspondence and written reports, deliver oral presentations, and use electronic writing and presentation tools. The course will also focus on career employment process and communicating with a diverse and global workforce. Skills in grammar, punctuation, and business vocabulary will be developed throughout the course.

**BUS 170 Ethics in the Workplace (3)**  
(formerly BUS 210)

**Prerequisites: ENG 151**

This course introduces students to the contemporary issues of ethics, morality, and social responsibility that face the business community, both locally and globally. Students completing this course will be able to define various theories of ethics, appreciate the importance of ethics framework for analyzing and resolving real-world ethical issues, as well as to gain knowledge and critical thinking skills to analyze and resolve ethical issues in business and management. The course will examine such components as the nature and purpose of professional standards and codes, the role played by individual character in professional life, and the demands and pressures encountered by professionals within their institutional settings.

**BUS 180 Applied Business Statistics (3)**

**Prerequisites: BUS 103, ENG 150, MAT 151**

This course provides an introduction to both theory and applications of statistical methods used for a description



and analysis of business problems. The course develops a student's analytical skills by introducing basic statistical concepts and techniques, including probability and sampling, descriptive statistics, inference, regression and one-way analysis of variance. The course will rely on business case scenarios for practical applications and conclude with how statistics are used in society and business.

### **BUS 260 Business Law (3)**

#### **Prerequisites: BUS 103, ENG 151**

This course explores the US and American Samoa legal system environment in which businesses operate and studies the interaction between business and the legal system. Students examine various areas of the law which are important to business. Topics include the court system, government regulations, torts, contracts, agency, ethical and criminal implications of business actions, property laws, and the legal aspects of different business entities.

### **ECO 250A Principles of Microeconomics (3) (formerly ECO 251)**

#### **Prerequisites: BUS 103, ENG 151**

This course introduces students to economics as a way of thinking, observing, analyzing and identifying problems and their possible solutions. Topics included demand and supply, scarcity and prices, maximizing utility, production and costs, perfect competition, monopoly, antitrust and regulations, distribution of income, unions, market failure, public goods, international trade and financing, gross domestic product (GDP), gross national product (NPD), and the FED.

### **ECO 250B Principles of Macroeconomics (3) (formerly ECO 250)**

#### **Prerequisites: BUS 103, ENG 151**

This course introduces students to the overview of economics and its key categories. Students will be familiarized with concepts and principles of the American economy. Topics will further discuss opportunity cost, economic activities in producing and trading, supply and demand, prices and unemployment, real GDP, monetary and fiscal policies, economic stability, taxes and deficits, public debts, money and banking, natural and unemployed resources, and applying modern technology in solving and interpreting numbers and graphs.

### **MGT 250 Principles of Management (3)**

#### **Prerequisite: ECO250A or ECO 250B**

This course introduces students to an overview of reaching organizational goals by working with people. Students are familiarized with the principles of management, the four functions of management,

classical approaches to system management, theories and concepts related to human motivation in management careers.

### **MGT 255 Human Relations & Organizational Behavior (3)**

#### **Prerequisites: MGT 250, MKT 195**

This course introduces students to study the development of individual and inter-personal relationships applied to business and industry. Emphasis is placed upon values, communications, problem-solving, motivation, leadership, and how individual interact with each other within a group environment. In addition, human relations skills and organizational behavior concepts are developed within organization environments to better understand behavior, performance, learning, perception, values and diversity. Communication skills, conflict resolution, power, politics, and team dynamics are presented and analyzed within modern organizations.

### **MKT 195 Principles of Marketing (3) (formerly MKT 200 Retailing)**

#### **Prerequisite: BUS 103, BUS 150, ENG 151**

This course provides a general overview of the field of marketing, including price, product, place, and promotion of consumer goods. Marketing strategies, channels of distribution, marketing, retailing, research, products promotion and advertising, consumer attitudes as they relate to marketing will be studied. Students will learn that marketing is not just advertising, retailing, or selling; it compasses of myriad of concepts, techniques, and activities all directed toward distribution of goods and services to chosen consumer segments.

### **MKT 212 Marketing and Management Practicum (2)**

#### **(formerly Salesmanship Practicum)**

#### **Prerequisites: MKT 195, MGT 255**

This course offers opportunities for students to earn credit in directed work experience of 30 to 40 hours in either marketing and/or management within an approved business (private or public) agency approved by the department chair or instructor. Students will be required to file an exit report on work experience together with an approved Performance Evaluation by the work-site employer. An off-island field or e-marketing research is planned to obtain direct observation or in-depth understanding on how various products are produced, packaged, stored, and distributed locally and globally. Emphasis is placed on the completion of a Business Plan being viewed and approved by a local or off-island business owner.

## CRIMINAL JUSTICE

### **CRIMINAL JUSTICE DEPARTMENT MISSION STATEMENT**

The mission of the Criminal Justice Department is to develop and offer the student an academic preparation for entry level career positions in all areas of the justice system in American Samoa and similar opportunities elsewhere. The program provides an opportunity for the student to develop abilities and skills necessary for a career upgrade and for transfer to other colleges and/or four-year institutions. The program encourages students to be cognizant of the social, ethical, legal, political and cultural perspectives of the American Justice System and its impact on the American Samoa System of Justice as well as those of other Pacific Island nations.

To fulfill this mission, the department offers the following degree and certificate programs:

1. Associate of Science in Criminal Justice
2. Associate of Arts in Pre-Law

**COMMUNITY ADVISORY** Honorable Sala Mamea Jr., Associate Judge; Counsel Afoa L. Suesue Lutu; Rep. Ae Ae, Jr.; Lt. Saite Moliga, Warden; and, Counsel Tala Uiagalelei.

**CHAIRPERSON AND FACULTY:** Mr. Mark O.Mageo, Chairperson, and Mrs. Tofaaga Laa Faculty.

### **PROGRAM LEARNING OUTCOMES**

1. Analyze fact situations and understand case reasoning and rationale.
2. Apply acquired knowledge and skills to real life/work situations.
3. Demonstrate and appreciations of the constitution, statues, and case laws.
4. Communicate both oral and written skills and to organize, deliver, evaluate information and evidence.
5. Think critically, analytically, and logically when conducting research, drawing conclusions, and communicating results.

### **CRIMINAL JUSTICE COURSE DESCRIPTIONS**

#### **CJ 150 Introduction to Criminal Justice (3)**

The study of the criminal justice system, its components, procedures, and interrelationships between the components: the police, prosecution, courts and the corrections. It also examines the impact of the concept of justice and other re-occurring issues upon the public, private, and the community in the United States as well as American Samoa.

#### **CJ 155 Traffic Functions (3)**

This course covers the basics in police patrol functions and duties. It is aimed at preparing the prospective police officer with the skills and abilities in conducting traffic investigations, traffic stops, roadblocks, drunk driving sobriety testing, arrest and vehicle search procedures, and the common traffic officer role.

#### **CJ 160 Patrol Operations (3)**

This course covers the basics in police patrol functions and duties. It will cover the sound and proper procedures of safety patrol principles, selective enforcement, beat analysis, vehicle stops, searches and seizures, field interrogation, and other common patrol functions.

#### **CJ 165 Introduction to Probation and Parole (3)**

The philosophical and historical development of probation and parole are discussed, including their functions, role and impact on the Criminal Justice System and community. It covers the decisions to grant probation, and/or parole, conditions imposed, revocation hearings, statutory provisions governing probation and parole administrations and supervision, parole board and other related issues.

#### **CJ 170 Criminal Evidence (3)**

This course covers the origin, development and philosophy of criminal evidence. It will enable the student to understand the constitutional and procedural consideration for rules of evidence, the applicability of rules to criminal and civil matters, rules governing admissibility, and overview of evidentiary privileges.

#### **CJ 175 Criminal Investigations (3)**

This course covers crime scene investigation, collection and preservation of evidence, interrogation of suspects, admissibility of evidence and confessions.

#### **CJ 180 Criminal Law (3)**

The historical and philosophical development of criminal law is examined. Major emphasis is on substantive criminal law, definitions, and elements of crime from common law system including recent

developments that have been incorporated in statutes and/or case laws. Concepts such as jurisdictions, mental element, criminal defenses, and more are examined as their applications on the system of criminal justice.

**CJ 190 Juvenile Delinquency (3)  
(formerly Juvenile Procedures)**

This course covers the philosophical, historical and practical survey of the juvenile justice system. It covers theories of causation, factors and characteristics of delinquency and a survey of the treatment and prevention programs.

**CJ 195 Introductions to Corrections (3)**

The philosophical and historical development of corrections, functions, objectives, personnel, and rehabilitative and community based programs. The course will also cover the relationship of probation and parole to correctional goals and objectives.

**CJ 200 Comparative Justice (3)**

This course is an introductory course in the comparative study of the criminal justice systems. A comparative analysis of the criminal justice systems components of police, prosecution, courts and corrections throughout the world and the pacific region will be explored.

**CJ 210 Constitutional Law (3)**

**Prerequisite: ENG 151**

The historical, philosophical, and ethical issues that pertain to the amendments of the United States Constitutions, its intentions, source of authority, the rights under the Bill of Rights, and its applicable contributions to the procedural due process. Major emphasis will focus on landmark U.S. Supreme Court decisions interpreting constitutional provisions, phrases and protections guarantees primarily with regards to the amendments.

**CJ 215 Foundations in Criminology (3)  
(formerly Fundamentals to Criminology)**

**Prerequisite: ENG 150**

This course offers an interdisciplinary perspective of crime and criminal behavior in relations to the criminal justice system. Theoretical approaches to explaining crime, criminal statistics, typologies and victimology will be assessed, and the influence of crime theory on public policy will be explored.

**CJ 220 Survey of Law (3)**

**Prerequisite: ENG 151**

This course presents the philosophical, historical and cultural role of law as played in a complex and modern society. Emphasis is on civil law and its relation to legislative, judicial and administrative agencies. The

areas covered are judicial remedies, contracts, torts, property laws, administrative law, employment laws, anti-trust laws, and alternative dispute resolution. This course will strengthen the participant's powers of legal reasoning and analysis.

**CJ 230 Criminal Justice Administrations and Organization (3)**

**Prerequisite: ENG 151**

The study of Criminal Justice administration and organization, nature, function and processes among the criminal justice agencies. The course covers an overview of principles of organization and management, and specific aspects of organization--communications, leadership, personnel, budgeting, planning, information management and more.

**CJ 240 Police Community Relations (3)**

**Prerequisite: ENG 151**

This course covers the interrelationships and role expectation between the police department, various government agencies, private sector and the community in developing cooperation among these entities and the police.

**CJ 250 Constitutional and Criminal Procedures (3)**

**Prerequisite: ENG 151**

This course will focus on making the law understandable and user friendly for those who will enforce it without diminishing substance and accuracy. Each student will be able to grasp a good working knowledge of the law by duly authorized agents of the respective state and explain how and why an officer loses sight of the framework for proper job performance. Also, each student will be able to retain legal concepts better learning to minimize legalese, focusing on analysis and comparison of leading court cases and the future trends in law enforcement procedures

**C.A.P.P ENGLISH**

**C.A.P.P ENGLISH**

**MISSION STATEMENT**

The mission of the English Language Institute (ELI) Department is to help students with English deficiencies to improve their thinking, speaking, listening, reading and writing skills. Students reinforce these skills by engaging in community service. The ELI Department's developmental courses prepare students for higher education and real life experiences.

**COMMUNITY ADVISORY COUNCIL:**

Mrs. Jocelyn Siologa, Mrs. Tui Peau, Teacher Quality Office, DOE; Mr. Jan Brugman, English Instructor, South Pacific Academy; Ms. Alison Hurst, Personal & Academic Counselor, ASCC

**CHAIRPERSON AND FACULTY:**

Mrs. Siamaua Ropeti, Chairperson;  
Ms. Florangel Calumpang, Mrs. Ethel Sokimi, Mrs. Jean Mareko, Mrs. Elisapeta Faalafi-Jones, Faculty

**ENGLISH LANGUAGE INSTITUTE  
COURSE DESCRIPTIONS****ENG 70 Beginning Reading (3)**

This is a preparatory English course that centers on building beginning college reading skills. Students will be able to develop knowledge by using context clues, recognizing main ideas, and understanding supporting details. Students are also introduced to short stories and simple novels.

**ENG 80 Intermediate Reading (3)****Prerequisite: ENG 70**

This is an intermediate English course that centers on building intermediate college reading skills. Students will be able to demonstrate knowledge in the following academic competencies: implied main ideas, making inferences, relationships, and purpose and tone. Students will be introduced to biographies and short novels.

**ENG 90 Advanced Reading (3)****Prerequisite: ENG 80**

This is a preparatory English course that centers on building advanced college reading skills. Students will be able to demonstrate knowledge in the following academic competencies: distinguishing facts from opinions, recognizing propaganda techniques, avoiding errors in reasoning, outlining and summarizing. Students will be introduced to classic novels and the elements of literature.

**Qualifying Placement or standardized test scores (ACT, SAT, etc.) are used for appropriate placement in reading and writing courses.**

**ENG 71 Beginning Writing (3)**

This beginning course in writing places emphasis on developing basic communication skills, such as composing a variety of sentences to use in summaries, reactions, and paragraphs. Students develop a basic paragraph with a topic sentence, major and minor details, and a concluding sentence.

**ENG 81 Intermediate Writing (3)****Prerequisite: ENG 71**

This intermediate course in writing places emphasis on communication skills to compose paragraphs and then to develop a basic essay. Students follow the steps of the writing process in developing a thesis statement in the introductory paragraph, the body of the essay, and a concluding paragraph.

**ENG 91 Advanced Writing (3)****Prerequisite: ENG 81**

This advanced course in writing places emphasis on the development of a variety of essay genres. Students follow the steps of the writing process and read from a variety of texts in order to model and generate ideas for informative, well-structured essays with sound thesis statements and relevant and adequate support. Students are introduced to research techniques and are encouraged to think critically and avoid errors in reasoning.

## FINE ARTS

**FINE ARTS MISSION STATEMENT**

The Fine Arts Department provides educational services by offering courses that cultivate expression, emotion and creativity. Exposure to, and immersion in the creative arts will enhance and enrich academic studies, therefore, the department encourages students to engage and participate in all forms of the creative arts which includes the musical, the visual, and the theatrical arts. In addition, the department offers courses that allow students to study and appreciate the historical, the social, and the cultural aspects of music, art, and theatre. The department offers a course in the art of public speaking to enhance communication skills. This course fulfills the communication domain of the General Education Requirement. The Fine Arts Department also offers degrees in the areas of music and visual arts. These degree programs prepare students for a career in the creative arts or transferable to a four-year college or university. The Fine Arts Department is committed to educate and inspire students while broadening their life experiences through diversity in learning.

**COMMUNITY ADVISORY COUNCIL:** HC HC

Pulefaasisina Tuiasopopo, Arts and Culture Specialist; Rev. Iasepi Uli, Performance Literature; Mr. Pati Pati, Choral Music; Mr. Tavita Lemisio, Instrumental Ensemble; Mr. Uilisona Fitiao, Visual Arts; Dr. Kathleen Kolhoff-Belle; Theatrical Arts.

**CHAIRPERSON AND FACULTY:** Mr. Kuki Tuiasosopo, Chairperson; Regina Meredith, faculty; Poe Mageo, Faculty.

### **PROGRAM LEARNING OUTCOMES**

#### 1. The Creative Process

Identify the technical and expressive aspects to create, and the ability to perform while developing competent artistic skills that are essential to the Fine Arts field.

#### 2. The Performing/Exhibition Factor

Enrich the creative process by exhibiting works of art or performing in public places, and demonstrating the study of the Fine Arts discipline while developing lifelong skills in the Arts as a professional.

#### 3. The Historical, Cultural, and Social Context

Appreciate, comprehend, and respect the historical, cultural, and social elements of the respective field in the Fine Arts

### **FINE ARTS COURSE DESCRIPTIONS**

#### **ART 150 Art History Survey I (3)**

**Prerequisite:** ENG 150,

ART 150 is a survey course which focuses on the Art forms created during the major historical periods in time from the Paleolithic to the Late Gothic periods. The course is a survey of artworks that help to define different civilizations during these periods and are presented in lecture format with imagery.

#### **ART 151 Art History Survey II (3)**

**Prerequisite:** ENG 150,

ART 151 is a lecture course which focuses on the Art world during the periods beginning with Proto-Renaissance and continues through Post-Modernism. Students are presented with some of the most influential artworks by artists who helped to pioneer in the art field and make a difference in the visual field that we are still indebted to them today. The lectures are presented with slides and select films.

#### **ART 160 Design Fundamentals (3)**

ART 160 is an introductory studio course that covers the Elements and Principles in Art. Students are tested on the basic concepts of these rudiments and are required to create different works of art that exemplify them. Note: 1.5 lecture credits, 1.5 studio credits for a total of 360 minutes per week.

#### **ART 161 Indigenous Art Forms (3)**

ART 161 is a studio course that introduces the art forms of Samoa and the Pacific. The art forms include woodcarving, Siapo (Bark Cloth Painting), weaving,

pottery, and the tattoo. Local master craftsmen share in their expertise with students and an art project is required for each art form. Students are required to develop a book of notes that reflect the different art forms, and exhibit choice works in the annual art exhibition. Note: 1.5 lecture credits, 1.5 studio credits for a total of 360 minutes per week.

#### **ART 165 Basic Photography (3)**

**Prerequisite:** ENG 150

ART 165 is a studio course which introduces the student to the world of photography using black and white film and digital capabilities. The handling of different cameras, darkroom procedures, and fieldwork are all covered in this course. Students are required to spend studio time to complete the requirements which include darkroom work, and developing a portfolio of prints that exemplify their endeavors. Students are required to showcase their works in the annual exhibition. Note: 1.5 lecture credits, 1.5 studio credits for a total of 360 minutes per week.

#### **ART 170 Drawing I (3)**

ART 170 is a studio course that is based on various techniques and methods that strengthen the student's ability to draw with confidence. Students are expected to use an array of mediums that include pencil, pen, charcoal, and pastel. Emphasis is placed on eye-hand coordination and replicating highly realistic images that help to develop their skill. A total of six hours of study is required for this 3 credit course. A final portfolio of works is required as well as participation in the annual art exhibition. Note: 1.5 lecture credits, 1.5 studio credits for a total of 360 minutes per week.

#### **ART 171 Drawing II (3)**

**Prerequisite:** ART 170

ART 171 is a studio course that focuses on strengthening the student's visual acuity by drawing from the figure. The study of the anatomy is emphasized and a model is available for study. Students are required to produce illusions of space and volume on a two-dimensional surface while creating figurative drawings. The student will be expected to present a final series of works and showcase in the annual exhibition. A total of six (6) hours of study is required for this course. Note: 1.5 lecture credits, 1.5 studio credits for a total of 360 minutes per week.

#### **ART 172 Painting I (3)**

**Prerequisite:** ART 170 or ART 160

ART 172 is a studio course that introduces the student to the world of painting using watercolor, acrylic, and mixed media. How to use the different mediums, prepare different surfaces, use different brushes, and achieve interesting effects are covered in this course.

Students are required to compose a select number of paintings, study and research suggested masters, and compile a portfolio of works. Each student is also required to devote studio time to painting that covers required six (6) hours of this 3 credit course. The annual exhibition is mandatory. Note: 1.5 lecture credits, 1.5 studio credits for a total of 360 minutes per week.

**ART 180 Ceramic Sculptures (3)**

**Prerequisite: ART 160, ART 170**

ART 180 is a studio course that introduces the student to the world of clay. Different methods of clay building are introduced as well as glazing and kiln firing. Students are expected to apply a total of six hours of study to the art form. Note: 1.5 lecture credits, 1.5 studio credits for a total of 360 minutes per week.

**ART 299 Advanced Art Studies & Project (3)**

**Prerequisite: ART 160 & ART 170**

This course is designed exclusively for the advanced art student ready to create an independent body of works including scheduled critiques and possible exhibition.

**DNC 150 Basic Dance Movements (3)**

This course introduces beginning dance concepts to students who may have little or no prior training. Emphasis is placed on body alignment and movement. Students will learn basic dance vocabulary, develop musicality and understand time, space, weight and energy as it relates to dance. Dance repertoire and style is drawn from western dances and indigenous dances. Additionally, this course serves as a foundation for stage movement, sports and physical training, and other advanced dance classes.

**DRA 150 Introduction to Drama (3)**

A survey of theatre from the Greeks to the present. This course is designed to acquaint students with the various historical periods through lecture demonstration and in class performance. Students who are interested in public performance may also enroll in DRA 151.

**DRA 151 Drama Workshop (3)**

This course focuses on developing a public theatrical performance. Students will participate in all aspects of the playmaking process.

**DRA 170 Oral Interpretation of Literature (3)**

**Prerequisite: ENG 150**

The course examines the principles of interpretive reading. Textual analysis, training in individual and group performance techniques, including voice and articulation are studied, as well as development arrangement and performance of program.

**DRA 250 Acting One (3)**

**Prerequisite: DRA 150**

An intensive introduction to acting concentrating on character development and improvisation. Acting skills are learned through various exercises and scene study. The class also focuses on improving the voice, stage movement and characterization.

**DRA 251 Introduction to Technical Theatre (3)**

**Prerequisite: DRA 150**

This course introduces the student to the basic principles of scene design and construction, lighting and sound. Specific attention will focus on script analysis as it relates to the design process.

**MUS 150 Music Fundamentals (3)  
(formerly MUS153)**

Music Fundamentals is designed to introduce basic concepts in the organization of music as an expressive medium. The primary focus of the course is to introduce students with little or no musical background to the notation of musical ideas both in reading and writing music. The elements of music including rhythm, melody, meter, pitch, form and expression will be explored through singing, playing classroom instruments, listening, and composition. The roles of the composer, performer, and listener are explored.

**MUS 160 Music Literatures (3)**

This course offers a survey of the masterpieces of classical music in sound, including elements, style, history and forms from 1300 to the present. Emphasis placed on appreciating and understanding music as art.

**MUS 165 Music of the World (3)**

Students will engage in a comprehensive survey of the traditional and popular music of the world's cultures. Special emphasis placed on understanding the relationships among music, politics, religion and culture.

**MUS 170 Concert Choir (1)**

A large singing organization open to all students, the choir will work on voice development and note reading and will perform music from various periods. Concert participation is required. May be repeated for a maximum of three (3) credits.

**MUS 180 Band (1)**

This course is an opportunity for the student who already has proficiency on a band instrument to participate in a large performing group. Music from various style periods is performed with emphasis on note reading, tone development, and musicianship. Concert participation is required. May be repeated for a maximum of three (3) credits.

**MUS 181 Samoan String Band Ensemble (1)**

This course is available to students through audition. It emphasizes Samoan string band performances particularly the ukulele, kitara (guitar), and selo (cello) as well as singing accompanied by these musical instruments. May be repeated for a maximum of 3 credits.

**MUS 187 Beginning Orchestra (1)**

An introduction to the string instruments of the orchestra. Students will learn music from all style periods and will perform in concert. Emphasis placed on technique, instrument care, note reading, and tone production. May be repeated for a maximum of 3 credits.

**SPH 153 Introduction to Speech (3)**

The techniques of organizing and delivering a wide variety of speeches. Major course work, consists of reading about speech, wording, preparation and presentation of student speeches.

## HEALTH AND HUMAN SERVICES

### HEALTH AND HUMAN SERVICES MISSION STATEMENT

The mission of the Health and Human Services (HHS) Department is to support and prepare students who are interested in pursuing a career in the field of health or human services. Central to this mission is a commitment to provide students with a sound foundation and broad balance of knowledge and skills. Students who fulfill the requirements for an Associate of Science Degree in Health Science, Associate of Arts Degree with an emphasis in Human Services, or a Certificate of Proficiency in Guidance and Counseling, or a Certificate of Proficiency in Public Health are able to:

Continue studies in a specialized area in allied health or into a bachelor's degree program in health science, human services or related fields;  
Obtain local employment as a medical support staff or a public health educator or enter into employment as a paraprofessional in the human services agencies;  
Enhance occupational skills needed in professional growth and career development; and,  
Apply knowledge and skills in health and human relations into their daily lives with an awareness and understanding of Samoa and Pacific Island cultures.

**COMMUNITY ADVISORY COUNCIL:**

Dr. Jean Asuega, Psy.D., Clinical Psychologist Mr. Tala Ueligitone, Chief Registered Respiratory Therapist; and Ms. Ipuniuecea Eliapo, Registered Occupational Therapist, ASG DOH Part C Program.

**CHAIRPERSON AND FACULTY:**

Dr. Daniel Chang, Chairperson;

**PROGRAM LEARNING OUTCOMES  
FOR HUMAN SERVICES**

1. Demonstrate basic entry-level skills required for a variety of Human Services careers (communication, reporting, interagency consultation, etc.)
2. Apply theory, ethics, and laws to the professional practices of local and national Human Service agencies.
3. Identify human development at all stages and aspects of life and the respective practices that apply to individuals and groups
4. Analyze how cultural, societal, and environmental impacts affect human relationships and Human Services.
5. Evaluate various local and national Human Service agencies in meeting the needs of the population served.

**PROGRAM LEARNING OUTCOMES  
FOR HEALTH SCIENCE**

1. Demonstrate the basic knowledge and skills required for a variety of health related careers.
2. Analyze medical terminology, theory, ethics, laws, and concepts to the practice in the field of health careers.
3. Assess personal, family, and community wellness and improve in healthy living lifestyle.
4. Demonstrates knowledge and skills through field work from a health related agency.
5. Demonstrate life-saving skills in American Heart Association or American Red Cross certified CPR

## **HEALTH AND HUMAN SERVICES** **COURSE DESCRIPTIONS**

### **ASL 150 American Sign Language I (4)**

This course will introduce the student to the expressive and receptive exposure and practices in American Sign Language (ASL), the preferred communication mode used by the American Deaf Community & Culture. The course will also address the cultural values and beliefs of this unique community.

### **HEA 140 Introduction to Health Occupations (3)**

This course will provide the beginning student who is interested in health occupations with the basic entry-level knowledge and skills required for a variety of health careers.

### **HEA 150 Introduction to Health Science (3)**

This course will provide knowledge about general health and health care services available to the individual. By presenting core concepts regarding scientifically based, accurate, up-to-date information to students about topics and issues concerning nutrition, weight control, contraception, exercise, intimate relationships, stress, AIDS, drugs, alcohol, and a multitude of other health issues.

### **HEA 151 Medical Terminology (3)**

#### **Prerequisite: HEA 150**

Medical terminology introduces the student to a special vocabulary used by health-care professionals. This course will assist the student to learn certain methods that will enable them to remember familiar words and understand new ones. These methods involve breaking each word into component parts, learning the meaning of these parts, and recognizing them when they appear in different words.

### **HEA 152 Standard First Aid and CPR (1)**

This course will provide the student with basic life support skills needed for adults and children during life threatening emergency situations. The student will participate and adequately demonstrate these emergency life support skills design to increase their knowledge and needed in order to receive an American Red Cross certificate in CPR and Basic First Aid.

### **HEA 250 Introduction to Developmental Disabilities (3)**

#### **Prerequisite: HEA 150 or HSV 150**

This course will introduce students to historical attitudes, laws, and current definitions of developmental disability, recommended practices for care-givers, supporting families, and information about specific disabilities, including autism, cerebral palsy, spinal bifida, and others.

### **HEA 299 Health Science Practicum/Work Experience (2)**

This course is a practicum/work experience with LBJ hospital in the areas of medical support services (e.g. laboratory, respiratory, physical therapy, x-ray technician, etc.); where the student will be placed according to their career interest. There will be supervised work, training, and shared experiences with weekly seminar discussion sessions. This course must be taken during the last semester of the Health Science Program.

### **HSV 150 Introduction to Human Services (3)**

This course will provide the student with a general introduction to the field of human services and is designed for introductory college courses in human services, social work, community mental health, and other related program.

### **HSV 155 Introduction to Counseling and Guidance (3)**

This course provides an overview of the guidance and counseling profession through a presentation of the history and background of the basic theories of counseling and the foundation of counseling and guidance programs from traditional to current times. The course includes the role and function of the counselor in the schools, community and agency settings and various techniques, issues and trends of the counseling profession.

### **HSV 160 Psychological and Achievement Testing (3)**

This course is designed to acquaint students with the theory, ethics, practices, implementation and interpretation of psychological and achievement tests. The focus of the course is on the ways in which tests are constructed and standardized, validated and interpreted. A review of typical tests of ability, aptitude, achievement, personality and interests are included.

### **HSV 165 Career Development and Information Systems (3)**

This course provides a survey and analysis of career development throughout the lifespan, a review of current legislation in relation to the workforce, career programs and research methodology. Students are given the opportunities to explore career assessments and information services and resources available on-line and on-island. The focus is on building the awareness of skills necessary to facilitate career assessment and assistance in career decision-making and job seeking activities.



**HSV 200 General Counseling I (3)**

Prerequisites: HSV 155, PSY 150

This course is designed to expand the understanding and counseling skills by examining guidance principles, concepts, values, and their application. Also, the course will be addressing the major impact cultural beliefs and values have on effectively helping others.

**HSV 220 Multicultural Guidance and Counseling (3)**

Prerequisites: HSV 155, PSY 150

This course provides the student with an understanding of the philosophical and theoretical approaches to multicultural counseling and multicultural interactions. The course content includes an awareness of multicultural issues, an understanding of multicultural education and skills to accommodate the needs of diverse populations.

**HSV 250 Survey of Substance Abuse Problems (3)**

Prerequisites: HEA 150, PSY 150

This course is designed to increase people's understanding of substance use and abuse. The course includes historical and social perceptions of substances use, patterns and trends of use, societal and legal responses to drug and alcohol, description of psychoactive drugs in terms of effects and actions, new ways of considering the etiology, methods of prevention, intervention, and treatment.

**HSV 299 Human Services Practicum/Work Experience (2)**

This course is a practicum/work experience with human services agencies in the areas of counseling, social work and human relations; where the student will be placed according to their career interest. There will be supervised work, training, and shared experiences with weekly seminar discussion sessions. This course must be taken during the last semester of the Human Services Program.

**PH 100 Community Health Education (3)**

This course enables students to develop an ideological base for non-formal education practice in health care settings and among the community. It discusses the motivation of learning in adults and various principles of teaching arising from community analysis. Students will be introduced to a wide range of teaching methods suitable for use in non-formal education which would help them develop appropriate interpersonal skills. Family and behavioral health topics will be used to develop training programs to support community health.

**PH 101 Dental Health (2)**

This course develops an understanding of dental disease and the simple measures that can be implemented by health workers to prevent most dental problems. Designed for both Community Health Workers (CHWs) and Health Assistants (HA).

**PH 102 Essential Public Health Functions and Primary Health Care (3)**

In this introductory course, students will first define Health before exploring the different concepts of Health that involve clarification on what is Public Health, Health Promotion, Epidemiology, Health Management, Environmental Health, and Nutrition; and differentiate between the "Old" Public Health and the "New" Public Health. This course gives an overview of the eleven (11) Essential Public Health Functions (EPHF) that capture the role of national health authorities (NHA) in public health. Students doing this course are also exposed to the concept, principles and components of Primary Health Care (PHC). The course prepares students to participate in the preliminary assessment of NHA's performance on EPHF. It also enhances students' perception on the fundamental role of PHC in improving the health of people in Pacific communities and in reducing health inequalities between different groups. Emphasis is given to comparison of the 10 Essential Public Health Services that was developed by Core Public Health Functions Steering Committee which included representatives from US Public Health Service agencies and other major public health organizations in 1994.

**PH 103 Introduction to Informational Systems for Health Managers (3)**

This course underscores the methodological importance of accurate, relevant, timely and complete data for effective and evidence-based decision making by Health Managers. A wide range of data sets, from traditional morbidity/mortality data through those on services utilization and resource monitoring, are presented and analyzed. Elements of data display are introduced. Epidemiology provides the basis for surveillance, planning and generation of health information systems which are important component of health care. The course will discuss the epidemiological concepts of health and measures of health, and introduces screening, epidemics evaluation and study designs.

## LANGUAGES AND LITERATURE

### LANGUAGE AND LITERATURE MISSION STATEMENT

The Language and Literature Department offers intensive English writing courses aimed at developing and strengthening critical thinking and meeting proficient college level writing for effective communication. The writing courses focus on helping students become competent and skillful writers, using selective rhetorical strategies. In literature courses, students will evaluate and examine different culture and people through various genres of literary works. Literature students are to apply analytical and critical thinking in dissecting language and situation from literary works, which not only will help them become independent writers, but will strengthen their reading comprehension. The Language and Literature Department is designed to prepare students for transfer to a four- year college or university or to be a successful and contributing member of the modern work force.

### COMMUNITY ADVISORY COUNCIL:

Mrs. Lua'ipou Maae , ASDOE Administrator; Mrs. Cheryl Morales, AS Feleti Barstow Librarian; Mr. Eti Saaga, ASG Cultural Advisor to Congressman/Poet; Mrs. Monica Miller , Radio Newscaster; and Mrs. Tilani Ilaoa, Women's Business Center/Community Member.

### CHAIRPERSON AND FACULTY:

Mrs. Melelina Fiaui--Chairperson, Mrs. Marissa Taamu, Solipo Shevon Matai, Mr. Vesi Matu'u and Mr. Ben Goodwin; Faculty.

### LANGUAGE AND LITERATURE COURSE DESCRIPTIONS

#### **ASL 150 American Sign Language I (4)**

This course will introduce the student to the expressive and receptive exposure and practices in American Sign Language (ASL), the preferred communication mode used by the American Deaf Community and Culture. The course will also address the cultural values and beliefs of this unique community.

#### **ENG 150 Introductions to Literature (3)**

This course will focus on the four major genres of literature (poetry, drama, prose fiction, and nonfiction), including film production, and contemporary Pacific

literature. The course will also explore and interpret terms and concepts from a variety of literary works. Students will apply critical thinking in writing analytical exposition papers/essays, and will be required to write four critical analysis essays by applying Modern Language Association (MLA) format.

#### **ENG 151 Freshman Composition (3)**

This is an intensive and extensive introduction to college writing course that requires in-class and take-home writing assignments. This course is designed to help students recognize and critically evaluate important local and global issues affecting the population. Student will be required to write academic papers or essays and a research term-paper. American Psychological Association (APA) format is required.

#### **ENG 250 Survey of Literature (3)**

##### **Prerequisite: ENG 150, ENG 151**

This is a second year literature course designed for close reading and surveying in depth analysis of the major genres of literature (poetry, drama, prose fiction, non-fiction), including film production, and contemporary Pacific literature. Students will write expository or argumentative essays by employing different methods of rhetorical strategies and demonstrate skills in critical thinking. Students are required to write critical analysis essays by applying MLA styles. A grade of C or better in ENG 150, ENG 151 is required.

#### **ENG 251 Sophomore Composition (3)**

##### **Prerequisite: ENG 151**

This is a second year composition course designed for advanced prose writing. Students will write lengthy expository or argumentative essays reflecting on varieties of local and global issues. Students are required to write critical analysis essays and a research term-paper applying Modern Language Association (MLA) or American Psychological Association (APA) format. A grade of C or better in ENG 151 is required.

#### **LIT 270 World Literature (3)**

##### **Prerequisite: ENG 150 & ENG 151**

This course covers the survey of world literature, with emphasis on appreciation of cultural elements, form, and technique. Students examine themes and approaches to storytelling (ancient and modern), poetry, drama, and essay. The course introduces a wide range of significant and/or representative works, with special attention to related Samoan literary elements. A grade of C or better in ENG 150 & ENG 151 is required.

**LIT 272 American Literature (3)****Prerequisite: ENG 150 & ENG 151**

This course is a survey of American Literature with an emphasis upon the historical elements in selected works by American authors from the Colonial American Era to the 21st Century. Students will follow the development of major themes in American Literature and examine and critique these themes in essays, fiction, poetry, drama and film, extensive readings, lectures, discussions. A grade of C or better in ENG 150 & ENG 151 is required.

**LIT 274 Pacific Literature (3)****(formerly LIT 276 Pacific Literature)****Prerequisite: ENG 150 & ENG 151**

This course is a survey of Pacific Literature with studies of selected Pacific and non-Pacific writers including those from American Samoa, Fiji, Hawaii, New Zealand, Samoa, Tonga, and others. Distinction is made between existing traditional literature and modern writing with western influence. A grade of C or better in ENG 150 & ENG 151 is required.

## MATHEMATICS

### MATHEMATICS DEPARTMENT MISSION STATEMENT

The mission of the Mathematics Department is to provide quality education in various areas of mathematics to support certificate and degree programs. The department offers courses that promote critical thinking and logical reasoning while developing and strengthening problem solving skills. The Math department is committed to prepare all students who lack basic math skills by offering developmental courses in arithmetic and introductory algebra. In addition, the department also offers courses in vocational technical math, college algebra and trigonometry, statistics and calculus to ensure that ASCC students acquire the necessary mathematical foundation for entry into the work force or for transferring to four-year institutions.

**COMMUNITY ADVISORY COUNCIL:**

Sofa'i Tuato'o, DOE Math Specialist, Ms. Manuia Satele, Alumni/Accountant for ASTCA, and Ms. Anapogi Young, Alumni/Public Works Engineer.

**CHAIRPERSON AND FACULTY:** Mr. Tunufai Leiato, Chairperson; Mrs. Sinaitaaga J. Mose, Mr. Emau Tofilau,, Mr. Laau Liufau , Mr. Marston Porter,

Ms. Barbara Auvaa, Mrs. Amete Moefiainu, and Mr. Anthony Felise, Faculty.

### MATHEMATICS COURSE DESCRIPTIONS

**Qualifying Placement or standardized test scores (ACT, SAT, etc.) are used for appropriate placement in math courses.**

**MAT 80 Preparatory Math (4)**

A developmental mathematics course for those persons in need of advanced mathematical operations skills, geometry, beginning algebra skills, negative numbers, percent, ratio, proportion, measurements, fundamentals polynomial operations, exponent usage, solving simple equations, inequalities and simple word problems.

**MAT 90 Elementary Algebra (4)  
formerly Basic Algebra (3)**

The basics of Algebra which include the following: equations and inequalities, operations on polynomials, factoring, algebraic fractions, simple and quadratic equations, powers and roots, and systems of equations.

**MAT 150 Survey of Mathematics (3)**

Introduces students to logic, sets, number bases, history and philosophy of mathematics, metric system, geometry, equations, inequalities, and problem solving.

**MAT 151 Intermediate Algebra (3)**

Extends topics introduced in Elementary Algebra and prepares students for a College Algebra math course. Topics include sets and real numbers, equations and inequalities, linear equations and functions, polynomial functions, exponential and logarithmic functions. Students with a grade of "C" or better in MAT250 cannot take this course as an elective.

**MAT 155 Vocational Technical Mathematics (3)**

This course introduces students to sets, numeration systems and rational numbers. Topics in the real numbers include conversion methods. Basic algebraic equations, inequalities and problem solving and their application to vocational areas are presented. Brief review of geometry, consumer mathematics, and an introduction to basic trigonometric functions also included.

**MAT 250 College Algebra and Trigonometry (4)  
Prerequisite: MAT 151 with a grade of "C" or better**

Linear and quadratic equations and inequalities, functions and graphs, analytic trigonometry and functions, logarithmic and exponential functions, conic sections, sequences, and series. An introduction of

analytical geometry is also presented. Designed for students wishing to go on four year college programs.

### **MAT 260 Introduction to Statistics (3)**

**Prerequisite: MAT 151 with a grade of “C” or better**

A basic introduction to descriptive and inferential statistics. The emphasis is on applications and interpretation. Topics covered are graphical techniques, basic probability, confidence intervals, hypothesis testing, analysis of variance testing, and goodness of fit tests, regression and correlation.

### **MAT 280 Calculus I (5)**

**Prerequisite: MAT 250**

A short review of functions is followed by an in depth study of limits. Continuous functions and limit theorems are presented. The derivatives including derivatives of composite functions, implicit differentiation and higher order derivatives. Applications of the derivative include the following: maxima and minima, Rollers Theorem, increasing and decreasing functions, concavity, limits at infinity, infinite limits, applied extreme problems, and anti-derivatives. The properties of the definite integral and indefinite integral are explored. Applications of the integral include the following: area, volumes of revolution, volume by slicing, arch length, work, liquid pressure and the average value of a function.

### **MAT 281 Calculus II (5)**

**Prerequisite: MAT 280**

Derivatives of trigonometric functions are presented with hyperbolic functions. Basic techniques of integration including integration by parts, partial fractions, trigonometric substitution, and numerical methods are explored. Topics include indeterminate forms, sequences and series, polar coordinates, parametric equations, and conic sections.

## NURSING

### **NURSING DEPARTMENT MISSION STATEMENT**

The Nursing Department prepares and perpetuates knowledgeable and caring nurses who are aware of and sensitive to the health needs of the diverse cultures, growing number of complex diseases and disorders, and to care for clients in a variety of health care settings.

The department offers programs that will qualify the graduate of the Nurse Aide Training Program to take the National Nurse Aide Assessment Program

Examination (NNAAP) for certification, and the National Council for Licensure Examination (NCLEX) for the Licensed Practical Nurse (LPN), and Registered Nurse (RN) that will provide the foundation for an off-island Bachelor of Science in Nursing (BSN). Successful completion of these Registry Examinations enables the nurse aide and/or nurses to practice in the United States accredited hospitals and Public Health agencies within American Samoa, as well as other U.S. territories.

### **PROGRAM ADMISSION REQUIREMENTS**

The Nurse Aide (NA), Practical Nursing (PN) and Registered Nursing (ADN) Programs have special prerequisites and admission requirements. Further information and application requirements can be obtained from the Nursing Department. Completed applications for the NA, PN and RN programs are accepted from April 1 to May 15 for Fall admission or as announced. Applicants are responsible for submitting official college transcripts directly to the Registrar's and Admission Office from the college(s) attended. Each application will be reviewed prior to an interviewing process by the Nursing Program Advisory Committee. Notification of the scheduled interviewing date will be sent by mail (or by telephone for off-island applicants). Letters of acceptance or non-acceptance to the desired program will be sent one to two weeks after the interviewing date.

Students accepted to the program must submit the following:

Completed Physical Exam from Department of Health Tuberculosis (TB) Clearance  
(See advisor or Nursing Program Handbook)

### **PROGRAM LEARNING OUTCOMES:**

1. Utilize the nursing process in the care of clients with needs resulting from altered states of wellness.
2. Demonstrate the ability to communicate effectively with clients, family, and members of the healthcare team.
3. Demonstrate accuracy in writing skills through written care plans and legal documentation.
4. Utilize nursing knowledge, skills, and current technology to provide and promote safe nursing practice and critical thinking skills in the care of clients throughout the life span development.
5. Demonstrate knowledge and 100% calculation of medication administration and Intravenous fluids in the care of clients.

6. Develop an awareness of cultural and ethnic factors that influence clients' responses to illness.
7. Utilize various methods of teaching that is appropriate to learning needs of clients, families and staff, and to cultural values and beliefs, and level of life span development.
8. Demonstrate the ability to function within the legal parameters and ethical principles that influence clients' responses to illness in a variety of health care environments.
9. Provide safe and competent nursing care based on integration of facts and principles of biological psychological, sociological, cultural and spiritual functioning of clients.
10. Demonstrate sound leadership principles based planning, managing, and delivering health care in interdisciplinary teams, including delegation and supervision of nursing care being delivered by others.
11. Demonstrate responsibility and accountability for own learning and for participation in community and professional standards of nursing.

#### **COMMUNITY ADVISORY COUNCIL:**

Toaga Seumalo, RN, ASHSRB Executive Secretary; Simamao Tuatoo RN LBJ DON; Margaret Sesepasara RN DOH DON; Tofiga Tufele, LPN, President, American Samoa Nurses Association; Dr. Daniel Chang, ASCC Health & Human Services Department; Dr. Emilia Lei, ASCC Dean of Student Services; Dr. Kathleen Kolhoff, VP Academic Affairs; Sailitafa Samoa, Director of AHEC.

#### **CHAIRPERSON AND FACULTY:**

Lele Ah Mu, Chairperson; Ann Longnecker, Faculty.

### **NURSING COURSE DESCRIPTIONS**

#### **NUR100 Nurse Aide Training (6)**

The course prepares students to work in hospitals, clinics, nursing homes, and home health agencies. It is also a pre-requisite to the Fundamental of Nursing course to allow the Practical and Registered pre-nursing student an opportunity to learn basic nursing skills prior to acceptance to their program of choice. Classroom, laboratory and faculty supervised clinical learning experiences are offered. A Certificate of Completion will be awarded after successful completion of the course. The graduate will be eligible to take the National Nurse Aide Assessment Program (NNAAP) which consists of a written examination and skills demonstration. The program is a 4 credit theory and 2 credit clinical laboratory that is offered for 8 weeks as scheduled.

#### **NUR 150 Fundamentals of Nursing (7)**

##### **Prerequisite: NUR100, 100L**

The beginning nursing course explores the basic concepts and skills relevant to nursing practice. Emphasis is on knowledge and application of the nursing process in approaching patient care situations in the acute care settings under supervision of the faculty. 4 hours lecture, 9 hours of clinical laboratory per week.

#### **NUR 155 Nursing Perspectives (2)**

##### **Prerequisite: NUR100, 100L**

This course discusses the evolution of nursing as a profession, the role of the practical nurse, the health care system, legal and ethical concepts in nursing, and nursing opportunities. 2 hours of lecture per week.

#### **NUR 180 Introduction to Adult Health (16)**

##### **Prerequisites: NUR 150, NUR 155**

This course focuses on the use of the nursing process in applying theory and skills in the care of patients who have medical and surgical disorders in long term and acute care setting, including administration of medication under the supervision of the faculty. Mental health concepts will also be utilized while caring for patients in these settings. Basic comprehensive nursing concepts in the care of clients, families, and the community will be covered with emphasis on the role of Public Health Nurse in the prevention of disease and maintenance of optimum health for adult clients. 9 hours of lecture, 21 hours of clinical laboratory per week.

#### **NUR 190 Family/Child Nursing (8)**

##### **Prerequisite: NUR 180**

The course focuses on the practical nurse's use of the nursing process to apply nursing theory and skills to assist childbearing families, newborns, pediatric clients and their families from varied cultural backgrounds. Knowledge is applied in patient care situations in obstetrical and acute pediatric care setting, including administration of medications under the supervision of the faculty. This course is 9 weeks in length and is offered the last semester of the PN program. 9 hours of lecture, 15 hours of laboratory per week.

#### **NUR 203 Maternal-Newborn Nursing (6)**

##### **Prerequisites: NUR 206, NUR 207**

This course introduces concepts related to the childbearing experience and the maternal roles are explored. Nursing theory and skills are applied in the care of mothers and newborn in the obstetrical setting, including administration of medications under supervision of the faculty. NUR 204 must be taken the first 8 weeks of the semester, 7.5 hours of lecture and 11.25 hours of clinical laboratory per week.

**NUR 204 Nursing of Children (6)****Prerequisites: NUR 206 & NUR 207**

Nursing of Children focuses on the application of the nursing process in caring for children with medical and surgical disorders in acute care settings, including administration of medication under surgical disorders in acute care settings, including administration of medication under supervision of faculty. Concepts related to the environment, immunization, safety, parent-child interaction will be explored. NUR 203 must be taken the last 8 weeks of the semester. 7.5 hours of lecture and 11.25 hours of clinical laboratory per week

**NUR 205 Adult Health I (7)**

Adult Health I reviews the nursing process, basic nursing concepts, and nursing skills. The course focuses on the use of the nursing process in providing care for the clients with moderately severe health care alterations in psycho-social, metabolic, circulatory, immunologic and respiratory functioning. 4 hours of lecture and 8.4 hours of clinical laboratory per week.

**NUR 206 Issues and Trends in Nursing (2)****Prerequisites: NUR 205**

This course entails the study of nursing trends, past, present and future, as they relate to society to understand the nurse's professional and legal role in influencing health policies and practices. Issues and Trends in Nursing focuses on the three roles of the nurse, legal and ethical responsibilities, and transition from student to professional as the student becomes responsible and accountable for practice as a registered nurse. NUR 207 must be taken concurrently. 2 hours of lecture per week.

**NUR 207 Adult Health II (7)****Prerequisites: NUR 205**

Emphasis is on utilizing the nursing process to assist clients requiring moderate adaptation to meet alterations in elimination, metabolic, mobility, body integrity, neurosensory and reproductive functioning. NUR 206 must be taken concurrently. 4 hours of lecture per week, 9 hours of clinical laboratory per week.

**NUR 208 Mental Health/Psychiatric Nursing I (6)****Prerequisites: NUR 203, NUR 204**

This course focuses on the nursing process to meet the psychosocial needs of a culturally diverse population across the lifespan. Psychosocial needs include safety, love and belonging, esteem and recognition, and self-actualization-aesthetic needs. Emphasis is placed on self-awareness; the health illness continuum, therapeutic relationship with the client in the mental health system. NUR 208 is offered for 8 weeks during

the semester, 7.5 hours of lecture and 11.25 hours of clinical laboratory per week.

**NUR 211 Community Health Nursing (6)****Prerequisites: NUR 203, NUR 204**

This course focuses on exploration and application of concepts in providing comprehensive nursing care to clients, families, and the community. Emphasis is on the role of Public Health Nurses in the prevention of disease and maintenance of optimum health for clients of all ages. NUR 211 is offered for 8 weeks during the semester, 7.5 hours of lecture and 11.25 hours of clinical laboratory per week.

**PHM 150 Introduction to Pharmacology (3)  
(formerly General Pharmacology)****Prerequisites: BIO 180, MAT 151**

This course focuses on knowledge of the mechanism of action, toxicity, and nursing and other therapeutic uses and implications of the major categories of drugs. Knowledge is applied to patient care situations in which drugs are used in the maintenance of health and treatment and prevention of illness.

**PHM 200 General Pharmacology (4)****Prerequisite: BIO 251, MAT151**

This course focuses on the basic principles involved in drug therapy. Drugs will be approached in terms of their mechanisms of action and drug effects, indications, contraindications, side effects and adverse effects, toxicity and management of overdose, interactions, dosages, idiosyncrasies, toxicities, and clinical applications. The effect of drugs on the various bodily systems will be explored.

## PHYSICAL EDUCATION

**PHYSICAL EDUCATION MISSION STATEMENT**

The Physical Education (PED) Department's mission is to provide experiences that guide students in the process of becoming physically active for a life time. The department offers courses that fulfill the requirements for Associate of Arts and Associate of Science degrees. The department actively pursues athletic scholarships for those interested in continuing participation abroad and also provides continuous training for those athletes who intend to pursue athletic participation.

**COMMUNITY ADVISORY COUNCIL:**

Clayton Mahuka, DOE Sports Coordinator; Samoa Samoa, Nu'uuli VocTech High School; Arona Samoa, Leone High School; and Sila Samuelu, Samoana High School.

**CHAIRPERSON AND FACULTY:** Mr. Ed Imo, Chairperson/Faculty.

**PHYSICAL EDUCATION COURSE DESCRIPTIONS****PED 150 Basketball (1)**

This course will provide the student with the basic skills of basketball such as shooting, passing, rebounding, defending and knowledge of the rules to play at the novice level.

**PED 151 Weight Training (1)**

This course will provide the student with the basic skills of basketball such as shooting, passing, rebounding, defending and knowledge of the rules to play at the novice level.

**PED 152 Beginning Aerobics (1)**

This course will be focused on improving cardiovascular fitness through a variety of high, medium and low intensity aerobic exercises. This course will develop strength, endurance, flexibility and coordinating low, moderate and high impact bending, jumping, reaching and kicking.

**PED 153 Beginning Tae Kwon Do (1) (formerly Beginning Hap Ki Do and Tae Kwon Do)**

This course will teach theoretical and practical aspects of the martial arts of “self-defense” using ancient Korean arts of the Tae Kwon Do.

**PED 154 Golf (1)**

This course is for the student with no previous golf experience. Basic fundamentals of golf including the rules, etiquette, and terminology will be covered. Field work experience will be required. Fees at the local golf course will be paid by the student.

**PED 155 Volleyball (1)**

The basic skills of volleyball such as passing, setting, spiking, serving, teamwork, strategies and rules will be emphasized.

**PED 156 Introduction to Tennis (1)**

The course is for beginning tennis enthusiast. Singles and doubles competition will be emphasized. Skills such as forehand and backhand strokes, volley, service, basic strategy, footwork, and etiquette will be stressed.

**PED 170/ MSC 110 Swimming (1)**

This course focuses on teaching the basic swimming strokes: western crawl, back stroke, side stroke, breast stroke and the butterfly.

**SAMOAN STUDIES****SAMOAN STUDIES DEPARTMENT****MISSION STATEMENT**

The Samoan Studies Department (SSD) prepares students to be knowledgeable and skillful in the Samoan culture. Furthermore, the Samoan Studies Department offers an Associate of Arts degree with an emphasis in Samoan Studies.

**MANULAUTI**

E saunia e le Matagaluega o Aoaoga ma Suesuega Samoa tagata aooga ina ia atamamai ma faatufugaina i le aganuu Samoa. E le gata i lena, e ofo atu e le Matagaluega a le Ofisa o Aoaoga ma Suesuega Samoa se tikeri A.A e faataua ai Mataupu Samoa.

**COMMUNITY ADVISORY COUNCIL /**

**KOMITI FAUFAUTUA:** Rev. Afalupetua Utai, Representative of CCCAS Church; Rev. Samuelu Areta, Representative of Methodist Church; Afioga Fuimaono Tone Tamalii, Community representative; David Mageo, KVZK TV representative; Ms. La Poasa, 93-KHJ Radio Station representative; Mrs. Faleupolu Mariota, Representative for teachers of DOE.

**FACULTY/FAIAOGA:** HTC Telei'ai C. Ausage, Chairperson; Mrs. Alofa Nuusila, Mrs. Tamari Mulitalo-Cheung, Mr. Evile Faatauao Feleti, and Dr. David Addison; Faculty.

**PROGRAM LEARNING OUTCOMES**

1. Develop and apply skills in the area of speaking (during contemporary and cultural settings), writing, reading and listening.
2. Develop and apply skills of understanding and interpretation of Samoan Literature.
3. Demonstrate skills in executing activities that are endemic to the performance of Samoan material and non-material culture.
4. Demonstrate competence and ease in delivering English translation and interpretation of Samoan.

5. Develop and utilize a variety of techniques, as well as technological systems, in applying technology skills in conducting research.

## **SAMOAN STUDIES COURSE**

### **DESCRIPTIONS**

### **FAAMATALAINA O MATAUPU TAU SAMOA**

#### **SAM 101A Conversational Samoan 1 (3) (formerly SAM 101)**

##### **Talanoaga Faasamoa 1 (3)**

This is a conversational Samoan Language course at the elementary level. The focus is on enunciation, vocabulary building, and the correct use of words in directed fundamental dialoguing, which should transit to more student-generated conversation. Upon completion, students should become comfortably fluent that they would want to continue with further training in SAM 101B or SAM 111 at ASCC, or learning on their own. This course is intended for non-speakers of the Samoan Language.

E mafuli le tele o felafolafola'iga i le faatautaiga o talanoaga Faasamoa ma e ta'ua lenei mataupu o le vasega muamua. E a'oa'o le faaleoga sa'o o upu, fauga o upu, o le faaaogaga sa'o o upu i totonu o se talanoaga ma i'u ai ina agavaa le tagata e faaaoga le gagana Samoa e feso'ota'i ai. O le a faaosofia le lagona fiafia i le tagata a'oga e fia a'oa'o pea le gagana Samoa ma faaaauu atu ai i le isi vasega e ta'ua o le SAM 101B po o le SAM 111 i le Kolisi Tuufatasi o Amerika Samoa, po o le faia fo'i o ni ana ia sailiiliga. O lenei vasega e mo tagata e lē iloa Faasamoa.

#### **SAM 101B Conversational Samoan 2 (3) Talanoaga Faasamoa 2 (3)**

This is a conversational Samoan Language course for students who are able to speak limited Samoan, and wishing to transit into writing dialogues, messages, verses, nursery rhymes, and simple directions. The focus will be on structure of basic Samoan sentences.

O lenei mataupu o Talanoaga Faasamoa e mo tagata aoga ua tau iloa faaaoga le gagana Samoa, ma ua iai fo'i le naunauta'iga e amata ona tusitusi, tauloto, ma faatino faatonuga faigofie. O le faamoemoe o lenei vasega e a'ia ai le kalama o le fuaiupu Samoa.

#### **SAM 111 Introduction to the Samoan Language (3) (formerly SAM 162 Samoan Language Culture) Faamasaniga i le Gagana Samoa (3)**

This is an introductory course in Samoan writing and speaking, grammar and usage of contemporary and commonly used respectful Samoan phrases. Students

enrolled are recommended to write and speak fluent Samoan.

O lenei mataupu amata i le gagana Samoa e a'oa'o ai tusitusiga ma tautalaga, faaaogaga o le kalama ma le gagana faaonaponei ma le gagana faaloalo masani. E fautuaina tagata aoga e tusitusi ma tautatala manino i le gagana Samoa.

#### **SAM 151 Freshman Samoan (3) (formerly Samoan I)**

##### **Gagana Samoa Tausaga Muamua (3)**

##### **Prerequisite: SAM 111**

This is an intensive course in formal Samoan speaking and writing. Students are required to write narrative, descriptive, expository and persuasive compositions. The speaking aspect closely follows writing during the laboratory periods. Critical thinking, effective speaking and reading with a purpose will also be stressed.

O lenei mataupu e faataunuu ai a'oa'oga ua tuutuu i le loloto o le gagana tautala ma le tusitusi. E tatau i tagata aoga ona tusia ni tala i se mea na tupu, faamatalaga auiliili o se mea, vaiililiga o itu uma o se mataupu ma le faaaogaga o le gagana faatosina. E mulimulita'i le gagana tautala i le gagana tusitusi i le taimi o faatinoga a lea mataupu. E faamalosia le faaaogaga o mafaufauga ua ua'i loloto, e o'o fo'i i le tautala aloa'ia ma le faitau malamalama.

#### **SAM151L Freshman Samoan Laboratory (1)**

##### **Prerequisite: Concurrently enrolled in SAM151**

Mataupu Ulufale: O lo o tauaveina le SAM 151.

The students will undergo drills, with the aid of video cameras and other equipment to develop critical thinking, read with a purpose, and write in the style that targeted readers would understand and appreciate. They will visit selected cultural activities to observe orators and review/write analytically.

O le a fa'ata'ita'i e tagata aoga le faiga o galuega faatino, e faaaoga ai mea pu'eata ma isi masini e atiae ai mafaufauga ua'i loloto, faitau malamalama, ma tusitusi i se gagana e mafai ona malamalama ma fiafia i ai se 'au faitau. E māta'itū le faatinoga o faalavelave Faasamoa ma matau le faiga o le lauga a tulafale ma iloilo/tusitusi auiliili.

#### **SAM 152 Introduction Samoan Culture (3) Faamasaniga i Aganuu Samoa (3)**

This is an introductory course to Samoan culture.

Students will discuss, and analyze cultural aspects of the faasamoa such as, appropriate language, appropriate behavior in varying spatial contexts. The concepts of extended families and their functions, land tenure and peopling of Samoa. Students will be expected to express opinions on Samoan society.



O le mataupu faamasani leni i le aganuu Samoa. O le a lauliliu, ma iloilo e tagata aoga nisi o tu faasamoa e pei o, gagana talafeagai, amio talafeagai i ituaiga saofa'iga eseese i totonu o se nuu. E a'oa'o ai konesepi tau le aiga potopoto ma o latou aoga, fanua ma lona faasoaga ma le 'aināina o motu o Samoa. E tatau i tagata aoga ona faaali manatu e faatatau i saofa'iga eseese a Samoa.

**SAM 154 Introduction to Samoan Literature (3)  
Faamasaniga i Tala Faamauina a Samoa (3)**

This course is required for an Associate of Arts Degree in Samoan Studies. Students will be able to review ancient Samoan literature and history through historical oral recitations of "solo" that are manifested in everyday life: the 'ava ceremony, traditional speeches (lauga), marriage (tini), chants and meditation (tapuaiga). Students will be introduced to other popular forms of history, songs, myths, legends, fagogo, humor (faleaitu), and contemporary stories. Students will study the impact of the Bible on Samoan literature.

O le tasi leni mataupu faamalosiā mo le tikeri AA i le gagana ma aganuu Samoa. I leni mataupu o le a mafai e tagata aoga ona iloilo tala o le vavau ma le tala faasolopito e ala atu i ana solo o aso fai soo: ava, lauga, tini, tapuaiga. O le a faamasani fo'i tagata aoga i isi ituaiga tala faasolopito, pese, tala o le vavau, fagogo, faleaitu ma tala faaonaponei. O le a su'esu'e tagata aoga i le aafiaga o gagana faamauina a Samoa i le Tusi Paia.

**SAM 172 Samoan Traditional Political Organization (3)  
Faigamalo faasamoa (3)**

This is an analytical survey of Samoa's traditional political system: its organization, operation, the changes that took place over the years, and the influence of the missionaries and Western political systems.

O le mataupu leni e iloilo ai upufai o malo a Samoa: i lona faatulagaga, faagaioioiga ma suiga i tausaga na tauasa mai ai, ma le aafiaga ona o misionare ma faatulagaga o malo mai fafo.

**SAM 204 Samoan Mythology (3)  
Tala o le Vavau a Samoa (3)**

Students will survey Samoan myths and legends as a genre of literature, be introduced to theory on mythology, study the literary elements in indigenous myths, acquire a view of the commonalities among Polynesian myths, typology, and archetypes, and think critically and analytically of Samoan mythology and its dynamics.

O le mataupu leni e faatatau i tala o le vavau a Samoa ma o le a faamasani ai tagata aoga i tala tuu ma tala o le vavau i lona sionalei faamaumau. O le a sailiili e tagata aoga tala o le vavau i lalo o faatufugaga po o le sionalei tau fatuga, faamasani i pitofilo tau tala o le vavau, a'oa'o elemeni o tala o le vavau a tagatanuu muamua, a'oa'o mai ni tala e tutusa ai le atu Polenisia, i ni ona ituaiga ma mamanu taatele, atoa ai ma le māta'itū ma le iloilo toto'a o tala o le vavau a Samoa i ni ona tafa eseese.

**SAM 244 Theatrical Arts (Faleaitu) (3)**

**Prerequisite: SAM 111**

**Mataupu Ulufale: SAM 111**

This course is a study of Samoa's existing "faleaitu" as a genre of Samoan Literature. Students will be able to think analytically and critically of Samoan humor in entertainment, the indigenous theatrical presentation of "faleaitu," and the use of "faleaitu" as voice of the common people. Satire, irony, ridicule and comical character sketches are studied.

O le mataupu leni e aoaoina ai faleaitu faaleatunuu i lona faatufugaga faafatuga moni a Samoa. O le a mafai ona iloilo ma faitio e tagata aoga suaga i taimi o faafiafiaga faasamoa, le faatinoga e tagatanuu o leni faatufugaga o faiva, ma le faaaogaga o le faleaitu e tauala atu ai se feau mai tagata lautele. E aoaoina ai foi le faaaogaga o le tausauūgā e tauala atu ai faitioga i ni lape o tagatanuu, faamatalaga tuufaafegai, taufaifai ma le taufa'a'ata.

**SAM 251 Sophomore Samoan Composition (3)  
(formerly SAM 152 Samoan II)  
Gagana Samoa mo Tausaga Lua (3)**

**Prerequisite: SAM 151**

**Mataupu Ulufale: SAM 151**

This is a second year course in research methods with emphasis on Samoan composition. The student will conduct a research of Samoan Studies topics using Modern Language Association approved research methodology. Focus will be on published materials on Samoan Studies in any field of choice.

O le mataupu o le tausaga lua leni i metotia tau Suesuega e faapitoaugafa i tusiga Faasamoa. O le a faatino e le tagata aoga se suesuega i mataupu tau Samoa e faaaoga ai le faatulagaga taualoa o le Asosi o Gagana Faaonaponei (Modern Language Association e limata'ita'ina ai sailiiliga. O le a faataua lomiga e faatatau i mataupu Samoa, i soo se matata.

**SAM 261 Samoan Oratory (3)**  
**Gagana Faafailauga Samoa (3)**

**Prerequisite:** SAM 152

**Mataupu Ulufale:** SAM 152

This course introduces students to techniques of organizing and delivering speeches in various cultural settings. Major course work consists of discussing oratorical language and its application to the different cultural occasions, speech content, and of performing this art of Samoa.

O le mataupu leni e faamasani ai tagata aooga i alafua e faatulaga ma momoli ai lauga i soo se ituaiga saofaiga faaleaganuu. O le tele o le galuega faatino e aofia ai le iloiloga o le gagana faafailauga ma lona faaaogaga i faalavelave ma mataupu tau le aganuu, iloiloga o le anofale o le lauga atoa ai ma le faatinoga o leni faatufugaga faaatisi a le atunuu.

**SAM 271 Samoan Creative Writing (3)**  
**Fatuga po o Tusiga Tala Faasamoa (3)**

**Prerequisite:** SAM 151

**Mataupu Ulufale:** SAM 151

This is a course to creative writing via “Solo”, satire, humor and short stories told with a Samoan flair. Narrative, descriptive, expository and persuasive forms are also taught.

O se mataupu leni tau tusigā tala fatu e ala atu i solo, tusiga e faaaoga ai le tausuaūgā e tauala atu ai faitioga i ni lape o tagatanuu, tala taufa’ā’ata atoa ai ma tala e tusia i le agaga Faasamoa. E a’oa’oina ai foi tusiga o mea tutupu i olaga o tagata, tusiga e faamatala ai foliga mai o se mea, tusiga e faailoa ma iloilo ai se mataupu ma le ituaiga tusitusiga faatauana pe faatosina.

**SAM 281 Translation (3)**  
**Faaliliuga Faasamoa (3)**

**Prerequisite:** SAM 151

**Mataupu Ulufale:** SAM 151

This course introduces students to the general rules and skills of translation and interpretation; i.e., translating English words without Samoan equivalents. Students study and analyze translations in local papers and visit the courts to observe and critique court interpreters.

O le mataupu leni e faamasani ai tagata aooga i tulafono lautele ma agavaa tau faaliliuga ma faauigaga, e pei o le faaliliuga o upu Peretania i upu Samoa. E aoaoina ma iloilo foi e tagata aooga faaliliuga i nusipepa i le lotoifale ma asiasi atu i le faamasinoga e māta’itū ma auiliili le galuega faaliliu a tagata faaliliu i lea matātā.

## SCIENCE

### MISSION STATEMENT

The mission of the Science department is to provide educational services, research, and outreach programs in the broad areas of basic sciences and the associate of science degree in Marine Science. The department is committed to a strong science program that deals with the latest technologies, environmental issues and life sustainability.

### COMMUNITY ADVISORY COUNCIL:

Dr. Leoleoga E. Leituala, Veterinarian, DOA; Ms. SolinTuaumu, Coastal Zone Management, DOC; Mr. EnesiEnesi, DOE; Dr. Annie Fuavai, LBJ; Mrs. Marilyn P. Anesi, Family Planning, DOH.

### CHAIRPERSON AND FACULTY:

Dr. Randel DeWees, Chairperson; Dr. Ken Belle, faculty; Mr. Murali Gopalan, faculty; Mr. Jameson Newton, faculty.

### PROGRAM LEARNING OUTCOMES FOR MARINE SCIENCE

1. Competence in comprehending, interpreting, evaluating, and application of physical and biological scientific data.
2. Competence in demonstrating logical, conceptual, analytical and critical modes of thinking.
3. Demonstrate logical problem-solving through analyzing data patterns and functional relationships to answer questions and determine causes.
4. Comprehend and apply scientific concepts across disciplines utilizing a variety of techniques and technologies.
5. Demonstrate the ability to function successfully in laboratory and field settings in order to produce quality scientific research following the scientific method

### SCIENCE COURSE DESCRIPTIONS

#### **BIO 150 Introduction to Biological Science (4)**

This course studies the nature of science and scientific inquiry and the historical development of biological concepts and principles. This course requires laboratory experiments and projects illustrate and emphasize the use of biological principles. This course

is not available to students with a “C” grade or better in BIO180 or BIO 181.

**BIO 155 Ecology (4)**  
(formerly ECO 150)

This course focuses on close studies of inter-relationships of living things and their total environment, and it is used to promote awareness of the need for efforts in natural resource conservation, pollution control and a clean, healthy environment. Laboratory experiments are coordinated with the lectures and emphasize proper laboratory procedures.

**BIO 180 Biology I (4)**  
**Prerequisites: ENG 150**

Introductory biology course for all life science, pre-medical, pre-veterinarian, and health science majors. Study of cell structure and function, chemistry, growth, reproduction, genetics evolution, viruses, prokaryotes, protists and fungi. Laboratory experiments are coordinated with the lectures and emphasize proper laboratory procedures.

**BIO 181 Biology II (4)**  
**Prerequisite: BIO 180 not to be taken concurrently with BIO 250**

Continuation of BIO 180 Study of the systems of plants and animals, their anatomy and physiology with emphasis on the human organism. Interactions of animal and plant populations and the environment are also studied in the course. Laboratory experiments are coordinated with the lectures and emphasize proper laboratory procedures.

**BIO 250 Anatomy and Physiology I (4)**  
**Prerequisite: BIO 180**

Anatomy and Physiology I is the first of a two-semester course that studies the structure and function of the human body, including a study of its gross anatomy, micro anatomy, physiology, pathology, and pathophysiology. The laboratory sessions include exercises in basic human physiology, detailed description of various organ systems observed through dissection activities.

**BIO 251 Anatomy and Physiology II (4)**  
**Prerequisite: BIO 250**

This course is a second semester continuation of BIO 250, with intense studies of the structure and function of the human body including gross anatomy, micro anatomy, pathology and pathophysiology. Laboratory session includes exercise on the gross and microscopic anatomy of the human body with special emphasis on the skeleton, muscles, heart, blood vessels, and enzyme actions.

**BIO 255 Microbiology (4)**  
**Prerequisite: BIO 180**

This course is a description of the characteristics of micro-organisms and their habitats. Microbiology deals with micro-organisms in health and disease; their removal and destruction; infection and immunity; and disease caused by micro-organisms and how they are transmitted. Laboratory experiments are included in the course.

**CHM 150 Chemistry I (4)**  
**Prerequisites: ENG 150, MAT 151**

This course covers the basic principles of chemistry. It is an introduction to chemical and physical changes, atomic structure, orbital, chemical bonding, chemical equations, phase changes and ideal gas laws and applications. The laboratory experiments will introduce techniques and basic principles of chemistry. Computer simulation on the atomic particles location, the experiments that show color change, formation of bubbles, precipitation, and the sort. This course entails computer based experiments using logerpro.

**CHM 151 Chemistry II (4)**  
**Prerequisite: CHM 150**

Chemistry II is the continuation of Chemistry I, which introduces chemical energy and kinetics, thermo chemistry, equilibrium, ionic solutions, oxidation-reduction processes, carbon compounds-organic chemistry, polymers and plastics. Laboratory experiments introduce techniques and basic principles of chemistry, titration, acids and bases, computer based experiments using logerpro.

**MSC 100 MOP Seminar (1)**

This seminar will provide an overview of Territorial ocean issues and help prepare the student for his/her career. Weekly seminars will be conducted by professionals involved with marine activities, management, education, research and business. Guest speakers will present information on his/her career and its application to American Samoa. Students will explore MOP goals and learn to write professional documents such as resumes, proposals and reports in preparation for conducting a MOP skill project. They will also learn to match internships and research projects with their education and career goals. This course is required to earn a Certificate of Proficiency in the Marine Option Program.

**MSC 110/ PED 170 Swimming (1)**

A mandatory class for students taking SCUBA and attempting any strenuous swimming in other Marine Science classes. Swimming is designed to provide a basic safe background in the ocean environment. Basic swimming strokes will be taught in a shallow water

setting. Survival skills will be taught so that in the event of an at sea emergency, all students will be able to deal with emergency situations.

#### **MSC 150 Introduction to Oceanography (4)**

This course provides an introduction to oceanographic phenomena. The interrelationships between physical, chemical, geological and biological oceanography are discussed at length. Air-sea interactions and their global implications are examined. Field trips may involve open-ocean studies. Saturday field trips required.

#### **MSC 155 Environmental Geology (4)**

This course covers the application of geology to all interactions between humans and the earth. It is intended as an introductory Geology course specifically designed for Marine Science majors, and all students who would like to be introduced to the basics of geology in the context of real environmental issues.

#### **MSC 157 South Pacific Geology (3)**

##### **Prerequisite: MSC 155**

An introductory course in the study of the Pacific Islands and their evolution through geologic time. This course covers the processes and products of island formation, volcanoes, coastal morphology, ocean currents, sea-level effects through time, and local plate tectonics and their effects on the Fijian Archipelago and the Tongan Trench. Focus is given to the catastrophic formation of the Samoan Islands.

#### **MSC 160 Natural Marine Resources (3)**

This course is an introductory Marine Science class designed to familiarize students with the potential resources of the sea. Special attention is given to South Pacific issues and organisms. The course will encourage environmental practices and discuss existent methods of harvesting and culturing organisms, ethics and regional impacts. Students will be asked to design their own projects or redesign one in which they have interest by making use of resources in American Samoa. \* This may also count as a SAMPAC course.

#### **MSC 170 Introduction to Marine Biology (4)**

An in-depth investigation of the various marine ecosystems such as sand, mud, and rocky intertidal areas, salt marshes, estuaries, coral reefs, and mangrove forests; also the neritic, pelagic, and benthic regions of the open ocean. Includes the numerous interactions between biotic and abiotic factors. Adaptations of life forms for survival in these environments will be discussed. Also, includes laboratory exercises and field trips to the coast. Laboratory exercises and field trips will be an integral part of the course.

#### **MSC 197/AGR 197 Polynesian Culture and Natural Resources Learning Project (3)**

##### **Prerequisite: A 4-credit Biology course**

This course is designed to provide the necessary background information for participation in a service learning program. The course studies the natural resources of American Samoa and their relationship to cultural usage. Students enrolled in this course will be provided with a list of information and topics and given the opportunity to explore and conduct further research. They will also learn about the resources and cultures of other countries and make comparisons to America Samoa.

#### **MSC 200 Introduction to Aquaculture (3)**

MSC 200 is an introductory level course that covers the scope and role of aquaculture for increasing food production of aquatic organisms. The biological principles of aquaculture, including species selection, hatchery breeding and rearing and grow-out practices will be covered, including the status of the aquaculture industry in American Samoa.

#### **MSC 201 MOP Skill Project (1)**

##### **Prerequisites: MSC 100**

Students will formulate a marine related project approved by his/her MOP Coordinator(s). This project will train students in the trades and life skills needed to be successful in pursuit of a career in marine science. Topics have ranged from scientific research to endeavors in the arts. MOP students are encouraged to coordinate their projects with the efforts of local agencies, businesses, educators, or communities. They will have the opportunity to present their skills project at the annual MOP Student Symposium. This course is required to earn a Certificate of Proficiency in the Marine Option Program.

#### **MSC 202 MOP Service Learning (1)**

##### **Prerequisites: MSC 201**

Students will apply the cumulative knowledge gained in their Marine Option Program courses in designing and implementing a community service project related to the marine environment. Students will explore the meaning of civic responsibility and develop their leadership, professional, and academic skills as they engage community agencies to meet community needs. They will better understand the Samoan concept/value of "tautua" (service). This course is required to earn a Certificate of Proficiency in Marine Option Program.

#### **MSC 220 Introduction to Fisheries Management(3)**

This course is designed to acquaint students with contemporary fisheries management concepts and practices. Pacific commercial fishing methods and

economic aspects of the U.S. commercial fishing industry will be discussed. Students will gain an understanding of the concepts and applications of the ecosystem management, biological diversity, the Endangered Species Act, and habitat restoration, as they apply to fisheries management. Guest speakers bring their work-related knowledge and experiences to the students. Scientific, administrative and enforcement personnel, along with commercial and recreational fishermen, are invited to discuss their fisheries management involvement with the students. **NOTE:** Can be taken with Instructor's Permission.

#### **MSC 270 Tropical Island Ecology (4)**

This course is designed to give the upper level marine science student a valuable experience in examining and understanding the environment in which they were raised. The course introduces the principles of ecology with an emphasis on tropical marine ecosystems, fisheries and processing. Field work in American Samoa is emphasized.

#### **MSC 280 Marine Science Special Projects (2)**

MSC 280 is an in depth exercise in experimental learning that gives marine science students the opportunity to participate in supervised research, local internships, or service learning projects in the community. Credit is based on the extent of work completed and the time involved.

#### **MSC 297/AGR 297 Environmental Service Learning Exchange (2)**

##### **Prerequisite: MSC197/AGR197**

This course is a four-week, service-learning course. Students will utilize knowledge gained from MSC 197/AGR 197 to carry out community service projects that will include: stream bank restoration, trail maintenance and creation of educational displays and signs. They will also learn about the resources and culture of other countries and to make comparisons among the different systems. A portfolio will be kept on activities and a final report will be required on their projects.

#### **PHSCI 150 Physical Science (4)**

##### **Prerequisites: ENG 150**

This is an introductory Physical Science course that focuses on basic chemistry, physics, earth science, astronomy, and biology concepts. Laboratory experiments illustrate methods in physical sciences. (Formerly ASC 150 – Applied Science)

#### **PHY 151 Physics I (4)**

##### **Prerequisites: MAT 151, ENG 150**

Basic principles of physics, laws of nature, measurement, force and motion, work and energy, momentum and impulse, and energy transfer are introduced. For the lab, students will work on well-designed pedagogical tools (lab pro connected with computer, motion sensor and force sensor connected to the lab pro) that permit the students to gather, analyze, visualize, model and communicate data in their lab report.

#### **PHY 152 Physics II (4)**

##### **Prerequisite: PHY 151**

Physics II is a continuation of PHY 150. Electricity and magnetism, light and optics, modern physics and cosmology are covered in this semester. Laboratory exercises are organized to illustrate these fundamental principles.

## SOCIAL SCIENCE

### **SOCIAL SCIENCE MISSION STATEMENT**

The Social Science Department provides students with introductory information in history, psychology, sociology, anthropology, geography and education. The department provides a diverse spectrum of courses acquainting students with their places in historical processes, cultural developments, interrelationships amongst people and the dynamics of societal elements reflected in social, religious, political and technological progress. More specifically the department offers the Associate of Arts with emphasis in in Political Science degree program and transferable courses for students planning to further their education at off-island colleges and universities.

### **COMMUNITY ADVISORY COUNCIL:**

Mrs. Ipu A. Lefiti, VP, AS Coalition Commission Against Domestic Violence; Okenaisa Fauolo-Manila, Director SSI.

### **CHAIRPERSON AND FACULTY:**

Mrs. Toaiva Fiame-Tago Chairperson; Mrs. Lilian Temese, Faculty; Randall Baker, Faculty; Derek Helsham, Faculty

### **PROGRAM LEARNING OUTCOMES**

1. Identify and analyze basic structures and functions of government at the national, state, and local levels.

2. Identify and analyze classic and contemporary political theories.
3. Identify and analyze international relations theories of power, war, and peace.
4. Utilize commonly used statistical procedures to analyze Political Science datasets.
5. Apply social science research methodology to research a significant research question in Political Science.
6. Identify and analyze concepts and events in one of the following areas: American Samoa Government, American Government and Public Policy, International Relations, or Public Law-Political Philosophy.
7. Develop career goals and plans, and apply lifelong learning skills for personal and professional growth.

## **SOCIAL SCIENCE** **COURSE DESCRIPTIONS**

### **ANT 150 Introduction to Anthropology (3)**

#### **Prerequisites: ENG 151**

This course is a general introduction to the discipline of anthropology, utilizing the four-field approach cultural and physical anthropology, archaeology and linguistics

### **ANT 153 Introduction to Archaeology (3)**

#### **Prerequisites: ENG 151**

This course is a general introduction to the study of past human cultures and the history of archaeology. Emphasis on basic archaeological theories and methods on how archaeological records are recovered studied and analyzed.

### **ANT 154 Cultural Anthropology (3)**

#### **Prerequisite: ENG 151**

This course emphasizes the scientific methods and theories of cultural anthropology as a vehicle for understanding and explaining the diversity of socio-cultural systems around the world.

### **ANT 210 Archaeological Field School (6)**

#### **Prerequisite: ANT 153**

This course will provide students with training and practical experience in performing archaeological field research through their involvement in an archaeological research project. Students will be introduced to the basic elements of such research as: research strategy and design, planning and logistics, surface survey and mapping techniques, site and feature documentation, sampling strategies, equipment construction and maintenance, excavation techniques, sample collection and preservation, field cataloging, photographic methods, material and data control, and field laboratory

analysis. This course is designed for both regular academic and continuing education credit. Note: Only available Summer Semester. This course involves 8-10 hours of field study each day for 4-6 weeks. Students must be physically fit and capable of physical activity in hot/humid conditions (students will be required to sign a liability waiver). Depending on the research project, the course may be conducted on Tutuila or on another island. In addition to tuition, students will pay a special fee for travel and living expenses. See instructor for details on any particular year's program (e.g., fees, course dates, field location, etc). Fees will vary from year to year depending on the research location.

### **GEO 150 Introduction to Samoan Geography (3)**

This is a preparatory course, which provides a comprehensive background on the geographical terms, concepts and ideas that are evident in Samoan landscape, climatology, demography and socio-political environments.

### **GEO 160 Introduction to Geography (3)**

#### **Prerequisites: ENG 151**

This course covers the geographic survey of the world's major cultural realms. The course introduces processes of spatial integration and differentiation of economic, geopolitical and cultural landscapes. Furthermore, it entails natural resources distribution, the contrasts and linkages between the developed and developing world.

### **GEO 161 Pacific Geography (3)**

#### **(formerly Geography of the Pacific)**

This course introduces the physical and human geography of the Pacific island realm. This includes regional marine and terrestrial resources, human settlement and landscape transformation, population and political geography, economic development, resource management and environmental issues. Note: Field trips are conducted outside of class hours.

### **HIS 150 American History I (3)**

#### **Prerequisite: ENG 151**

This course introduces the economic, political and social history of the American people to 1865.

### **HIS 151 American History II (3)**

#### **Prerequisite: ENG 151**

This course covers the economic, political and social history of the American people from 1865 to the present.

### **HIS 160 Samoan History I (3)**

#### **Prerequisites: ENG 151**

This course introduces the history of Samoa from its earliest beginnings to 1830. The course will review the

emphasis political, social, economic and religious developments, which played significant roles which molded Samoan way of life.

**HIS 161 Samoan History II (3)**

**Prerequisite: ENG 151**

This course covers the history of Samoa from 1830 to the present. The course emphasizes on political, social, economic and religious developments that altered traditional Samoan institutions and created modern Samoan societies.

**HIS 162 Pacific History (3)**

**Prerequisite: ENG 151**

This course is a thematic approach to the histories of the Pacific. Themes include migrations and human settlements, discoveries and annexations, cultural, sociopolitical and religious developments which affected the lives of the Pacific people.

**HIS 170 World Civilizations I (3)**

**Prerequisite: ENG 151**

This course emphasizes on the development of cultural, social, economic and political institutions in major world areas, which have affected the course of human progress from the earliest beginnings to the 16th Century.

**HIS 171 World Civilization II (3)**

**Prerequisite: ENG 151**

This course emphasizes on the development of cultural, social, economic and political institutions in major world areas, which have affected the course of human progress from the 16th Century to the present.

**PAD 150 Introduction to Public Administration (3)**

**Prerequisites: ENG 151**

Introduction to the theory and practice of public administration: focus on the administrative environment including relations between governmental branches; a history of administration; theories of administrative organization; the management of public organizations including leadership, personnel, and budgetary concepts, planning and evaluating; public policy questions; current and future issues.

**PHIL 150 Introduction to Philosophy (3)**

**Prerequisite: ENG 151**

An introduction into the field and the nature of philosophy. Includes a critical examination of people's basic values, ethics and beliefs system. Attempts also to discover what life is best worth living and what ideals are most worth pursuing.

**POL 150 Introduction to American Government (3)**

**Prerequisite: ENG 151**

Theories, structures, functions and techniques of modern American Government; political concepts, institutions, and practices are stressed in this course.

**POL 151 Introduction to American Samoa Government (3)**

**Prerequisite: ENG 151**

Dynamic forces which have shaped the structure of the American Government from pre-western times to the present; the executive, legislative, and judicial branches; relations between the United States Government and the American Samoa Government, including possible future constitutions for American Samoa are explored.

**POL 160 Introduction to Politics (3)**

**Prerequisite: ENG 150**

This course is an introduction to political science as a discipline intimately involved with ideas, concepts, and practices of ethics, empirical and social scientific inquiry and public policy. Application of concepts and practices are emphasized to respond to and understand the future political changes.

**POL 170 Introduction to Public Policy (3)**

**Prerequisite: ENG 151**

This course is an introduction to policy making and policy analysis. Accentuates the processes, theories and applications of public policy making.

**POL 220 Pacific Current Affairs (3)**

**Prerequisites: ENG 151**

The social, cultural, and political environment of Samoa and the Pacific are discussed to provide background review, research and discussion of current issues.

**POL 250 Comparative Politics (3)**

**Prerequisite: POL 150**

Focus is placed on similarities and differences in theory and practice of political systems and ideological movements throughout the world.

**POL 251 International Relations (3)**

**Prerequisite: POL 150**

This course focuses on the major theories of international relations, the formulation of foreign policies, the role of the international organizations and the diplomatic behavior between nations are examined.

**PSY 150 Introduction to Psychology (3)****Prerequisite: ENG 151**

A survey of psychology including a historical overview of the development of ideas in the field and an introduction to the field's basic methodological approaches.

**PSY 250 Human Development (3)****Prerequisite: PSY 150**

The study of human development from birth through geriatrics. Topics include psycho-social development, cognitive development, physical development, moral development as compared cross-culturally during each stage of the life cycle. .

**REL 150 World Religions (3)****Prerequisite: ENG 151**

A comparative survey of the major religious traditions of the world, focusing on each religion's history, doctrines, and present conditions.

**SOC 150 Introduction to Sociology (3)****Prerequisite: ENG 151**

An introduction to the field of sociology. Emphasis on modern sociological theories based on the five concepts of society which are culture, social structure, functional integration, power and social action. Students learn about the existence of human society from a micro to a macro level of societies and cultural diversities on issues of gender relations, education, socialization, stratification, and mass movement

**SOC 211 Social Issues (3)****Prerequisite: SOC 150**

An advanced course emphasizing the interrelationships and development of theoretical concepts and terminology introduced in SOC150. Social issues to be addressed include primary and secondary socialization, norms, social institutions, change and deviation and mass movement. This course will be offered only in the Spring semester.

## TEACHER EDUCATION

### **TEACHER EDUCATION DEPARTMENT MISSION STATEMENT**

The American Samoa Community College Teacher Education Department provides preparatory courses for pre- and in-service teachers in the areas of Early Childhood, Elementary Education, Special Education, Educational Technology, and Teaching Samoan Language and Culture. In addition, Teacher Education Department emphasizes fundamental theories to pedagogical practices, methods and research that will

improve the quality of standard-based teaching as an instrument that reflects best teaching and learning practices.

**COMMUNITY ADVISORY COUNCIL:** Mrs. Milaneta Tinitali, ASDOE /ECE Director; Superintendent, Catholic Schools;

**CHAIRPERSON AND FACULTY:** Dean of Teacher Education-Dr. Lina Galea'i-Scanlan, AA degree Chairperson-Dr. Larry Purcell; TED Faculty - Filemoni Lauilefue, Shirley Delarosa, Feleni Petelo, Tero Talamoa, and Iose Muasau Afu.

### **PROGRAM LEARNING OUTCOMES**

1. Competence in Content and Pedagogy  
The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and creates learning experiences that make aspects of the subject matter meaningful for students.
2. Competence in the Samoan Language, History, and Culture.  
The teacher is competent and skillful in utilizing the Samoan Language, History, and Culture as a responsive teaching foundation to enhance learning.
3. Competence in Technology  
The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.
5. Competence in Student Diversity  
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
6. Designs and provides meaningful learning experiences  
The teacher consistently plans and implements meaningful learning experiences for students.
7. Competence in Assessment  
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner
8. Competence in School & Community Relationships



The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being.

9. **Competence in Professional Development**  
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

## **EDUCATION COURSE DESCRIPTIONS**

### **ECE141 Curriculum I in Early Childhood Education (3)**

This course introduces students to theories, methods, techniques, and activities that promote learning through creative expression in children during their early childhood years. Content areas covered will include developmentally appropriate practice, learning environments, learning and interest centers, and the design and implementation of physical, cognitive, communicative, and creative activities for the classroom. This course is designed for the ECE Program —Work to School Program initiative. The course is designed to be taught bilingually.

### **ECE142 Curriculum II in Early Childhood Education (3)**

This course is a continuation of ECE I; it will advance students to theories, methods, techniques and activities which promote learning through creative expression in children during their early childhood years. Content areas include developmentally appropriate practice, learning and interest centers, and the design and implementation of physical, cognitive, communicative, and creative activities in the classroom. This course is designed for ECE Program —Work to School Program initiative. This course is designed to be taught bilingually.

### **ECE150 Introduction to Parenthood Education (3)**

This course is designed to provide the students with a systematic approach to the study of parent-child relationships. This approach is based upon an understanding of developmental theory and is intended to aid individuals who work with parents and children as well as those who are, or will be parents. Course content emphasizes information rather than advice.

### **ECE151 Guiding and Nurturing Young Children (3)**

This course is designed to equip the student with skills and techniques for the guidance, nurturing, and direction of the behavior of young children. Such skills

and techniques include understanding behaviors according to age, building positive self-concepts, and planning preventive action to deal with social problems such as disturbing others, fighting, biting and other classroom, and schoolyard disturbances.

### **ECE152 Safety and Health for Young Children (3)**

This is an introductory course to issues of safety and health as they relate to children from birth to age eight. It includes training in standard American Red Cross First Aid and Cardiopulmonary Resuscitation (CPR); a study of methods for establishing safety procedures for classroom, the playground, and field trips, and emphasis on the importance of establishing a healthy environment for the young child. Topics range from the importance of nutritional needs, the identification, and handling of suspected child abuse, recognition of and procedures for dealing with childhood illnesses and communicable diseases.

### **ED 150 Introduction to Teaching (3)**

This course is designed to introduce students to the fundamental theories and practices of teaching. Students will examine the components of effective organization and management of a classroom in order to ensure effective teaching. This course covers daily procedures, classroom management, planning and organization, cooperative learning, multiple intelligence, critical thinking, and diverse populations within the classroom.

### **ED 157 Introduction to Elementary Curriculum and Instruction (3)**

This introductory course will bring together students to the fundamental elements to preparing and presenting effective classroom instruction. Students will examine the skills of designing lesson plans for their classroom and will demonstrate their ability by preparing a class presentation. Students will identify research that shows and demonstrates how children learn, how to keep their motivation, and how to prepare exciting and motivating activities in class. This course is designed to assist teachers in developing daily, weekly, and unit lesson plans for the elementary classrooms.

### **ED 160 Development in Early Childhood Education (4)**

#### **Prerequisites: ED150**

This course is designed to acquaint students with the relationship between theory and practice in Early Childhood Education in order to increase competency of early childhood education in the classroom. This course will focus in on the child's cognitive, social, emotional, and physical needs and will provide the novice teacher with the appropriate strategies and

knowledge for effective teaching in the pre- through third grade classroom.

### **ED 215 Introduction to Exceptional Children (3)**

#### **Prerequisites: ED 150**

This course investigates exceptionalities as defined according to federal educational guidelines, including visual impairment, hearing impairment, learning special needs, mental retardation, physically and health impaired, behaviorally disordered, communication disorders, and gifted. An introductory course will familiarize students with various categories of special needs. This course is a prerequisite for other special education courses and serves to prepare elementary and early childhood majors who serve children with special needs in their classrooms. Students taking this course must have completed or be concurrently enrolled in PSY 250.

### **ED 240 Instructional Technologies (4)**

#### **Prerequisites: ICT150**

This course reviews information and communication technologies and how they are used in education. Course reviews and provides hands-on experiences with educational technologies; including, but not limited to, computer systems and peripherals, computer operating systems, and application software (word processing, spreadsheets, presentation software, graphics software, and others); Internet resources and issues; video technologies; video conferencing and broadcast systems; on-line course management systems; and, testing systems. The course will also review the national and local goals, standards, and issues in the use of education technologies for students, teachers, and administrators. Students will be able to prepare on-line lesson plans for the elementary grade classrooms.

### **ED 257 Teaching Language Arts to Elementary School Teachers (3)**

#### **Prerequisites: ED157, ENG150**

This course stresses an understanding of the phases of language art development, especially in the areas of reading and writing, and particularly in the bilingual and bicultural classroom. It includes the selection and use of education approaches in the training process. This course is designed for students majoring in elementary and early childhood education as well as for teachers wishing to upgrade their professional skills. This course will teach teachers to children's literary learning ability, it will also make aware of the different children's reading materials available. Teachers will be experienced in composing their own big book story for children as well as to critique children's reading materials.

### **ED 257P Observation, Participation, and Practicum (1)**

#### **Prerequisites: ED157, ENG150**

ED 257P will provide students the opportunity to observe model teachers, and library reading centers to gain an understanding of the requirements and demands of the classroom teacher. Students will be able to observe and reflect upon application of the content significance of ED 257.

### **ED 280 Introduction to Bilingual Education (3)**

#### **Prerequisite: ENG 150, ENG 151**

This course is designed to introduce students to a research-based theoretical framework for the schooling of language minority students. In addition, this course will examine the underpinnings of primary language development, second language acquisition, and the relationship of both to normal school achievement. The course will explore instructional methods and techniques recommended for language minority students.

### **ED 285 Teaching Samoan Language and Culture (3)**

#### **Prerequisites: ENG 150, SAM 151**

This course offers a thorough study of the ASDOE K-12 Samoan Language curriculum, emphasizing mastery of sequencing of levels and scope. It will help students use the whole language approach to plan, implement and assess/evaluate the teaching of Samoan Language in their classrooms. It reviews theories of language acquisition introduced in other teacher education courses. The prescribed English language arts texts used as references are adapted to the teaching of Samoans.

### **ED 285P Teaching Samoan Language and Culture Practicum (1)**

#### **Pre-requisite: Concurrent with ED 285**

This practicum course is for students currently enrolled in ED 285, Teaching Samoan Language, and Culture. The practicum portion will help students use the whole language approach to plan, implement, assess and evaluate the teaching of Samoan Language in the classroom. The course will review theories introduced in the lecture portion of ED 285. The prescribed English language arts texts will be used as references and will be adapted to the teaching of Samoan Language and culture.

## TRADES AND TECHNOLOGY DIVISION (TTD)

### TRADES & TECHNOLOGY DIVISION (TTD)

The mission of the Trades and Technology Division (TTD) is to equip students with knowledge and technical skills in their vocational specialties, through the issuance of certificate of proficiencies (COP) and Associate of Science (AS) degrees, based on national standards, with input from local, public, and private entities. In addition, TTD develops programs that prepare students for entry-level employment and upgrade skills of incumbent workers, and prepare them for professional licensure and certification. The Trades and Technology Division provides preparatory training for students to further their education and training beyond ASCC.

### COMMUNITY ADVISOR COUNCIL BY PROGRAM

#### **Air Condition & Refrigeration**

Peter Mario, TRANSPAC; Lolo Pilimai, Pacific Air Conditioning and Refrigeration

#### **Architectural Drafting Technology**

Etimani Elisara, DBAS; Mala Ualita, TOFR

#### **Auto Body Repair**

Chris Banse, Accords Collision; Anthony Tuiolosega, Dell Motor Sports; Adam Sione, ASCO Motors; House Representative Puletu Dick Koko

#### **Automotive Technology**

Pani Ng Lam, ASCO Motors; Sam Chong, ASG FireCrash; Savelio Lieu Kuey, Haleck Motors; David Yakim, Samoa Motors

#### **Carpentry**

Dean Hudson, Fletcher; Gus Viena; Mark Liersch, McConnell Dowell; Kenape Aumavae, ASCC Maintenance; Duke Purcell; Peter Crispin, Tool Shop.

#### **Civil Engineering Technology**

Faafetai Wells, DBAS; William Sword, BP; Estella Rubin, DPW.

#### **Diesel**

Harvey Golk, Harvey enterprises; Primo Nauer, Pacific Products; Russel Cox, Industrial Gases

#### **Electrical Technology Program**

Peter Young, ASMC Young Electric Inc.; Reno Vivao, ASPA; Paul McGowan, StarKist Samoa; Sopoaga Sagaga, Fofoga Electric; Theodore Leiato, ASPA Electronic  
Alex Sene Jr. ASTCA; Ted Leiato, ASPA; Reno Vivao, ASPA

#### **Information Communication Technology**

Mr. John Newton;; Connie Shimasaki, ASPA; Sal Augafa, BlueSky Communications. Stephen Petaia, Petaia Media; Tupulua Ta'ase, ASDOE

#### **Welding**

Andy Wearing, Samoa Gases, Russell Cox, Industrial Gases; Lagofaatasi Sanonu, ASPA

### CHAIRPERSON AND FACULTY

Frederick R. Suisala, Chairperson; Adullum Esera; Taetuli Lauu; Robert Moore; Ernie Seiuli

### PROGRAM LEARNING OUTCOMES:

#### 1: Demonstrate & Perform:

To demonstrate working knowledge of safety procedures, test instruments, and tools and equipment of their discipline. Therefore, to obtain, analyze and synthesize gathered information necessary to complete an assigned task(s).

#### 2: Work Ethics:

Attain skills for entry-level employment in their chosen field of study and related fields including work ethics to be a successful employee.

#### 3 Technology Applications:

To utilize appropriate technological tools, terminology and procedures for personal, academic, and career tasks, include access, evaluate from a variety of sources and contexts, including technology.

#### 4 Information Communication:

To think critically in evaluating information, solving problems and making decisions; in addition to read and listen actively to learn and communicate;

### TRADES & TECHNOLOGY COURSE DESCRIPTIONS

#### **AIR CONDITION & REFRIGERATION (AC&R)**

##### **AC&R 100 Introduction to Air Conditioning and Refrigeration (3)**

This course is designed to provide students with an introduction to the air conditioning and refrigeration

industry. Classroom lectures and instruction are in basic air conditioning and refrigeration theory, terminology, schematics and tools for the air conditioning and refrigeration program. Note: 3 lecture credits.

### **AC&R 240 Intermediate to Air Conditioning and Domestic Cooling System (5)**

#### **Prerequisite: AC&R 100**

This course is designed to provide students with knowledge and skills in refrigeration and an in-depth study covering refrigerant pressures, sub cooling, super heating, compression systems, metering devices and system charging. Residential air conditioning wall mount split, central and automotive units will be covered. Lab will include troubleshooting, leak detection, evacuation, and recharging of a/c units. Note: 3 lecture credits, 2 lab credits.

### **AC&R 280 Domestic & Commercial Refrigeration (5)**

#### **Prerequisite: AC&R 100**

This course is designed to provide students with an in-depth study of refrigeration systems, application, servicing, heat loads, absorption principles, special refrigeration devices, and application. Intermediate maintenance, troubleshooting, and repair of domestic and commercial refrigeration units will be covered as well as theories and application of electricity as they apply to domestic and commercial refrigeration offered during our laboratory sessions. Note: 3 lecture credits, 2 lab credits.

## **ARCHITECTURAL DRAFTING TECHNOLOGY (ADT)**

### **ADT 140 House Wiring Elements (3) (Formerly ADT 140 Residential House Wiring)**

#### **Prerequisite: none**

This course is designed to theoretically identify the elements of residential wiring, basic parallel and series circuits, safety standards and practices, lighting circuits, outlet circuits, fusing and circuit breaker installation, two and three way switching, all wiring practices to meet NEC standards will be covered throughout the course. Note: 3 lecture credits

### **ADT 150 Architectural Drafting I**

#### **Prerequisite: none**

This course is designed to introduce basic concepts of technical drawing. It will also cover perception theories, lettering, sketching techniques, use of drafting instruments, orthographic projection, basic dimensioning, and pictorial drawings.

### **ADT 160 Introduction to AutoCAD (3)**

#### **Prerequisite: none**

This course is designed as an introductory course to computer Aided Drafting designed for classroom instruction or self-study. Also provides complete instructions in Master AutoCAD commands. Lessons start with systematic instructions followed by exercises designed for practicing commands learned within the lessons. Note: 3 lecture credits.

### **ADT190 Residential Planning & Designing (3)**

#### **Prerequisite: ADT 140**

This course which applies use of graphic standards, deals mainly with proper room layout techniques and building orientation in relation to the environment/surroundings, climate; also creating site plan for proposed project site using AutoCAD software. Note: 3 lecture credits.

### **ADT 210 Architectural Drafting II (5) formerly ADT 210 Architectural Drafting III**

#### **Prerequisite: ADT 150**

This course includes the theory and practice involved in producing and organizing drawings using computer aided design techniques. Students are exposed to design layout and construction used in steel, concrete, masonry and wood systems. Independent research emphasized. All drawing is done using computer aided design software. Note: 4 lecture credits, 1 lab credit.

### **ADT 215 Construction Codes (3)**

#### **Prerequisite: ADT 140**

This course explores the ramifications of codes on building projects. Student applies the materials of the course relating to zoning, building, and accessibility requirements (ADA) to drawing projects in the co requisite course. This is a lecture, discussion, and exercise course. Note: 3 lecture credits.

### **ADT 230 Advanced Architectural Drafting (4) formerly ADT 230 Architectural Drafting IV**

#### **Prerequisite: ADT 150**

This course is an advanced architectural structural drafting using wood, reinforced concrete, stone and structural engineering. Practical experience in designing eight unit

## **AUTO BODY REPAIR (ABR)**

### **ABR 100 Introduction to Automotive Collision (3)**

This course prepares the student to the safety practices in the auto repair shop environment. Students will gain an understanding of the program requirements, college policies, and occupational/industry expectations as well as an insight into career opportunities. This course will also introduce the student to the use of basic hand tools,

power tools and specialty tools required in the auto body industry. Note: 3 lecture credits.

#### **ABR 140 Welding and Cutting (6)**

##### **Prerequisite: ABR 100**

ABR majors only. This course will introduce the student to basic Oxy-Acetylene welding techniques. Basic shielded arc welding, MIG, TIG, and plasma cutting techniques will also be introduced. Note: 4 lecture credits, 2 lab credits.

#### **ABR 250 Minor Body Repairs (4)**

##### **Prerequisite: ABR 140**

This course will introduce the student to the fundamentals in classifying body damage, analyzing sheet metal damage, metal straightening, and the proper selection of tools and techniques. Students will work on group and individual projects to hone their skills. Note: 2 lecture credits, 2 lab credits.

#### **ABR 255 Full & Partial Panel Replacement (4)**

##### **Prerequisite: ABR 250**

This course will introduce the student to factory attachment methods of structural/nonstructural full and partial panels, and the proper procedures for replacing these components. The method of sectioning structural/non-structural components will also be explored. Students will work on group and individual projects to hone their skills. Note: 1 lecture credit, 3 lab credits.

#### **ABR 265 Corrosion, Body Fillers and Plastic Repairs (4)**

##### **Prerequisite: ABR 255**

This course will introduce the student to corrosion restoration, application of body fillers and plastic repairs. Emphasis will focus on the preparation of the surface to be repaired. Students will work in-group and individual projects to hone their skills. Note: 1 lecture credit, 3 lab credits.

#### **ABR 270 Surface Preparations for Refinishing (3)**

##### **Prerequisite: ABR 265**

This course instructs the student how to determine the condition if the vehicle is finish and plan the required steps for refinishing the vehicle. Students will work in-group and individual projects to hone their skills. Note: 1 lecture credits, 2 lab credits.

#### **ABR 275 Equipment Preparations and Maintenance for Refinishing (3)**

##### **Prerequisite: ABR 270**

This course introduces students to the safety procedures, proper operation, preparation, and maintenance of the tools and equipment used for

automotive refinishing. Note: 1 lecture credits, 2 lab credits.

#### **ABR 290 Applying the Finish (4)**

##### **Prerequisite: ABR 280**

This course will introduce the student on applying surface top coat, applying prime-scaler, applying single stage paint, base, clear coat and tri-coat finishes of a complete rail section, rocker panel, A and B pillar, floor plan, truck floor and full body section. Note: 1 lecture credits, 3 lab credits.

#### **AUTOMOTIVE TECHNOLOGY (AUTO)**

#### **AUTO 100 Fundamentals of Automotive Mechanics (3)**

This course is an introduction to the automotive technology program and profession. This survey course is designed to introduce basic tools and fasteners and related mathematics required in the automotive service



as well as shop safety and work ethics. In addition, it is recommended for those students desiring entrance into the Automotive Technology Morning/Afternoon Program. Note: 3 lecture credits

### **AUTO 172 Automotive Engine Performances (9)**

#### **Prerequisite: AUTO 100**

This course is a study of the engine subsystems responsible for good engine performance, clean air, and fuel economy. Systems to be covered include ignition, fuel, emission, and computer controls. Note: 5 lecture credits, 4 lab credits

### **AUTO 174 Automotive Braking Systems (6)**

#### **Prerequisite: AUTO 100**

This course is a study of the automotive braking system. Emphasis will be placed on the theory, operation, diagnosis, and repair of modern braking systems. This course will also cover traction control systems as well as power and anti-lock braking systems. Note: 5 lecture credits, 1 lab credit.

### **AUTO 176 Automotive Steering and Suspension (6)**

#### **Prerequisite: AUTO 100**

This course is a study of automotive steering and suspension. Emphasis will be placed on the theory, operation, diagnosis, and repair of modern steering and suspension systems. Topics include four-wheel steering, tires and wheels, and supplemental inflatable restraints systems, and Four-wheel alignment and adjustments. Note: 5 lecture credits, 1 lab credit.

### **AUTO 178 Automotive Electrical/Electronics (9)**

#### **Prerequisite: AUTO 100**

This course involves the study of electrical fundamentals, electrical test equipment, automotive batteries, starting and charging systems, wiring diagrams, lighting circuits, various advanced body electrical circuits and controls. The primary emphasis of this course is on diagnosis, testing, and repair. Note: 5 lecture credits, 4 lab credits

### **AUTO 250 Advanced Auto Engine Performances (3)**

#### **Prerequisite: AUTO 100**

This course is an in-depth study of import and domestic computerized engine controls. Emphasis will be placed on the theory, operation, and testing procedures necessary to accurately diagnose and repair drivability complaints. Note: 2 lecture credits, 1 lab credit.

### **AUTO 280 Automotive Engine Diagnosis & Repair (6)**

#### **formerly AUTO 180**

#### **Prerequisite: AUTO 100**

This course is a detailed study of various engine designs and materials. Lab will include diagnosis,

inspection, repair methods, and parts necessary for complete engine repair. In addition, various machines and machining operations will be covered. Note 5 lecture credits, 1 lecture credit.

### **AUTO 282 Automotive Transmission, Transaxle, and Drive Trains (9)**

#### **formerly AUTO 182**

#### **Prerequisite: AUTO 100**

This course detailed study of the clutch system, standard and automatic transmissions, transaxles, drive lines and differentials: theory of operation including: friction materials, hydraulics, torque converters, gear trains, planetary gears, and controls as well as gear ratios, torque multiplication, speeds, drive line angles and tooth patterns. Note: 6 lecture credits, 3 lab credits.

### **AUTO 284 Automotive Cooling/Heating & Air Conditioning (5) formerly AUTO 184**

#### **Prerequisite: AUTO 100**

This course covers the theory and operation of cooling, heating, and air conditioning systems. Lab practices include maintenance, testing, diagnosis, and repair of these systems. Note: 4 lecture credits, 1 lab credit

## **CARPENTRY (CARP)**

### **CARP 100 Hand and Power Tools (3)**

The focus of this course is to familiarize the students with (a) Hand Tools such as pliers, handsaw, hacksaw, T-square, tape measure, hammer, crowbar, and many other hand tools used in carpentry. (b)Power tools such as a table saw, miter saw, circular saw, drill, jointer, rotary hammer, and other power tools associated with carpentry and (c), safety with these tools and the workplace. Note: 3 lecture credits.

### **CARP 120 Plans, Building Codes, and Specifications (3)**

This course is designed to help a student how to read architectural drawings (plans) and correctly interpret the information found in written specifications. The students will be able to understand and align specifications with local and Federal building codes. Note: 3 lecture credits.

### **CARP 150 Footings and Foundations (4)**

#### **Prerequisite: CARP 120**

This course will present an overview of footings & foundations in construction. Explaining and identifying different layouts in footing and foundations. Students will prepare materials; calculate the cost for a building site, and layout a site with a transit, locating property lines and corners. Students calculate the amount of concrete needed for footing and foundation walls and construct different types of foundations and forms to

distribute and displace the overall weight of a structure.  
Note: 2 lecture credits, 2 lab credits.

#### **CARP 160 Walls and Ceiling Framing (4)**

##### **Prerequisite: CARP 150**

This course will examine how to build and frame walls. Wall framing is the assembling of vertical and horizontal members that form outside and inside walls of a structure. This frame supports the upper floors, ceilings and the roof. Students will learn the importance of sole plates, top plates, studs headers, and sheathing.  
Note: 2 lecture credits, 2 lab credits.

#### **CARP 170 Roofing Styles and Types (4)**

##### **Prerequisite: CARP 150**

This course will identify the different types & styles of roofing and their purpose. Identifying and analyzing different architectural designs. Types of roofs covered in this course will include (a) Gable; two surface (b) Hip; Four surface (c) Flat; One surface roofs. Note: 2 lecture credits, 2 lab credits.

#### **CARP 180 Plumbing (4)**

##### **Prerequisite: CARP 150**

This course is designed to identify the importance of plumbing in the building industry. Students will learn how to install, repair pipes, replace and cut different types of pipes and use different kinds of glues and waterproof adhesive. Students will also learn how to apply basic math principles in the application of these skills in areas of cost estimation, area and square footage and job calculations. Note: 2 lecture credits, 2 lab credits.

#### **CARP 200 Exterior and Interior Doors, Windows and Trim (4)**

##### **Prerequisite: CARP 150**

This course is designed to select materials with confidence and build your homes to last. This course covers information on systems during the three stages of new construction: foundation, framing, and exterior finishing. You will learn about selection criteria, properties of materials, application techniques and the long-term performance of the respective systems. This course will teach students the right way to build small windows, screen doors and the proper method of installing doors, caulking application of windows and doors. Students will also learn the proper way of framing doors and windows and rough openings and custom doors and custom windows. Trim will be introduced at this course. Note: 2 lecture credits, 2 lab credits.

#### **CARP 221 Cabinet Making (6)**

##### **Prerequisite: CARP 150**

This course is designed to apply different types of layout, cutting, and assembling of various types of cabinets for residential, office or commercial use. Techniques in selection appropriate materials and hardware for the construction, units on estimating costs of construction. Note: 2 lecture credits, 4 lab credits.

### **CIVIL ENGINEERING TECHNOLOGY (CET)**

#### **CET 150 Plane Surveying I (4)**

This course introduces theory and practice of plane surveying, including measurement of distance and angles, use and care of instruments, error analysis, field problems, and office computations. Plane surveying introduces students to the skills and technological knowledge required for working in the field. Students learn to measure, calculate, and record direction, distance, and elevation using standard field equipment; advanced skills are taught through projects in which students use GPS for data collection and geometric calculations to measure curves. Prerequisites for this technical course are beginning land surveying and trigonometry. Note: 4 lecture credits.

#### **CET 151 Plane Surveying II (4)**

##### **Prerequisite: CET 150**

This is a second semester course in surveying with the emphasis on the use of advanced survey instruments and their field applications in Construction surveying. This highly technical class introduces the concept of creating a flat map, a plane, to describe a curved surface. Geodesy, measuring the shape of the Earth, is introduced. Students learn to use the North Star to determine direction. Determining errors in precision measurement is covered. This course is one of the last courses taken in a land-surveying program. Note: 4 lecture credits.

#### **CET 160 Introductions to Geographic Information System (3)**

This course provides an in depth introduction to the fundamentals of Geographic Information Systems (GIS). The course will include an introduction to basic cartographic principles including map scales, coordinate systems, and map projections. An in depth review of the necessary hardware and software elements used in GIS will be made using ArcView. Applications of GIS technology as used in science, business, and government will also be presented. The topics will be reinforced with hands on experience in map scales, coordinate systems, data sources and accuracy, data structures, working with spatial data, map, and overlays manipulation of databases and

presentation of data in map layouts. Note: 3 lecture credits.

### **CET 261 Construction Procedures & Management (3)**

**(formerly CET 260 Construction Procedures and CET 261 Construction Management.)**

**Prerequisite: CET 150**

This course is a combination of construction procedures and management. Theory and application of specifications, estimations of project costs, application of building codes and use of computer programs in development and preparation of construction. Orients students to select and applies the proper structural materials, equipment methods used in wood, masonry, concrete, and steel construction.

### **CET 265 Hydraulics & Hydrology (3)**

**(formerly CET 265 Hydraulics and CET**

**Prerequisite: PHSCI 150**

This course introduces a basic knowledge of hydraulics and hydrology (or to organize existing knowledge) for the practicing engineer. It provides the ability to solve engineering problems of fluid flow in pipes and open channels by application of basic hydraulic principles and engineering tools in the process of engineering analysis and design. In addition, it provides basic understanding of flow control and flow measurement in open channels, and it develops the ability to determine energy losses and flow capacity of basic hydraulic structures. It provides a basic knowledge of atmospheric and surface processes (precipitation, evapotranspiration, soil moisture, infiltration, surface runoff). It offers gaining practical experience on hydrological data acquisition, analysis, and interpretation on temporal and spatial scales of hydrological processes and on using simple catchment rainfall-runoff models. Note: 3 lecture credits.

### **CET 270 Land Developments (3)**

**Prerequisite: MAT 151, PHSCI 150**

Orient students to land development processes, rules, regulations, preparation of land use permit applications, and requirements regarding ecology, drainage, utilities, mitigation, and historical preservation issues. Building permitting application and issues also discussed. Note: 3 lecture credits.

### **CET 299 Cooperative Work Internship (4)**

**Prerequisite: CET 270**

This course is a one semester, four hour per week practical job experience with local firm or ASG office directly related to field of engineering. Specific duties and times negotiable with firm or office will be studied. Duties will be documented and performance rated by

firm or office in consultation with CET staff. Note: 4 lecture credits.

### **DIESEL (DSL)**

#### **DSL 100 Introductions to Diesel Engines (3)**

This course is designed to introduce the theory and operation of two and four cycle diesel engines. Instruction will include shop safety procedures, history of diesel, fundamentals, and basic operations and maintenance of two stroke and four stroke engines. The course will review the different usages of the diesel engine. Basic tools and diesel engine designs will also be covered.

#### **DSL 150 Brakes, Air (Pneumatic) & Hydraulic Systems (3)**

**Prerequisite: DSL 100**

This course will cover classroom instruction and laboratory training covering air and hydraulic brake systems, components, and truck systems. Instruction in air brakes will include troubleshooting and repair problems in the system, proper brake adjustments, and system testing. Safety when working with compressed air and spring brake chambers. Instruction in hydraulic brakes will also include machining brake drums and brake discs. Note: 2 lecture credits, 1 lab credit.

#### **DSL 160 Heavy Duty Electrical/Electronic Systems (5)**

**Prerequisite: DSL 100**

This course will include classroom instruction and laboratory training covering the purpose, design, theory, and operating principles of electrical systems of a diesel engine. Special emphasis will be placed on developing the skills required to test, service, and repair electrical components and associated systems on heavy-duty trucks. Note: 3 lecture credits, 2 lab credits.

#### **DSL 162 Diesel Fuel Injection and Computerized Systems (5)**

**Prerequisite: DSL 160**

This course will include classroom instruction and laboratory training covering the purpose, theory, and operating principles of fuel injection systems. Special emphasis will be placed on developing the skills required to test, service, and repair fuel injection components and diesel computerized engine controls. Note: 3 lecture credits, 2 lab credits.

#### **DSL 200 Small to Medium (Compact) Diesel Engines (5)**

**Prerequisite: DSL 100**

This course is an introduction to compact and automotive diesel engines. Topics of theory, operation, service, diagnosis, and troubleshooting of compact



diesel engines and how these engines are used in the automobile and a variety of light duty equipment's.  
Note: 2 lecture credits, 3 lab credits.

### **DSL 250 Heavy Duty Diesel Engines (5)**

#### **Prerequisite: DSL 100**

This course will cover the theory and operation of two and four cycle diesel engines used in heavy-duty trucks and equipment. Instruction will include engine disassembly and assembly, maintenance, and repair of both type engines. Cooling systems, air and exhaust systems, starting systems as well as turbo charging systems will also be covered. Note: 2 lecture credits, 3 lab credits.

## **ELECTRONICS (ELE)**

### **ELE 150 Electronic I (4)**

#### **Prerequisite: ETP 100**

This course covers the theory of DC/AC circuit analysis, semiconductor device and their application and introduction to electronic circuits.

### **ELE 151 Electronic II (4)**

#### **Prerequisite: ELE 150**

This course entails the theory of electronic circuits and their applications in all areas of communications, telecommunications, radar, industrial and consumer electronics.

### **ELE 170 Consumer Electric (4)**

#### **Prerequisite: ELE 150**

This course introduces the study of consumer electrical and electronic systems; theory, operation, maintenance, troubleshooting, repair of small appliances (fans, toasters, microwaves, etc.) and soldering techniques.

### **ELE 190 Digital Techniques (4)**

#### **Prerequisite: ELE 151**

The focus of this course is theory of logic circuits, Boolean algebra, flipflops, registers, counters, shift registers, clocks, combination logic, semiconductor memories and microprocessors...

### **ELE 201 Communication Systems (4)**

#### **Prerequisite: ELE 151**

Study communication systems: theory, operation, maintenance, troubleshooting, and repair of modern electronic communications equipment.

### **ELE 202 Computer Systems (4)**

#### **Prerequisite: ELE 150**

This course encapsulates the fundamental principle, laws, safety rules, theorems and tool handling of DC and AC electronics with element composition of

components utilized in, and mathematical analysis of, electronic circuits.

### **ELE 299A Electronic Systems Practicum (4)**

#### **Prerequisite: ELE 190**

This course encapsulates the fundamental principle, laws, safety rules, theorems and tool handling of DC and AC electronics with element composition of components utilized in, and mathematical analysis of, electronic circuits.

### **ELE 299B Communication Systems Practicum (4)**

#### **Prerequisite: ELE 201**

This course encapsulates the fundamental principle, laws, safety rules, theorems and tool handling of DC and AC electronics with element composition of components utilized in, and mathematical analysis of, electronic circuits.

### **ELE 299C Computer Systems Practicum (4)**

#### **Prerequisite: ELE 202**

This course encapsulates the fundamental principle, laws, safety rules, theorems and tool handling of DC and AC electronics with element composition of components utilized in, and mathematical analysis of, electronic circuits.

## **ELECTRICAL TECHNOLOGY PROGRAM (ETP)**

### **ETP 100 Basic Electrical Theory I (3)**

#### **formerly ETP 100 Electrical Basic Theory I**

This course is designed to provide basic knowledge and basic fundamental concepts of electrical theory, focusing on direct current (d-c), safety precautions, and procedures. Alternating current (a-c), electrical meters, and basic hand tools will also be introduced. Note: 3 lecture credits.

### **ETP 120 Basic Electrical Theory II (4)**

#### **Prerequisites: ETP 100**

This course is designed to provide intermediate knowledge of electricity, including an in-depth study of alternating circuit (a-c), and its resistance, capacity and inductance within circuits and effects on equipment. The course will provide students with in-depth skills in safe operation of various electrical meters, testing instrumentations and measuring apparatuses during the laboratory. Note: 3 credits lecture, 1 credit lab.

### **ETP 130 National Electrical Code (NEC) (3)**

#### **Prerequisites: ETP 120**

This course is designed to provide students with basic knowledge on how to read, understand and locate information utilizing the National Electrical Code manual and handbook relevant to local and National

Electrical Codes (NEC) pertaining to Electrical industry requirements with emphasis on Residential Wiring.  
Note: 3 lecture credits

**ETP 150 Residential House Wiring (5)**  
**formerly ETP 150 Applied Residential Wiring**  
**Prerequisite: ETP 120**

This course is designed to provide an advanced knowledge and hands on skills in residential wiring techniques. Laboratory exercises are designed to give students practical experience in different residential wiring techniques. Note: 1 credit lecture, 4 credits lab.

**ETP 299A Cooperative Work Internship (4)**  
**Prerequisite: ETP 150**

This course is a one semester, four hours a week practical job experience under the supervision of a licensed electrician. Specific duties and times will be negotiable with a company or workplace. Duties will be documented and performance of students will be rated by company or workplace in consultation with the ETP faculty. Note: 1 credit lecture 3 credits lab.

**INFORMATION COMMUNICATION  
TECHNOLOGY (ICT)**

**ICT 150 Introductions to Computers (3)**

This course presents hardware and software components of microcomputer systems. Topics include operating systems, basic network commands, and fundamentals of email, internet, word processing, spreadsheet, and presentation graphics. Lab work includes hands on experience on the course software.  
Note: 2 credits lecture 1 credits lab.

**ICT 155 IT Essentials (3)**

**Prerequisite: ETP 100**

This course teaches students the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. The students, through hands-on activities and labs, learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, this course includes an introduction to networking. This course helps students prepare for the Comp TIA A+ certification. Note: 2 Lecture credit, 1 lab credit

**ICT 161 Networking for Home & Small Businesses (4)**

This course teaches students the skills needed to obtain entry-level for home network installer jobs. It also helps students develop some of the skills needed to become network technicians, computer technicians, cable installers, and help desk technicians. It introduces networking and the Internet using tools and hardware commonly found in home and small business environments. Instructors are encouraged to facilitate

field trips and outside-the-classroom learning experiences. Labs include PC installation, Internet connectivity, and wireless connectivity, file sharing, print sharing, and the installation of game consoles, scanners, and cameras. Note: 3 lecture credit 1 lab credit.

**ICT 162 Working at a Small 2 Medium Business or ISP (4)**

**Prerequisite: ICT 161**

This course prepares students for jobs as network technicians. It also helps students develop additional skills required for computer technicians and help desk technicians. It provides a basic overview of routing and remote access, addressing, and security. It also familiarizes students with servers that provide e-mail services, Web space, and authenticated access. Students also learn about soft skills required for help desk and customer service positions. Network monitoring and basic troubleshooting skills are taught in context. Note: 3 lecture credits, 1 lab credits.

**ICT 170 Microcomputer Applications (3)**

**Prerequisite: ICT 150**

This course illustrates computer capabilities within an employment setting. It will focus on solidifying student knowledge of popular Microsoft office applications. Laboratory work includes extensive laboratory assignments using Word Processing, Spreadsheet, and Presentation software to accomplish tasks meeting Microsoft Office User (MOUS) Specialist standards.  
Note: 2 lecture credit 1 lab credit

**ICT 261 Introducing Routing & Switching in the Enterprise (4)**

**Prerequisite: MAT 155, ICT 161**

This course familiarizes students with the equipment applications and protocols installed in enterprise networks, with a focus on switched networks, IP Telephony requirements, and security. It also introduces advanced routing protocols such as Enhanced Interior Gateway Routing Protocol (EIGRP) and Open Shortest Path First (OSPF) Protocol. Hands-on exercises include configuration, installation, and troubleshooting. Note: 3 lecture credit, 1 lab credit

**ICT 262 Designing & Supporting Computer Networks (4)**

**Prerequisite: MAT155, ICT 162**

Learners progress through a variety of case studies and role-playing exercises, which include gathering requirements, designing basic networks, establishing proof-of-concept, and performing project management tasks. In addition, lifecycle services, including upgrades, competitive analyses, and system integration,

are presented in the context of pre-sale support. Note: 3 lecture credit, 1 lab credit

### **ICT 270 Advanced Office Applications (3)**

#### **Prerequisite: ICT 170**

This course applies advanced functions of office automation systems (word processing, spreadsheets, and database). Laboratory work includes advanced exercises in Word, Excel, and Access designed to Microsoft Office User Specialist (MOUS) Expert standards. Note: 2 lecture credits, 1 lab credit

## **WELDING (WLD)**

### **WLD 100 Welding Fundamentals and Metallurgy (3)**

This course will introduce the student to welding technology, safety, blueprint interpretation designed primarily for welding, welding symbols, and their significance. Basic science of metallurgy used in the welding industry will also be covered. Note: 3 lecture credits.

### **WLD 160 Introduction to Oxyacetylene Welding (5)**

#### **Prerequisite WLD 100**

This is an introductory course in basic oxyacetylene welding. This course emphasizes on safety, operations of the acetylene welding equipment, electrode identification, and gas welding terminology. Welding in the flat and horizontal position will also be covered. Note: 2 lecture credits, 1 lab credit.

### **WLD 170 Introduction to Basic Shielded Metal Arc Welding (5)**

#### **Prerequisite WLD 160**

This course in basic shielded metal arc welding focuses on safety and the operations and use of various types of arc welding machines, electrode identification and arc welding terminology. Welding in the flat and horizontal position will also be covered. Note: 2 lecture credits, 3 lab credits.

### **WLD 190 Advanced Oxyacetylene Welding (6)**

#### **Prerequisite WLD 160**

This course in oxyacetylene welding emphasizes on metal cutting process, welding, brazing, and soldering. Welding and cutting in the vertical and overhead positions will also be covered. Note: 2 lecture credits, 4 lab credits.

### **WLD 260 Advanced Shielded Metal Arc Welding (6)**

#### **Prerequisite WLD 170**

This is an advanced course in shielded metal arc welding. Focus will be on the safety operations of various types of arc welding machines, supplies and electrode identification. Emphasis in the single and

multi-pass groove welding in the vertical and overhead positions. Note: 2 lecture credits, 4 lab credits.

### **WLD 270 Gas Metal Arc Welding (MIG) (6)**

#### **Prerequisite WLD 170**

This course identifies gas metal arc welding principles and welding procedures. This emphasize on GMAW machines, welding procedures, and welding joints. GMAW is mostly referred to as MIG (Metal Inert Gas) welding in the welding industry. Note: 2 lecture credits, 4 lab credits.

### **WLD 280 Gas Tungsten Arc Welding (TIG) (6)**

#### **Prerequisite WLD 170**

A practical and application course identifies the joining techniques used in gas tungsten arc welding processes. Emphasis will be placed on welding and joining of high-tech components and composite materials. GTAW is mostly referred to as TIG (Tungsten Inert Gas) welding in the welding industry. Note: 2 lecture credits, 4 lab credits.

### **WLD 290 Special Welding Processes (6)**

#### **Prerequisite WLD 170**

Apply special welding and cutting processes techniques. The emphasis will be on submerged welding, submerged cutting, and various special welding processes. Ferrous and Non-ferrous welding and cutting applications will also be covered. Note: 2 lecture credits, 4 lab credits.

## **ENRICHMENT COURSES**

These are courses that provide personal and career enrichment opportunities and they may be taken as electives.

### **COLLEGE LIFE PLANNING (CLP)**

The mission of the College and Life Planning (CLP) course is to empower and inspire students to be successful, both personally and professionally.

#### **Course Learning Outcomes:**

1. Develop and apply communication skills to enhance the areas of speaking, writing, reading and listening;
2. Correlate personal learning styles to improve their academic studies and real work situations;
3. Utilize current technology skills to improve communication, and locate and retrieve information for life-long learning;
4. Demonstrate an understanding and appreciation for diversity in all aspects of life;

5. Develop and illustrate strategies to address potential problems with effective solutions or options.

### **CLP 150 College and Life Planning (3)**

This course provides students with an opportunity to cultivate the skills necessary to become confident, successful students. Topics include: personal learning styles, time management, goal setting, test-taking techniques, academic planning, self-care, money management, relationships, communication, memory techniques, college and community resources, and respecting diversity.

## **ARMY RESERVE OFFICERS TRAINING CORPS (ROTC)**

### **Program Learning Outcomes:**

1. Attract, motivate and prepare selected students to serve as commissioned officers in the active or reserve components of the Army;
2. Provide a practical understanding of the concepts and principles of military science;
3. Develop a strong sense of duty, honor and country;
4. Promote teamwork and individual fitness;
5. Develop an understanding of and appreciation for international relations and national security;
6. Develop a comprehension of ethics, leadership, effective goal setting, time-management and effort, and the tradition of a citizen's army
7. Familiarize with the concept of the decision making process and the styles of leadership.

### **COURSE DESCRIPTIONS**

#### **MSL 100 Introduction to Physical Fitness (1)**

Hands-on participatory course following the Army's physical fitness program. Classes conducted three days per week with Army ROTC cadets. Focus is on aerobic conditioning, muscular strength and endurance. Note: Taken concurrently with MSL 201 and MSL 202.

#### **MSL 101 Introduction to Military Science I (3) (formerly ROTC 150)**

This course introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture of understanding the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student.

#### **MSL 102 Introduction to Military Science II (3) (formerly ROTC 151 Foundations of Officership)**

**Prerequisite: MSL 101, or prior military experience**

This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Cadets receive continued emphasis on recruitment and retention. Cadre role models and the building of stronger relationships among the Cadets (through common experience and practical interaction) are critical aspects of the MSL 102 program.

#### **MSL 201 Intermediate Military Science I (3)**

**(formerly ROTC 252 Fundamentals of Leadership)**

**Prerequisite: MSL 101, MSL 102, ENG 151, or prior military experience, taken concurrently with MSL100**

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises. While participation in the leadership labs is not mandatory during the MSL II year, significant experience can be gained in a multitude of areas and participation in the labs is highly encouraged. The focus continues to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos.

#### **MSL 202 Intermediate Military Science II (3)**

**(formerly ROTC 253 The Military as a Profession)**

**Prerequisite: MSL 201, ENG 251 or concurrently, or prior military experience, taken concurrently with MSL100**

This course examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

# American Samoa Community College

## Bachelor of Education (B.Ed.) in Elementary Education



*Samoa Muamua le Atua*



*Saili le Atamai*

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC)

2012



# TABLE OF CONTENTS

American Samoa Bachelor of Education (B.Ed.) in Elementary Education Program (ASBEP)

**GENERAL INFORMATION**

Vision..... 1  
 Mission..... 1  
 Theme ..... 1

**ACADEMIC INFORMATION**

Bachelor of Education in Elementary Education Program of Study.....3  
 B.Ed. Course Descriptions .....4-7

**ADMISSION INFORMATION**

Admission Requirement..... 8  
 Application Checklist ..... 9

**ASBEP DIRECTORY**

ASBEP Steering Committee.....10-12  
 ASBEP Core Faculty and Supporting Staff .....10-12  
 ASBEP Content Area Adjunct Faculty.....10-12

**APPENDIX**

ASBEP Program Organizational Chart

**Accreditation**

The American Samoa Community College Bachelor of Education program has been granted initial Accreditation by the Accrediting Commission for Senior Colleges and Universities (ACSCU) of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Ph: (510)748-9001.

# GENERAL INFORMATION

## Vision

The American Samoa Bachelor of Education in Elementary Education Program exists to meet the diverse educational needs and improve education in American Samoa. It provides a quality undergraduate program for pre-service and in-service teachers to become credentialed certified and professional educators.

The American Samoa Bachelor of Education in Elementary Education Program assumes a leadership role in providing access to innovative, research-based, and culturally responsive pedagogy and educational practices contributing to the academic and professional growth of all students. It also takes a leadership role in the advancement of the American Samoa society and the diverse humanity in the Pacific Region.

## Mission

The mission of the American Samoa Bachelor of Education in Elementary Education is to meet the professional development needs of pre-service and in-service teachers enabling them to effectively teach in American Samoa and within the context of the global demands of the twenty-first century.

### **The program aims to:**

- Prepare and provide ongoing professional development of Early Childhood Education and Elementary Education teachers at the undergraduate level; and,
- Apply knowledge in education that is research based, innovative and appropriate for the American Samoa society; and,
- Provide service for and support to the local and regional education communities.

### **Program graduates will be competent in:**

- Teaching content area and the fundamental principles, theories and methodologies in elementary (k-8) education; and,
- The traditional and transitional perspectives of the Samoan culture/language and their implication in teaching and learning; and,
- The current technology and the application of technology.

## Themes

Several themes resonate throughout the proposed curriculum. These themes provide the guidance and structure for self-reflective dialogue and evaluation of overall program effectiveness.

- Respecting diversity through a curriculum that is culturally appropriate and contextually relevant; and,
- A focus on enhancing student learning through the use of technology; and,
- A strong field-based component that provides opportunities for prospective teachers to apply gained knowledge in realistic settings; and,
- A focus on content-standards, literacy and research based instruction.



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# **ACADEMIC INFORMATION**

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**BACHELOR OF EDUCATION (B.Ed.)  
PROGRAM OF STUDY**

<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>Language &amp; Literature</b> ( <i>all courses required</i> )	
ENG 150 Introduction to Literature	3
ENG 151 Freshman Composition	3
ENG 250 Survey of Literature	3
ENG 251 Sophomore Composition	3
<b>Total credits</b>	<b>12</b>
<b>History</b> ( <i>a total of nine [9] credits required</i> )	
HIS 150, HIS 151 (American History I & II) <i>or</i>	6
HIS 170, HIS 171 (World Civilization I & II)	
HIS 160 Samoan History I	3
<b>Total credits</b>	<b>9</b>
<b>Science</b> - ( <i>a total of eight [8] credits, four credits from the <u>Life Science</u>, and four credits from the <u>Physical Science</u> below:</i> )	
<i>Life Sciences</i>	
BIO 180, BIO 180L Biology I <i>or</i>	4
BIO 155, BIO 155L Ecology <i>or</i>	
MSC 170, MSC 170L Introduction to Marine Biology	
<i>Physical Sciences</i>	
CHM 150, CHM 150L Chemistry I <i>or</i>	4
PHSCI 150, PHSCI 150L Physical Science <i>or</i>	
MSC 150, MSC 150L Introduction to Oceanography	
<b>Total credits</b>	<b>8</b>
<b>Mathematics</b> ( <i>a total of seven [7] credits required</i> )	
MAT 150 Survey of Mathematics	3
MAT 151 Intermediate Algebra	3
MAT 250 College Algebra & Trigonometry	4
MAT 280 Calculus I	5
<b>Total credits</b>	<b>7</b>
<b>Social Science</b>	
PSY 150 Introduction to Psychology	3
PSY 250 Human Development	3
<b>Total credits</b>	<b>6</b>
<b>Arts and Humanities</b>	
SPH 153 Introduction to Speech	3
ART 150 Art History Survey I	3
MUS 160 Music Literature	3
SAM 151, SAM 151L Freshman Samoan	4
<b>Total credits</b>	<b>13</b>
Physical Education	1
Computer Science	3
<b>Total General Education (GE) Credits</b>	<b>59</b>

<b>Pre-Educational Core</b>	
<i>(Qualifying courses must be numbered 150 or higher and from two separate disciplines of study)</i>	
ED 257/257P Introduction to Exceptional Children	4
ED 240 Instructional Technologies	4
ED 280 Introduction to Bilingual Education	3
<b>Total credits</b>	<b>11</b>
<b>Total GE and Pre-ED Core Credits</b>	<b>70</b>
<b>PROFESSIONAL EDUCATION REQUIREMENTS CREDITS</b>	
<b>Core Education</b>	
ED 300 Foundations of Education	3
ED 301 Educational Psychology	3
ED 305 Foundations of Curriculum and Instructions (Elementary K-8)	3
<b>Total credits</b>	<b>9</b>
<b>Related Content Emphasis</b>	
ED 319 Children's Literature	3
ED 325 Principles of Child Development: The Samoan Child	3
ED 340 Tests and Measurements	3
<b>Total credits</b>	<b>9</b>
<b>Content and Methodology</b>	
ED 312 Teaching Language Arts in Elementary Education	3
ED 330 Elementary Mathematics Methods	4
ED 335 Elementary Science Methods	4
ED 350 Health & Fitness Education for Elementary School Teachers	4
ED 410 Elementary Social Studies Methods	4
ED 435 Elementary Creative Dramatics as a Teaching Resource	4
ED 440 Elementary Samoan Language Methods	4
<b>Total credits</b>	<b>27</b>
<b>Field Work</b>	
Must be approved for student teaching before <i>Field Work</i>	
ED 490 Student Teaching Seminar	2
ED 491 10 Student Teaching Field Work	10
<b>Total credits</b>	<b>12</b>
Total Professional Education Credits	57
Total GE and Pre-ED Core Credits	70
Total Bachelor Of Education In Elementary Education Credits	127

## B.ED COURSE DESCRIPTIONS

### Approved Program Outcomes

#### **Program Learning Outcome 1:**

Competence in Content and Pedagogy- The teacher has acceptable level of knowledge and skills of the central concepts, tools of inquiry, and structures of the discipline that he or she teaches and creates learning experiences that make aspects of the subject matter meaningful for students.

#### **Program Learning Outcome 2:**

Competence in the Samoan Language, History and Culture- The teacher is competent and skillful in utilizing the Samoan Language, History, and Culture as a responsive teaching foundation to enhance learning.

#### **Program Learning Outcome 3:**

Competence in Technology- The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

#### **Program Learning Outcome 4:**

Competence in Student Diversity- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

### **COURSE DESCRIPTIONS**

#### **ED 257/257P Teaching Language Arts to Elementary School Teachers**

**Prerequisites:** ED 157, ENG 150

This course stresses an understanding of the phases of language art development, especially in the areas of reading and writing, and particularly in the bilingual and bicultural classroom. It includes the selection and use of education approaches in the training process. This course is designed for students majoring in elementary and early childhood education as well as for teachers wishing to upgrade their professional skills. This course will teach teachers to children's literary learning ability, it will also make aware of the different children's reading materials available. Teachers will be experienced in composing their own big book story for children as well as to critique children's reading materials.

#### **ED 240 Instructional Technologies (4)**

**Prerequisites:** ED 150, ICT 150

This course reviews information and communication technologies and how they are used in education. Course reviews and provides hands-on experiences with educational technologies; including, but not

limited to, computer systems and peripherals, computer operating systems, and application software (word processing, spreadsheets, presentation software, graphics software, and others); Internet resources and issues; video technologies; video conferencing and broadcast systems; on-line course management systems; and, testing systems. The course will also review the national and local goals, standards, and issues in the use of education technologies for students, teachers, and administrators. Finally, this course will present the use and operations of the Person Digital Knowledge Box Educational Server. Students will be able to prepare on-line lesson plans for the elementary grade classrooms.

#### **ED 280 Introduction to Bilingual Education (3)**

**Prerequisite:** ENG 150, ENG 151

This course is designed to introduce students to a research-based theoretical framework for the schooling of language minority students. In addition, this course will examine the underpinnings of primary language development, second language acquisition, and the relationship of both to normal school achievement. The course will explore instructional methods and techniques recommended for language minority students.

#### **ED 300 Foundations of Education (3)**

**Prerequisite:** AA Degree ED IDP

This course is an Introduction to the Foundation of Education in both the United States of America and American Samoa. Pertinent issues that are related to the historical and philosophical backgrounds of education, the nature of schools, and its teaching profession will be stressed.

#### **ED 301 Educational Psychology (3)**

**Prerequisites:** AA Degree ED IDP

This course presents an analysis of the complex factors involved in learning, individual differences, motivation for learning, the psychology of leadership, and socio-cultural factors as they affect education of children and youth.

#### **ED 305 Foundations of Curriculum and Instructions (Elementary K-8) (3)**

**Prerequisite:** AA Degree ED IDP

This course examines and exemplifies the relevant knowledge, skills and personal attributes of an effective teacher. Specific attention will focus on the organization of curriculum, instructional design and assessing student learning.

**ED 312 Teaching Language Arts in Elementary Education (3)****Prerequisite: AA Degree ED IDP**

This course examines the relevant issues of language, culture and methodology for teachers of elementary language arts. Specific attention will focus on language acquisition theories, linguistic approach to teaching languages, and classroom application of language arts methodologies.

**ED 319 Children's Literature (3)****Prerequisite: AA Degree ED IDP**

This course surveys the field of children's literature. The course will examine all types of children's literature, including cultural (both contemporary and traditional), universal and materials made available through various media. This course will examine its value to the communicative process, and defines criteria for the selection and utilization of children's books and instructional related materials suited to the needs and tastes of elementary school children, including exceptional children.

**ED 325 Principles of Child Development: The Samoan Child (3)****Prerequisite: ED 301**

This course presents the basic principles of childhood development and learning. Decades of research, theory and practices, and knowledge of age-related development regarding about how children learn their abilities, characteristics, and need for support, will be covered in this course. In addition, knowledge of how the Samoan child is reared in the cultural context will be explored.

**ED 330/330P Elementary Mathematics Methods (4) Prerequisite: ED 300**

This course seeks to help children acquire knowledge, attitudes, and skills essential to math and technology literacy. This course has as its focus the methods and materials for teaching elementary school mathematics. Emphasized are the content of elementary mathematics, and the methods and materials useful to teach it. ED 330/330P uses readings, case studies, instructional technology, and a school-based practicum to educate pre-service and in-service teachers about K-8 mathematics curriculum and pedagogy.

**ED 335/335P Elementary Science Methods (4)****Prerequisite: ED 300**

This course seeks to help children acquire the knowledge, attitudes, and skills essential to science and technology literacy. This course has as its focus the methods and materials for teaching elementary school science. Emphasized are the content of

elementary science, and the methods and materials useful to teach it. ED 335/335P uses readings, case studies, instructional technology, and a school-based practicum to educate pre-service and in-service teachers about K-8 science curriculum and pedagogy.

**ED 340 Tests and Measurements (3)****Prerequisite: ED 300**

This course examines the basic knowledge on the use of measurements and evaluation in the educational process. Primary focus will be given to the theoretical foundations of test and measurement development and its practical application in the construction and evaluation of tests. Assessment and the use of rubrics will also be explored.

**ED 350/350P Health & Fitness Education for Elementary School Teachers (4)****Prerequisite: ED 300**

This course will identify the basic motor skills by examining current research on physical fitness and health. Both pre-service and in-service students will demonstrate physical activities that are appropriate for the growing child.

Students will learn about different health behaviors to help children create a pre-intervention of a healthy life. Students will strengthen their teaching skills by warming up, playing with, supervising, demonstrating, and motivating students to a holistically healthy life style.

**ED 410/410P Elementary Social Studies Methods (4)****Prerequisite: Completed all 3rdYear Course Work or in special cases approval from Dean of Teacher Education**

This is course will focus on: 1) Purpose of the Social Studies Program for K-8 students; 2) organizational framework of the program per grade level; 3) Knowledge and information on personal and public issues; 4) thinking, communicating, and working with others to contribute to American Samoa and society abroad.

**ED 435/435P Elementary Creative Dramatics as a Teaching Resource (4)****Prerequisite: Completed all 3rdYear Course Work or in special cases approval from Dean of Teacher Education**

This course will focus on: 1) Utilizing creative dramatics and theatre as the medium for integrating the visual and performing arts in K-8 subjects such as science, history, language arts, mathematics, and geography; 2) Demonstrating creative teaching and learning strategies from music, art, dance, and theatre to motivate students and to enhance their study of school subjects; 3) Developing lesson plans and their effective application for

integrating the arts in field settings. This course includes a practicum.

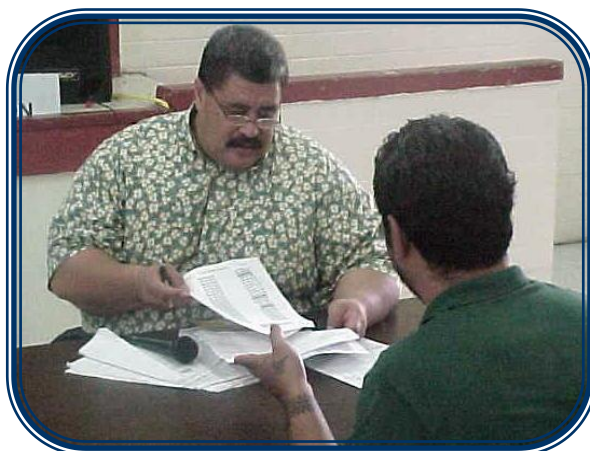
**ED 440/440P Elementary Samoan Language Methods (4)**

**Prerequisite: Completed all 3rd Year Course Work or in special cases approval from Dean of Teacher Education**

This course reviews theories of language acquisition introduced in ED 257 and ED 319.

Similarities and differences between literature-based and language-based

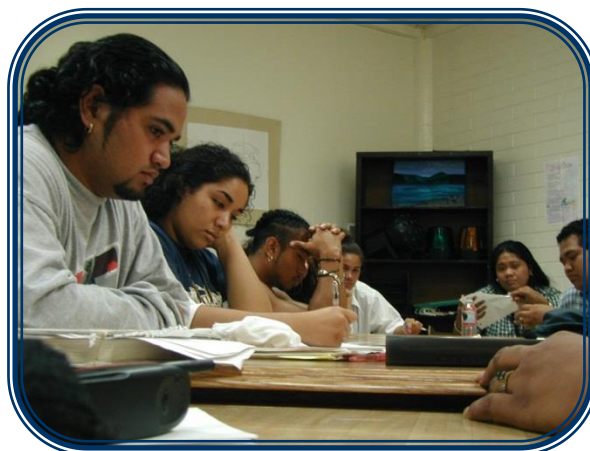
curriculum are surveyed with special focus on the teaching of Samoan at K-12 applying the Whole language approach to the Samoan language teaching. The prescribed English language arts texts used as references are adapted to the teaching of Samoan.



**ED 490 Student Teaching Seminar (2)**

**Prerequisite: Complete all 300 and 400 courses, concurrently with ED 491**

This seminar course is an overview of the student teaching experience. The seminar will outline all the regulations of student teaching and explain all the guidelines. The seminar is specifically designed to all for sharing between student teachers, colleagues, and the college supervisor. Opportunities for sharing will be open to student teacher to share their concerns about their progress and to encourage and support other student teachers. The seminar is designed to serve as a forum for discussion of the relevance and real-world elementary education in American Samoa and in the United States.



**ED 491 Student Teaching Field Work (10)**

**Prerequisite: Complete all 300 and 400 courses, student teaching approval, ED 490, concurrently with ED 490**

This course provides teaching experience under intensive supervision in a public school setting. Regular observation, counseling and evaluation are provided by the ASCC TED faculty and ST field coordinator. Student teachers will receive practical experience under the guidance of supervising teachers in planning for teaching, managing classrooms, and directing learning activities of students. Student teachers are given increasing responsibility for directing the activities of the classroom group to the point of assuming full responsibility

# ADMISSION INFORMATION

## Admission Requirements

All students planning on entering a program of study towards a Bachelor's degree in Elementary Education must have successfully completed the following admission requirements:

Complete the admission requirements to the American Samoa Community College as outlined in the current General Catalog;

Complete application requirements with the ASCC Teacher Education Department for official classification to major in Elementary Education. Enrollment for 300 and 400 level education courses applicants are required to provide verified test date and or score for Praxis I Pre-Professional Skills Test (PPST Exam) and meet pre-requisites for 300-400 level courses;

Complete the ASBEP General Education Requirements (70 credits), as outlined in the General Catalog with a cumulative grade point average of 2.7 or better. Students who have not met the General Education requirements will be accepted on a provisional status. Students who have completed all General Education requirements will be moved to full candidacy;

Maintain a grade of "C" or better in ASBEP Professional Education Core Requirements (58 credits).

Tuition fees are charged accordingly; refer to ASCC General Catalog 2014-2016

## Checklist

Before submitting application, check for the following:

Submit to the Teacher Education Department the following:

- 2 Letters of Recommendation
- Completed application
- 1 Faculty Recommendation and completed recommendation form
- 2 Personal References & addresses
- Health & TB Test (date & verified)

For additional assistance, please contact the Teacher Education Department.  
Call 699-9155, ext. 431 for information and status of application.

Applications can be obtained at the Teacher Education Department located at the upper campus, next to the ELI Building. Application deadlines are \_\_\_\_\_.

Completed applications are reviewed by the Teacher Education Department. Successful applicants will be notified by email and or written notification of acceptance. Upon acceptance, advising is provided by an assigned ASBEP core faculty who will assist with developing a program of study for the B.Ed. degree. Successful applicants will be put into cohorts. See Cohort Lead for more information on Cohort grouping.  
Refer to ASCC General Catalog for more information on academic information.

## Tuition Cost and Fees:

Tuition cost per credit is \$95 per Residence and \$105 per non-Residence. Refer to "Residency Requirements" in ASCC General Catalog.

Students who are eligible for Financial Aid should contact the Financial Aid Office for further information regarding financial aid assistance and eligibility. Refer to ASCC General Catalog 2012-2014 for financial aid eligibility and policies.

Non-Pell students may consult with Dean of Teacher Education for information regarding financial assistance for tuition and or books. Assistance is based on a first come first serve basis and availability of funding.



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# **ASBEP DIRECTORY**

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### **ASBEP Steering Committee**

Dr. Seth P. Galea'i	President
Dr. Rosevonne Makaiwi-Pato	Vice President of Finance and Administrative Services
Dr. Kathleen Kolhoff-Belle	Vice President of Academic & Student Affairs
Dr. Lina Galea'i-Scanlan	Dean of Teacher Education
Letupu Moananu	Dean of Academic Affairs

### **ASBEP Core Faculty & Support Staff**

Dr. Lina Galea'i-Scanlan.....	Core Faculty
Dr. Larry Purcell .....	Core Faculty
Filemoni Lauilefue.....	Core Faculty
Shirley Delarosa.....	Core Faculty
Sonny J. Leomiti.....	Adjunct Core Faculty
Iose Muasau Afu.....	Core Faculty
Tero Talamoa.....	Core Faculty
Feleni Petelo.....	Core Faculty
Faa'u Aydon.....	Administrative Assistant
Christine Fuimaono.....	Administrative Assistant for
ASDOE In-Service Program/TED	
Vanessa Velega.....	Office Clerk, TED
MAC Labs Supervisor	

#### **Adjunct Faculty**

Regina A. Meredith, M.F.A  
 Trudie Sala, Ed.D.  
 Repeka Alaimoana-Nuusa, Ph.D.  
 Jean Asuega, Ph.D.  
 Rosevonne Pato, Ed.D.  
 Kathleen N. Kolhoff-Belle, Ed.D.  
 Seth Galea'i, Ed.D.  
 Trudie Sala, Ed.D.  
 Lina Galea'i-Scanlan, Ph.D.  
 Milaneta Tinitali, M.Ed.  
 Peter Tinitali, Ed.D.  
 Atalina Coffin, M.Ed.  
 Rosevonne M. Pato, Ed.D.  
 Irene T. Helsham, M.Ed, DPA  
 Derek Helsham, M.Ed.  
 Sonny Leomiti, M.Ed.  
 Filemoni Lauilefue, M.Ed.  
 Grace T. Mareko, M.S.  
 Michael Leau, M.Ed.  
 Evelyn Fruean, M.Ed.  
 Sonny Leomiti, M.Ed.  
 Peseta Tialuga Seloti, M.A.  
 Siamaua Ropeti, M.Ed.  
 Poe Mageo, M.Ed.  
 Peseta Tialuga Seloti, M.A.  
 Lina Galeai-Scanlan, Ph.D.  
 Letupu T. Moananu, M.A.  
 Trudie Sala, Ed.D.  
 Repeka Alaimoana-Nuusa, Ph.D.  
 Salu Hunkin-Finau, Ed.D.  
 Kuki Tuiasosopo, M.A.

#### **Content Area**

Art  
 Bilingual Education  
 Clinical Psychology  
 Creative Drama  
 Curriculum and Instruction  
 Early Childhood Education  
 Educational Psychology  
 Student Teaching Supervision  
 Information & Communications Technology  
 Language Arts  
 Literature  
 Mathematics  
 Multicultural Education  
 Music Methods

Poe Mageo, M.A.	
Ed Imo, M.Ed.	Physical Education and Health
Tumua Matau'u, M.Ed.	
Rosevonne M. Pato, Ed.D.	Psychology
Jean Asuega, Ph.D.	
Derek Helsham, M.Ed.	
Irene Helsham, DPA	
Kathleen N. Kolhoff-Belle, Ed.D.	Public Speaking
Okenaisa Fauolo, M.Ed.	Samoan Language
Peseta Tialuga Seloti, M.A.	
Teleai Ausage, M.Ed.	
Evile Feleti, M.Ed.	
Tamari Cheung, M.A.	
Filemoni Lauilefue, M.Ed.	
Randel DeWees	Science
Matt Le'i, M.Ed.	
Netini Sene, M.Ed.	
Kenneth Belle, D.P.M	
Okenaisa Fauolo, M.Ed.	Social Science
Elvis Zodiacal, M.A.	
Toaiva Tago, M.Ed.	
Mikele Etuale, M.Ed.	
Atalina Coffin, M.Ed.	Special Education
Peter Tinitali, Ed.D.	
Irene T. Helsham, M.Ed., DPA	
Derek Helsham, M.Ed.	



# American Samoa Community College



*Samoa Muamua le Atua*



*Saili le Atamai*

Presented & Approved by Curriculum Committee Summer 2007

2012



**ADMINISTRATION,  
STAFF, FACULTY AND  
PROFESSIONAL STAFF**

## ASCC ADMINISTRATION

### **Galea'i, Seth P.**

#### **President**

Ed.D., University of Hawaii-Manoa, HI  
 M.Ed., University of Hawaii-Manoa, HI  
 B.Ed., University of Hawaii-Manoa, HI

### **Kolhoff, Kathleen**

Vice President of Academic and Student Affairs  
 Ph.D., The Union Institute, Cincinnati, OH  
 M.A., The University of Cincinnati, OH  
 B.S. Bowling Green State University, OH

### **Pato, Rosevonne**

Vice President of Administrative Services  
 Ed.D., Argosy University-Phoenix, AZ  
 M.Ed., University of Hawaii-Manoa, HI  
 B.A., University of San Francisco, CA

### **Aga, Daniel**

Dean/Director of Community and Natural Resources  
 (Land Grant)  
 D.P.A., Golden Gate University-San Francisco, CA  
 M.Ed., University of Hawaii-Manoa, HI  
 B.A., University of Kansas, KS

### **Aseta-Willis, Adi Matesina**

Director of Research Foundation  
 M.B.A., University of Phoenix, Phoenix, AZ  
 B.S.B.A., University of Hawaii-Hilo, HI  
 A.A., American Samoa Community College, AS

### **Silafau, Emey**

Chief Financial Officer  
 B.S., Golden Gate University- San Francisco, CA

### **Moananu, Letupu**

Dean of Academic Affairs  
 M.A., California State University-Fullerton, CA  
 B.S., Washington State University, WA.  
 A.A., American Samoa Community College, AS

### **Le'i, Emilia S.**

Dean of Student Services  
 D.P.A., Golden Gate University-San Francisco, CA  
 M.Ed., Brigham Young University-Provo, UT  
 B.S.Ed., Truman State University, MO

### **Leau, Michael A.**

Dean of Trades & Technology Division  
 M.A., University of San Francisco, CA  
 B.A., Carrol College-Helen-Montana

### **Scanlan, Lina**

Dean of American Samoa Bachelor of Education  
 Program  
 Ph.Ed., Capella University, MI  
 M.Ed., University of San Francisco, CA  
 M.Ed., University of Hawaii-Manoa, HI  
 B.A., Mount St. Mary's College, Brentwood, CA

### **Faulo, Keseta Okenaisa**

Director, Samoan Studies Institute  
 M.S., Waikato University, New Zealand  
 B.S., Waikato University, New Zealand

### **Fale, Tauvela**

Director, Adult Education Literacy & Extended  
 Learning  
 M.Ed, University of Hawaii-Manoa, HI  
 B.Ed., University of Hawaii-Manoa, HI

### **Panama, Annie P.**

Director, Student Support Services Program (SSS)  
 M.Ed., University of San Francisco, CA  
 B.A., University of San Francisco, CA

### **Zodiacal, Elvis P.**

Director of Learning Resource Center  
 M.S., University of North Texas-Denton, TX  
 M.A., San Diego State University, CA  
 B.S., University of Guam, GU  
 A.A., American Samoa Community College, AS

### **Tupuola, Tafaimamao**

Director of University Center for Excellence  
 on Developmental Disabilities (UCEDD)  
 M.A., Argosy University, Honolulu, HI  
 B.A., University of Hawaii-Manoa, HI

### **Asifoa, Sereima S.**

Director, Human Resources  
 B.S., University of Canterbury, New Zealand

### **Leomiti, Sonny**

Director, Institutional Effectiveness  
 M.A., Kaplan University-Davenport, Iowa  
 B.Ed., University of Hawaii-Manoa, HI  
 A.A., American Samoa Community College, AS

### **Seumanutafa, Loligi Siaki**

Director of Physical Facilities Management  
 Certified Tradesman (Carpentry, Electrical, and  
 Plumbing), American Samoa Government, AS

### **Tuitasi, Sifagatogo S.**

Director of Admissions, Registrar and Financial Aid  
 Office  
 M.P.A., California State University-San Bernardino, CA  
 B.S., California State University-San Bernardino, CA  
 A.A., San Bernardino Valley College, San  
 Bernardino, CA

**Tulafono, Grace**

Chief Information Officer (CIO)  
M.S., Hawaii Pacific University, HI  
B.S., Chadron State College, NE

**Thweatt, Herbert Jr.,**

State Director of Small Business Development Center (SBDC)  
D.B.A., California Intercontinental University, Diamond Bar, CA  
M.A., Webster University-St. Louis, MI  
B.A., Norfolk State University, VA



**ASCC FACULTY**

**Talaeai, Donna**

AELEL Instructor  
M.Ed., University of Hawaii-Manoa, HI  
B.Ed., University of Hawaii-Manoa, HI  
A.A., American Samoa Community College, AS

**Addison, David**

Research & Archeology Instructor  
Ph.D., University of Hawaii-Manoa, HI  
M.A., University of Hawaii-Manoa, HI  
B.S., University of Hawaii-Manoa, HI

**Afu, Iose,**

ASBEP/Science Instructor  
M.Ed., University of Hawaii, Manoa  
B.Ed., University of Hawaii, Manoa  
A.A., American Samoa Community College

**Ah Mu, Lele V.**

Chairperson, Nursing Education  
BSN., RN, Walla Walla College, WA  
Oregon State Board of Nursing, OR

**Ausage, Christian**

Samoan Language & Culture Instructor  
M.A., National University of Samoa, Samoa  
B.A., University of Samoa, Samoa  
B.Ed., University of Hawaii-Manoa, HI  
A.A., American Samoa Community College, AS

**Auva'a Barbara**

Developmental Math Instructor  
M.Ed., Concordia University  
B.S., University of New Mexico

**Baker Randall**

Social Science Instructor  
M.A., University of San Francisco  
B.S., University of Great Falls  
A.A., American Samoa Community College

**Belle, Kenneth J.**

Science Instructor  
D.P.M., Pennsylvania College of Podiatric Medicine, PA  
B.A., Emory University, Atlanta, GA  
A.A., Miami-Dade Community College, Miami, FL

**Calumpang, Florangel**

English Language Institute Instructor  
M.B.A., Silliman University, Philippines  
B.S.E., Silliman University, Philippines  
CTESOL, Trinity College London, New Zealand

**Chang, Daniel**

Chairperson, Health & Human Services  
D.P.M., Barry University School of Graduate Medical Sciences, FL  
B.S., California University, California, PA

**Cheung, Tamari M.**

Samoan Language & Culture Instructor  
M.A., National University of Samoa, Samoa  
B.A., Waikato University, New Zealand

**DelaRosa, Shirley,**

ASBEP / TED Faculty  
M.Ed., University of Hawaii, Manoa  
B.S., Weber State College, Ogden, UT

**De Wees, Randel K**

Science Department Chairperson  
Palmer College of Chiropractic-West, CA

**Esera, Adullam**

Architectural, Engineering & AutoCAD Technology Instructor  
A.O.S., Universal Technical Institute-Phoenix, AZ

**Fa'alafi-Jones, Elisapeta**

English Language Institute Instructor  
M.Ed., University of Hawaii-Manoa, HI  
B.A., Brigham Young University, HI

**Fasavalu, Ionatana**

Agriculture Instructor/Coordinator  
M.S., University of the Philippines  
B.S.A., University of the Philippines  
Diploma-South Pacific Regional College, WS

**Fa'atoafe, Faofua**

Chairperson, Business Education  
D.P.A., Golden Gate University-San Francisco, CA  
M.Ed., University of Hawaii-Manoa, HI  
B.A., Brigham Young University, HI

**Faiai, Iosefa**

AELEL Instructor  
 M.Ed., University of Hawaii-Manoa, HI  
 B.A., University of Hawaii-Manoa, HI  
 A.A., American Samoa Community College, AS

**Faulkner, Sa'ofetalai**

Developmental English Instructor  
 B.Ed., University of Hawaii, Manoa  
 A.A., American Samoa Community College

**Feleti, Evile Fa'atauao**

Samoan & Pacific Studies Instructor  
 M.Ed., University of Hawaii-Manoa, HI  
 B.A., University of Hawaii-Manoa, HI  
 A.S., American Samoa Community College, AS

**Felise, Anthony A.**

Math Instructor  
 B.S., Texas A&M University, TX  
 A.A., American Samoa Community College, AS

**Fiame-Tago, To'aiva**

Social Science Instructor  
 M.A., Kaplan University, IL  
 B.Ed., University of Hawaii-Manoa, HI

**Fiaui, Melelina**

Chairperson, Language & Literature  
 M.Ed., National University-San Diego, CA  
 B.A., San Diego State University, CA

**Goodwin, Ben A.**

Language and Literature Instructor  
 M.B.A., University of Phoenix-Provo, UT  
 B.A., Brigham Young University, Laie, HI

**Gopalan, Murali**

Science Instructor  
 M.S., Walden University  
 B.S., University of Kerala, India

**Helsham, Derek**

Psychology Instructor  
 M.S., Chaminade University  
 B.A., University of Hawaii  
 A.A., American Samoa Community College

**Imo, Eddie**

Chairperson, Physical Education  
 M.Ed., University of Hawaii-Manoa, HI  
 B.A., San Diego State University, CA

**Isaia, Matagimalie U.**

AELEL Instructor  
 M.A., San Diego State University,  
 B.Ed., University of Hawaii-Manoa, HI  
 A.A., American Samoa Community College, AS

**La'a, Tofa'aga**

Criminal Justice Instructor  
 M.S., Troy State University, AL  
 B.S., Chaminade University, HI

**Lam Yuen, Lam Yuen, Jr.**

Business Education Instructor  
 M.P.A., University of Guam, GU  
 B.A., Walla Walla College, WA

**Lauilefue, Filemoni**

Teacher Education & Training Instructor  
 M.Ed., University of Hawaii-Manoa, HI  
 B.Ed., University of Hawaii-Manoa, HI  
 Diploma- Ardmore Teachers College, Auckland, NZ

**Laulu, Taetuli**

Electronics Engineering Technology, Program  
 Instructor  
 Certificate-Federal Communication Commission, USA  
 A.A., American Samoa Community College, AS  
 A.S., American Samoa Community College, AS

**Leiato, Tunufa'i E.**

Chairperson, Mathematics  
 M.A., University of Hawaii-Manoa, HI  
 B.S., Hawaii Pacific University-HI  
 A.A., American Samoa Community College, AS

**Liufau, La'au**

Mathematics Instructor  
 M.Ed., Brigham Young University-Provo, UT  
 B.S., The Church College of Hawaii-Laie, HI

**Longnecker, Ann**

Nursing Instructor  
 M.S., University of Oklahoma, OK  
 B.S., RN, Langston University, OK  
 A.S., Arizona Western College, Yuma, AZ  
 American College of Nurses Midwives, WA., DC

**Mageo, Mark O.**

Chairperson, Criminal Justice Instructor  
 MSCJA., Chaminade University of Honolulu, HI  
 B.S., Chaminade University of Honolulu, HI  
 A.A., American Samoa Community College, AS

**Mageo, Poe**

Fine Arts Instructor  
 M.A., Fort Hays State University-Hays, KS  
 B.A., Bethany Bible College  
 A.A., American Samoa Community College, AS

**Mareko, Jean**

English Language Institute, Instructor  
 M.Ed., University of Phoenix, AZ  
 B.Ed., University of Hawaii-Manoa, HI  
 A.A., University of Hawaii-Hilo, HI

**Matai, Solipo K.**

Language & Literature Instructor  
 M.A., Hawaii Pacific University, HI  
 B.A., Hawaii Pacific University, HI  
 A.A., American Samoa Community College, AS

**Matu'u, Vesi V.**

Language & Literature Instructor  
 M.F.A., San Francisco State University, SF  
 M.A., San Francisco State University, SF  
 B.A., San Francisco State University, SF

**Meredith, Regina**

Art Instructor  
 M.F.A., San Diego State University, CA  
 B.A., Washington & Jefferson College, WA., PA

**McFall, Pauline**

Instructional Coordinator/ AGR Instructor  
 M.B.A., University of Phoenix, AZ  
 B.S., The University of Utah, Salt Lake, UT  
 Misaiata, Eseneiaso  
 Nutrition Assistant (EFNEP)

**Moefiainu, Amete R.**

Developmental Math Instructor  
 M.Ed., Argosy University  
 B.S., A&M University, TX  
 A.A., American Samoa Community College

**Moore, Robert D.**

Information and Communications Technology  
 Instructor  
 M.S., University of Southern California-LA, CA  
 B.S., US Naval Academy-Annapolis, MD

**Mose, Sinaita'aga Judy**

Mathematics Instructor  
 B.A., Chadron State College, NE

**Newtonson, Jameson**

Marine Science Coordinator  
 M.S., San Diego State University  
 B.S., San Diego State University  
 A.A., Mira Costa College, CA

**Nuusila, Alofa**

Samoan and Pacific Studies Instructor  
 M.A., Le Iunivesite o Amosa o Savavau, Samoa  
 B.A., IunivesiteAoao o Samoa, Samoa

**Petelo, Feleni**

ASBEP Instructor  
 M.Ed., University of Hawaii, Manoa  
 B.Ed., University of Hawaii, Manoa

**Porter, Marston**

Math Instructor  
 M.Ed., University of Hawaii-Manoa, HI  
 B.Ed., University of Hawaii-Manoa, HI  
 B.A., Columbia College-Hollywood, CA  
 A.A., American Samoa Community College, AS

**Purcell, Larry**

Teacher Education & Training Instructor  
 Ph.Ed., Cappella University, MN  
 M.A., University of Phoenix, AZ  
 B.A., Brigham-Young University, HI  
 A.A., American Samoa Community College, AS

**Ropeti, Siamaua**

English Language Institute Instructor, Chairperson  
 M.Ed., University of Hawaii-Manoa, HI  
 B.Ed., University of Hawaii-Manoa, HI  
 A.A., American Samoa Community College, AS

**Seiuli, Ernie**

ICT Instructor  
 M.A., Argosy University  
 B.Ed., University of Hawaii, Manoa  
 A.A., American Samoa Community College

**Sokimi, Ethel**

English Language Institute Instructor  
 M.Ed., University of Hawaii-Manoa, HI  
 B.Ed., University of Hawaii-Manoa, HI  
 A.A., American Samoa Community College, AS

**Suisala, Fred R.**

Trades & Technology Instructor, Chairman  
 M.A.T., Certificate-Automotive Services for  
 Excellence, Leesburg, VA

**Ta'amu, Marisa**

Language and Literature Instructor  
 M.A., University of Phoenix  
 B.Ed., Auckland College of Education  
 A.A., Pacific Adventist University, PNG

**Talamoa, Tero**

ASBEP Faculty – TED Math Instructor  
 M.A., Concordia University, OR  
 B.Ed., University of Hawaii, Manoa

**Taua'I, Ioapo**

Business / Accounting Instructor  
 M.B.A., Capella University, MN  
 BSBA., Hawaii Pacific University  
 A.S., American Samoa Community College

**Temese, Lilian**

Instructor, Social Science  
 M.Ed., San Diego University, CA  
 B.A., California State University, CA  
 A.A., American Samoa Community College, AS

**Tofilau, Emau**

Developmental Math Instructor  
MBA., American InterContinental University  
BSA., American InterContinental University  
AA., American Samoa Community College

**Tuiasosopo, Kuki**

Music Instructor, Fine Arts Department Chairperson  
M.A., University of Hawaii-Manoa, HI  
B.A., University of Hawaii-Hilo, HI  
A.A., American Samoa Community College, AS

**Tunoa-Taase, Wei Lie**

AELEL Instructor  
B.S., Chadron State College, NE  
A.S., American Samoa Community College, AS

## ASCC ADJUNCT FACULTY

**Fine Arts****Alex Skelton**

D.M.A., University of Southern California, CA  
M.M., University of Southern California, CA  
B.M., University of Redlands, CA

**Language & Literature****Aga, Daniel**

Adjunct Faculty  
D.P.A., Golden Gate University-San Francisco, CA  
M.Ed., University of Hawaii-Manoa, HI  
B.A., University of Kansas, KS

**Broecker, Sharon**

M.Ed., Arizona State University, Tempe, AZ  
B.A., Suny Potsdam, Potsdam, NY

**English Language Insitute (ELI)****Peters, Terri**

M.Ed., University of Hawaii, Manoa  
B.A., Mississippi University for Women, MS  
A.A., American Samoa Community College, AS

**Brugman Jan**

B.Ed. Deakin University, Victoria, Australia

**Tuisamatatele Dottie**

M.Ed. University of Hawaii, Honolulu HI  
B.A., United States International University, San Diego, CA

**Tuaumu Ulua'iaso**

MA., Andrew University, Berrien Springs, MI  
B.Ed., University of Hawaii, Honolulu, HI

**Zarraga, Edna**

B.S., University of the Philippines,

**Health & Human Services****Eliapo-Unutoa, Ipuniuese**

M.OT., Loma Linda University, CA  
B.S., Loma Linda University, CA

**Tupuola, Tafaimamao**

M.A., Argosy University, Honolulu, HI  
B.A., University of Hawaii-Manoa, HI

**Mathematics****Tofilau, Vincent**

M.Ed., Avondale College, Australia  
B.Ed., Pacific Adventist College, PNG

**Varghese, Varghese**

M.Ed., University of Phoenix, Phoenix, AZ  
B.Ed., University of Kerala, India

**Jones, Jerry D**

Ph.D, Oklahoma State University, OK  
M.S, Oklahoma State University, OK  
M.S, Oregon State University, OR  
B.S, Chapman College, CA  
B.A, Ohio University, OH

**Panickar, Screeni**

Ph.D, International Institute for Population Sciences, India  
M.S, International Institute of Population Sciences, India  
B.A, University of Kerala, India

**Nursing****Fa'ai'uaso Evelyn**

PharmD., Creighton University, Omaha, NE  
B.S., Creighton University, Omaha, NE

**Fuga, Josephine**

B.S., Walla Walla College, WA

**Mareko, Aiga Peneueta**

B.S., Oral Roberts University, OK

**Veavea, Arizona**

B.S., University of Phoenix, Phoenix, AZ

**Tauilili, Sylvia**

M.P.H. University of Hawaii, Honolulu, HI  
B.S. University of Hawaii, Honolulu, HI

**Toaga, Seumalo**

M.S., University of Hawaii, Manoa, HI  
 B.S., University of North Carolina, Greensboro,  
 NC

**Physical Education****Godinet, Dave**

Cal Poly, Pomona, CA

**Martinez, Jericho**

AMA Computer University, PHL

**Hemaloto, Ipo Tuinei**

B.A., Brigham Young University, HI

**Lam Yuen, Peteru K.**

M.L.S., Fort Hays State University- Hays, KS  
 B.S., Fort Hays State University-Hays, KS  
 A.S., American Samoa Community College, AS

**Samoan Studies****Uta Tamate**

B.Ed. University of Hawaii, Manoa, HI  
 Teacher Training Certificate, Fulton College,  
 Suva, Fiji

**Science / Marine Science****Anderson- Tagarino, Kelley**

Sea Grant Coordinator, Community & Natural  
 Resources (Land Grant)  
 M.Sc., University of South Florida, FL  
 B.S., University of South Florida, FL

**Jyothibhavan Joserose**

Ph.D., Barkatullah, Viswavidyalaya, Bhopal, India  
 M.S., Bhopal University, Bhopal, India  
 B.S., University of Kerala, Trivandrum, India

**Tofiga – Matagi Ruth**

Ph.D., Capella University, Minneapolis, MN  
 M.Ed., University of Hawaii, Manoa, HI  
 B.S., Loyola Marymount University, Los Angeles,  
 CA

**Tuionoula Cecilia**

M.Sc., University of Philippines  
 B.S., University of Philippines

**Social Science****Fanene David**

J.D., Southern California Institute of Law, Santa  
 Barbara, CA

B.A., Brigham Young University-Hawaii  
 A.A., American Samoa Community College, AS  
 A.S., Inuer Hills Community College, Inuer Grove  
 Heights, MN

**Fauolo, Keseta Okenaisa**

Director, Samoan Studies Institute  
 M.S., Waikato University, New Zealand  
 B.S., Waikato University, New Zealand

**Papu, Fitu**

M.S. Walden University, Baltimore, MD  
 B.A., University of Hawaii, Manoa, HI

**Si'ulagi, Solomona**

D.P.A., Golden Gate University, San Francisco, CA  
 M.A., University of Hawaii, Manoa, HI  
 B.A., Loyola Marymount University, Los Angeles,  
 CA

**Manuleleua, Apelu**

M.A., Argosy University, HI  
 B.A. University of Hawaii, HI

**Teacher Education****Tinitali, Peter**

Ph.D., University of Hawaii, Manoa, HI  
 M.Ed., University of Hawaii, Manoa, HI  
 B.S. Western Oregon State University, OR

**Matu'u, Tumua**

J.D., Texas Southern University  
 B.A., University of Utah  
 B.S., Brigham Young University

**Ta'ase, Tupulua**

M.S., Western Illinois University  
 B.A., University of Hawaii, Manoa  
 Trades and Technologies

**Trades and Technologies****Ng Lam, Pani**

Automotive Adjunct

**Fuga, Anetone**

Welding Adjunct

**Mario, Peter**

Air Conditioning & Refrigeration

**Leau Frances**

M.Ed., University of Hawaii, Honolulu HI  
 B.Ed., University of Hawaii, Honolulu, HI



**Rubin Estela**

B.S.C.E., Mindanao State University, Philippines

**SUPPORT STAFF****PRESIDENT'S OFFICE**

Hudson, Violina  
Executive Secretary

Pese, Lina Akenese  
Board Secretary  
Certificate-ECDC Computer Literacy, AS  
Certificate-Office Practice Course, AS

**COMMUNITY & NATURAL RESOURCES  
DIVISION (LAND GRANT)**

Areta, Aufa'i Ropeti  
Associate Dean and Director of Community & Natural  
Resources  
M.A., Colorado State University, CO  
B.S., University of California-Davis, CA

Aga, Galutau Poe  
Research Forestry Technician

Ah Sue, John, Jr.  
Extension Forestry Technician

Alalamua, Tolomoa S.  
Acting Station Manager and Mechanic I

Alopopo, Suesue  
Forestry Crewman Assistant

Atibalentja, Ndeme  
Plant Pathologist  
Ph.D., University of Illinois, Urbana-Champaign, IL  
M.S., University of Illinois, Urbana-Champaign, IL  
B.S., University of Illinois, Urbana-Champaign, IL

Chan Kau, Marie  
Research Assistant I  
A.S., American Samoa Community College, AS

Dollar, Jolie Goldenetz  
Forestry Researcher  
P.h.D., Mississippi State University, MS  
M.S., University of Arizona, Tucson, AZ  
B.S., University of California-Davis, CA

Fa'alogo, Tipisone  
Publication & Media Officer  
A.S., American Samoa Community College, AS

Faaloua, Jerry  
Custodian

Faaloua, Peleitala  
Lead Carpenter

Faiiai, Mele  
Agriculture Extension Agent-Manua  
A.A., American Samoa Community College, AS

Fanolua, Foua Sharon  
Research Assistant/Water Quality  
A.S., American Samoa Community College, AS

Fiams, Rebecca Toeie  
Acting Family & Consumer Science (FCS) Program  
Manager & Families, 4-H & Nutrition Field Supervisor  
A.A., American Samoa Community College, AS

Fleming, Travis  
Community Nutritionist  
B.S., Idaho State University-Pocatello, ID

Fuimaono, Nellie  
4-H Agent II

Gurr, Ian  
Research Horticulturalist  
M.S., University of Hawaii-Manoa, HI  
M.B.B.S., Fiji School of Medicine, Suva, Fiji  
B.S., Brigham Young University, UT

Gurr, Neil  
GIS Specialist,  
B.A., University of Hawaii-Manoa, HI  
A.A., American Samoa Community College, AS

Hansell, Michael O.  
Animal Specialist  
D.V.M., University of the Philippines

Helsham, Daniel E.  
MIS Technician III  
B.A., Chaminade University of Honolulu, HI  
A.A., American Samoa Community College, AS

Ilaoa, Emily  
Plant Tissue Culture Lab Manager  
B.S., University of Hawaii-Hilo, HI

Isaako, Talimatagi  
EFNEP Agent I

Johnson, Ammon K.  
Physical Activity Intervention Agent  
B.A., Brigham Young University, Provo, UT

Kusitafu, Maeli Qunicy  
Agriculture Extension Assistant

Lagai, Molly  
Acting Extension Coordinator and 4-H Program  
Manager  
M.S., Central Michigan University, Mount Pleasant, MI  
B.S., Central Missouri State University, Warrensburg,  
MO

Lago, Helen  
Administrative Officer I  
A.A., American Samoa Community College, AS

Lefono, Jerry  
Media Technician I

Leiataua, Toepo  
Forestry Stewardship Coordinator  
A.A., American Samoa Community College, AS

Leiato, Francis  
Aquaculture Extension Agent I

Leifi, Niela  
Entomology Technician

Lio, Falaofuta  
Custodian

Lotovale, Ritofu  
Forest Inventory Technician

Mane, Rocky  
Management Information System Assistant  
A.S., American Samoa Community College, AS

Martin, Ursula F.T.  
Exercise Physiologist  
M.S., California University of Pennsylvania-California,  
PA  
B.S., University of South Florida-Tampa, FL

Maugalei, Faafo'i T.  
Forestry Crewmember I

Mavaega-Luvu, Amio  
Agriculture Extension Agent II  
A.S., American Samoa Community College, AS

Molesi-Amosa, Suelynn  
EFNEP Agent I  
A.S., American Samoa Community College, AS

Mua, Sunema  
Nutritionist (EFNEP)

Peters, Alfred Herbert  
Agriculture Extension Agent III  
A.S., Agriculture University of the South Pacific

Peters, Joyce  
Administrative Assistant II  
A.S., American Samoa Community College, AS

Ponausua, Fellin  
Agriculture Extension Assistant I

Salavea Tuileta, Salaia  
Community Liaison Extension Agent III (4-H Youth  
Program)

Scanlan, Mary  
Research Assistant  
B.A., University of Hawaii-Manoa, HI  
A.A., American Samoa Community College, AS

Schmaedick, Mark  
Entomologist, Community Natural Resources (Land  
Grant)  
Ph.D., Cornell University, NY  
M.S., Cornell University, NY  
B.A., Oregon State University-Corvallis, OR

Setu, Pasia  
Research Forestry Technician

Siliga, Albert  
CNR Network Specialist  
A.A., American Samoa Community College, AS  
Certificate of Graduation-Bureau of Medicine &  
Surgery, San Diego, CA

Situfu, Tusi  
Handyman

Stowers, Simon  
Forestry Crew Leader

Su'a-Kalio, Eseta  
Office Manager/ADAP Coordinator  
B.P.M., Golden Gate University-San Francisco, CA  
A.S., American Samoa Community College, AS

Tagalao, Kerisiano  
Manu'a Station Officer

Taifane, Ryan  
Fitness Technician  
A.A., American Samoa Community College, AS

Tailevai, Shalley  
Extension Research Greenhouse Technician  
A.S., American Samoa Community College

Talatau, Daisy Masela  
Forestry Extension Agent I  
A.S., American Samoa Community College, AS

Talauaga, Fuesaina  
Administrative Assistant III  
Certificate-US Civil Service Commission,  
San Francisco, CA

Talolo, Paulo  
Agriculture Extension Assistant I

Tarrant, Diana  
FCS Extension Agent I

Taufatee, Mary  
Forestry Program Manager  
M.A., USIU, San Diego, CA  
B.A., USIU, San Diego, CA  
A.A., American Samoa Community College, AS

Tesimale, Eirenei H.  
Extension Research Greenhouse Technician

Tuia, Pouafe  
Custodian

Tuiolomotu, Naomi  
Nutrition Assistant

Tuiolenuu, Iakopo  
Handyman

Uta, Fili  
Agriculture Extension Assistant I  
A.S., American Samoa Community College, AS

Van Der Ryn, Micah  
Health Communications Research & Media Specialist  
Ph.D., University of Auckland, New Zealand  
M.A., University of Southern California, CA  
B.A., University of California-Santa Cruz, CA

Vargo, Agnes  
Intervention Specialist  
M.S., Ohio State University, Columbus, OH  
B.S., California State College

Vargo, Donald  
Research Program Coordinator  
Community & Natural Resources (CNR)  
Ph.D., Ohio State University, OH  
M.S., Ohio State University, OH  
B.A., California State College, California, PA

Ve, Aliitia  
Handyman/Custodian

## Research Foundation

Tupua, Tiare  
Administrative Assistant

## Finance Division

Afalava, Alofia  
Bookstore Manager

Ah Colt, Faagutu  
Procurement Buyer

Ah Siu, Soy Benjamin  
Accounts Receivable Technician  
A.S., American Samoa Community College, AS

Ale, Malaea  
Grant Accountant  
B.S., Kaplan University, Davenport, IA  
A.S., American Samoa Community College, AS

Asifoa, Margaret  
Bookstore Cashier

Atonio, Pisia  
Bookstore Technician  
A.S., American Samoa Community College

Enele, Faatumu Mine  
Administrative Assistant  
A.S., American Samoa Community College, AS

Hisatake, Allen  
Property Management Technician  
Certificate-Electrical Training, American Samoa  
Certificate-Graduate School, USDA, American Samoa

Kim, Eugene L.  
Credit & Collection Specialist  
A.S., American Samoa Community College, AS

Les, Elsie  
Grant Accountant  
M.B.A., Chaminade University of Honolulu, HI  
B.S., Chaminade University of Honolulu, Honolulu, HI  
A.A., American Samoa Community College, AS

Lopesi, Hansolo  
Shipping & Receiving Technician

Mago, Moala  
Business Office Manager  
A.A., American Samoa Community College

Moeai, Nathadia  
Buyer Specialist

Mose, Dedreck Ene  
Bookstore Cashier  
A.A., American Samoa Community College, AS

Sagapolutele, Claire  
Staff Accountant  
B.S., Brigham Young University, Laie, HI  
A.A., American Samoa Community College, AS

Satele, Magdala Leata  
Payroll Specialist  
A.A., Los Angeles Harbor College, Wilmington, CA

Schroeder, Bettyann  
Accounts Payable Technician  
B.S., Kaplan University, Davenport, IA  
A.S., American Samoa Community College, AS

Sialoi, Eleasalo  
General Account Manager  
A.S., American Samoa Community College, AS

Suesue, Jessie  
Procurement Officer  
A.A., American Samoa Community College, AS

Toeaina, Rennelle  
Staff Accountant  
B.A., Washington State University, Pullman, WA  
A.S., American Samoa Community College, AS

#### **VICE-PRESIDENT ACADEMIC & STUDENT AFFAIRS**

Hollister, Jason  
Administrative Assistant  
A.A., American Samoa Community College, AS

#### **Academic Affairs Division**

Fruean, Evelyn V.  
Associate Dean of Academic Affairs  
M.A., Kaplan University, FL  
B.Ed., University of Hawaii-Manoa, HI  
A.A., American Samoa Community College, AS

Ripley, Cherylmoanamarie  
Special Assistant to the Dean of Academic Affairs  
B.P.M., Golden Gate University-San Francisco, CA  
A.S., American Samoa Community College, AS

Ahoia, Lytania  
Administrative Technician Officer  
B.S., Walla Walla University, College Place, WA  
A.A., American Samoa Community College, AS

Samoa, Sailitafa  
AHEC Coordinator  
B.S.N., Pacific Lutheran University

Ualesi, Victor  
Science Laboratory Technician  
A.S., American Samoa Community College, AS

#### **Adult Education Literacy & Extended Learning (AELEL)**

Pati, Mona Anne  
Administrative Assistant III  
A.A., American Samoa Community College, AS

#### **Learning Resource Center**

Ioane, Litia  
Library Associate  
B.P.M., Golden Gate University, San Francisco, CA  
A.A., American Samoa Community College, AS  
A.S., American Samoa Community College, AS

Lesu, Reupena  
Library Associate-Reference Desk  
A.A., American Samoa Community College, AS  
B.S., Walden University, MN

Lotovale, Asomaliu  
Library Associate  
A.A., American Samoa Community College, AS

Moliga Saiaulama  
Library Clerk  
A.A., American Samoa Community College, AS

Popoalii, Faye  
Library Associate-Special Collections  
A.A., American Samoa Community College, AS

Sefo, Frances  
Library Technician

Toluao, Pauline  
Library Associate/Supervisor  
Certificate-Pacific Library Training Institute, ASCC

#### **Samoan Studies Institute**

Mafo'e, Patrick  
Cultural Artist  
A.A., American Samoa Community College, AS

Sione, Hannacho  
Administrative Assistant

Tofilau, Vincent J.  
Assistant Ethnographer / Videographer  
A.A., American Samoa Community College

Tufele, Seni  
Researcher / Adjunct Faculty  
M.A., University of San Diego, CA  
B.A., St. John's University, MN

Mailo, Elisaia  
Community Outreach Program Coordinator  
B.A., University of Hawaii, Manoa

### **Student Services Division**

Alaimoana-Nuusa, Repeka  
Diversity & Tutorial Counselor  
PhD., Capella University, MI  
M.Ed., University of Hawaii-Manoa, HI  
B.S., Hawaii Pacific University, HI

Amosa, Isaako  
Math Lead Tutor  
A.A., American Samoa Community College, AS

Auvaa-Hudson, Sina  
Administrative Assistant to the Dean of Student  
Services  
A.A., American Samoa Community College, AS

Garcia, Katrina  
English Tutor  
B.A., Chaminade University, Honolulu, HI  
A.A., American Samoa Community College

Lancaster, Fualaau  
Student Employment Coordinator/  
Acting VA Coordinator  
B.S., Hawaii Pacific University-HI  
B.A., Golden Gate University-San Francisco, CA

Leo, Tala  
English Tutor  
A.A., American Samoa Community College, AS

Magalasin, Maria L.  
English Tutor  
A.A., American Samoa Community College, AS

Tinitali, Lydian  
Lead Tutor  
B.S.B.A., Hawaii Pacific University, Honolulu, HI  
A.A., American Samoa Community College, AS

Tuigamala, Tonya Leleiga  
B.Ed., American Samoa Community College, AS  
A.A., American Samoa Community College, AS

Tuiolemotu, Maxine  
SGA Coordinator  
B.S., Missouri Valley College, MI  
A.S., American Samoa Community College, AS

Vaovasa, Manaoloto  
Access Challenge Financial Aid Counselor  
MPA., DeVry University, Downers Grove, IL  
B.S., DeVry University, Portland, OR

### **Student Support Services (SSS)**

Faleaana, Charmaine  
Administrative Assistant  
A.A., American Samoa Community College, AS

Mane-Iaulualo, Gloria  
Student Support Services Counselor  
M.A., Liberty University-Lynchburg, VA  
B.A., University of Hawaii-West Oahu, HI  
A.S., Honolulu Community College-HI

Ropeti, Hope  
Retention Specialist  
A.A., American Samoa Community College, AS  
B.Ed., American Samoa Community College, AS

### **Teacher Education & Training Division**

Aydon, Faau  
Administrative Assistant/Analyst

Fuimaono, Christine  
ASBEP Administrative Assistant

Velega, Vanessa  
Office Clerk

### **Trades & Technology Division**

Fung Chen Pen, Juliet  
Administrative Assistant  
M.S.OL., Argosy University, Honolulu, HI  
B.S., Golden Gate University-San Francisco, CA  
A.S., American Samoa Community College, AS

### **University Center for Education of the Developmentally Disabled (UCEDD)**

Falaniko, Lesina  
Office Assistant (UCEDD)

Stanley, Josephine Mary Angel  
Office Assistant

## **VICE-PRESIDENT ADMINISTRATIVE SERVICES**

Lokeni, Lokeni  
Special Project Manager  
A.A., American Samoa Community College, AS  
Certificate-First Detector Training, AS  
Certificate-Paraveterinary Studies-USP, WS

Levu, Estell  
Administrative Assistant to the Vice President of  
Administrative Services & Finance  
A.A., American Samoa Community College, AS

Fenumia'i, Tugaga  
Production Coordinator

### **Admissions, Registrar and Financial Aid Office**

Fatuesi, Tuputausi  
Student Records Specialist  
A.S., American Samoa Community College, AS

Galea'i, Maina  
Assistant Registrar  
A.S., American Samoa Community College, AS

Laban, Thomas  
Financial Aid Counselor I  
A.S., American Samoa Community College, AS

Lam Yuen, Peteru K.  
Financial Aid Manager  
M.L.S., Fort Hays State University- Hays, KS  
B.S., Fort Hays State University-Hays, KS  
A.S., American Samoa Community College, AS

Leuma, Elizabeth  
Admission Officer  
M.A., San Diego State University, CA  
B.S., California State University- Fresno, CA

Lopa, Tu'uloto  
Financial Aid Counselor I  
A.S., Remington College, HI

Moala, Brigitte  
Financial Aid Counselor I

Sene, Agnes  
Student Records Technician  
A.A., American Samoa Community College, AS

Tasesa, Fagatogo  
Clerk Specialist III  
A.A., American Samoa Community College, AS

Tauiliili, Shanell  
Financial Aid Counselor I  
A.A., American Samoa Community College, AS

Tausili, Mataua  
Financial Aid Counselor III  
A.A., San Francisco Community College, CA

Willis-Tuisamoa, Josephine  
Financial Aid Counselor II  
Sivale Tauai  
Clerk Specialist 3  
A.A., American Samoa Community College, AS

Lefeemo Siaki  
Administrative Assistant

### **Human Resources**

Matatule-Samuelu, Lipena  
Human Resources Generalist  
B.P.M., Golden Gate University-San Francisco, CA  
A.S., American Samoa Community College, AS

Moananu, Finau Roxanne  
Human Resources Technician II  
A.S., American Samoa Community College, AS

Saofaigaalii, Silaulelei  
Human Resource Manager  
M.B.A., Argosy University-Honolulu, HI  
B.S., Hawaii Pacific University-Honolulu, HI  
A.S., American Samoa Community College, AS

### **Institutional Effectiveness**

Kneubuhl, James  
Communications & Documents Officer  
M.A., University of Hawaii-Manoa, HI  
B.A., University of Hawaii-Manoa, HI

Filiga-Mailo, Virginia  
Institutional Researcher I & Publication Officer  
MBA, California State University, CA  
BSBM, University of Phoenix-AZ

Ah Sam, Sione  
Data Entry Clerk I

Les-a-Atonio, Tanya  
Data Entry Clerk II  
A.S., American Samoa Community College, AS

**Management Information Systems (MIS)**

Ah Sue, James Edward  
Computer Lab Assistant

Alaimalo, Fuatapu  
Helpdesk Supervisor  
A.S., American Samoa Community College

Aunoa, Mikaele  
Network/Multimedia Specialist  
A.A., American Samoa Community College, AS

Filiaga, Marie T.  
System Administrator  
Fode, Kevin  
WebMaster  
A.S., Hawaii Business College, Honolulu, HI

Pulu, Emma  
Administrative Assistant  
B.A., University of Hawaii-Hilo, HI  
A.A., American Samoa Community College, AS

Salaivao, Bernie  
Network/Multimedia Technician

Salavea, Lesina  
Computer Lab Assistant

Tauilili, Jermaine  
Management Information System Technician I

Taumua, Alvin  
Management Information System Technician II

**Physical Facilities Management**

Simi, Robert  
Administrative Assistant  
A.S., American Samoa Community College, AS

**Custodial Services**

Simanu, Solomona  
Supervisor, Custodial Services  
A.S., American Samoa Community College, AS

Aiolupotea, Apolonia  
Custodian

Belford, Loi  
Custodian

Fa'apito, Fuamatala  
Custodian

Grey, Mark  
Custodian

Kerisiano, Ioapo  
Custodian

Latu, Sinoti  
Custodian

**Grounds Services**

Fuimaono, Fagatele

**Groundskeeper**

Loa, Saofaasisina  
Groundskeeper

Soi, Kamilo  
Groundskeeper

Sua, Seti  
Groundskeeper

Tuuuli, Fili  
Groundskeeper

Uli, Tiamu  
Groundskeeper

**Maintenance Services**

Solia, Toma  
Supervisor, Welder/Maintenance  
Certificate- Pacific Coast Technical Institute  
Downey, California

Aydon, James Roy  
Carpenter

Salaivao, Manuele  
Electrician Leadsman

Kona, Visiesio  
Carpenter

Leota, Mapu  
Carpenter

Lutena, Hala  
Carpenter

Mulipola, Pelesi  
Custodian

Poloa, Moeao  
Plumber/Pipefilter Leadman

Taofinuu, Tamotu  
Carpenter

**Security**

Taua'i, Misi  
Chief Security & Grounds Supervisor  
A.S., American Samoa Community College, AS

Solia, Anamaria  
Receptionist

Afoa, Tagataese

**Security Guard**

Isaako, Uiki  
Security Officer I

Poutalie, Angelo  
Security Guard

Saili, Toetu  
Lead Security Officer

Luaao, Mapusaga Malivao  
Administrative Assistant  
A.S., American Samoa Community College, AS

Sega, Jessie Aleluia  
Security Officer I

Tauala, Falesigano  
Security Officer I

Telefoni, Taulagi  
Security Guard

Tivao, Benson  
Security Guard

Tuitasi, Faamasani  
Security Guard

Tupulua, Tupusala  
Security Guard

**Small Business Development Center (SBDC)**

Balauo, Catherine  
Business Development Financial Analyst  
M.A., National University-La Jolla, CA  
B.A., University of St. Thomas- Philippines

Baul, Elaine  
Division Counselor  
M.A., National University, San Diego, CA  
B.S., California State University, CA

Sitala, June F.  
Business Development Division Manager  
M.S., Walden University, Minneapolis, MN  
B.A., Chaminade University of Honolulu. HI

Pua, Talalelei  
Business Analyst  
A.A., American Samoa Community College, AS  
A.S., American Samoa Community College, AS

Smith, Priti  
Business Analyst  
A.A., American Samoa Community College, AS  
A.S., American Samoa Community College, AS





ASCC Alma Mater

# Hail ASCC!

(To Talitiga Dr. Vena Sele)

Words & Music by  
Namulauulu Dr. Paul Pouesi

*Majestic*

*Introduction*

5

Hail A S C C! Filled with joy and har-mo - ny Ser-ving peo - ple in our com-mu - ni -

9

ty Hail A S C C! mar-ching on to vic - to - ry We're the fu - ture of our fa - mi -

13

*Hail Chiefs!*

lies. We are proud of our A S C C Your name is my crown a-cross the

Hail Chiefs!

17

sea We pay tri-bute to all who have served faith-ful-ly We thank the Lord, our pa-rents and the

21

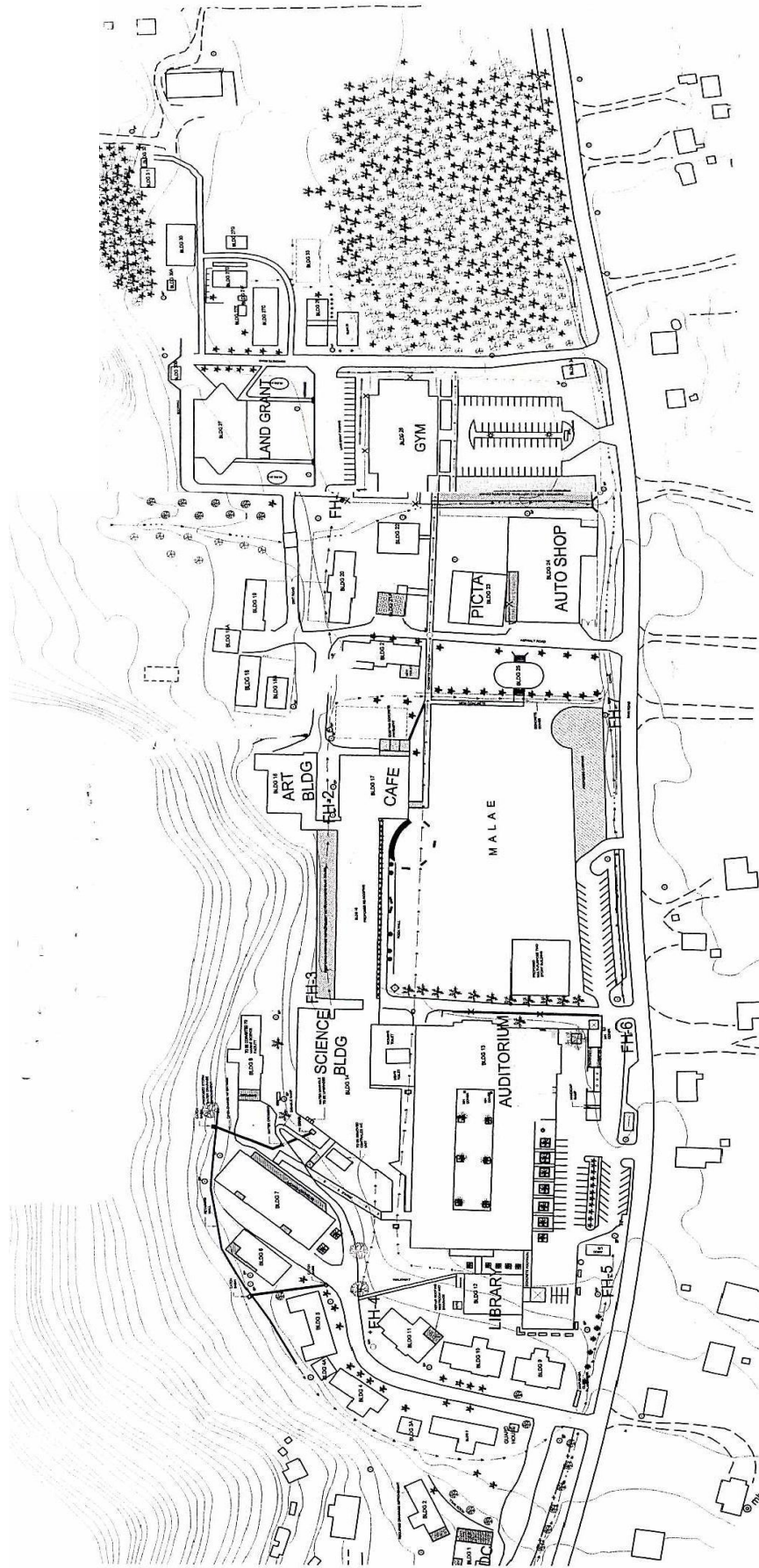
fa-cul-ty You're my ecs-ta-sy Hail A S C C! Thank you for the me-mo-ries We will

25

treasure your love and hos-pi-ta-li-ty Keep on rea-ching for the sky Keep on sear-ching and you'll find With the

29

bles-sings from our God on high With the bles-sings from our God on high!



# ASCC CAMPUS MAP

AMERICAN SAMOA COMMUNITY COLLEGE  
PAGO PAGO AMERICAN SAMOA, 96799

- BUILDING 27E STORAGE
- BUILDING 27F STORAGE
- BUILDING 27G GREENHOUSE
- BUILDING 28 HOUSING
- BUILDING 29 HOUSING
- BUILDING 30 WORKSHOP
- BUILDING 30A LAU
- BUILDING 30B GENERATOR
- BUILDING 31 PROSELY

- BUILDING 14 SCIENCE BUILDING
- BUILDING 15 ANNEX BUILDING
- BUILDING 16 FINE ARTS BUILDING
- BUILDING 17 CAFETERIA & STUDENT SERVICE
- BUILDING 18 MAINTENANCE SHOP
- BUILDING 19A GARAGE
- BUILDING 19B MAINTENANCE WORKSHOP
- BUILDING 19 HOUSING
- BUILDING 20 HOUSING

- BUILDING 11 ADMINISTRATION BUILDING
- ADMINISTRATION
- RESOURCES
- SECURITY
- QUAD BUILDING
- TEAM OF ACADEMIC AFFAIRS
- ADMISSION & REGISTRAR
- CLASSROOM
- VTC CONFERENCE ROOM
- COMPUTER LAB

- BUILDING 1 BIOC (SMALL BUSINESS DEVELOPMENT CENTER)
- BUILDING 2 MW2 HOUSING
- BUILDING 3 MW3 & MW4 HOUSING
- BUILDING 3A GARAGE
- BUILDING 4 MW5 & MW6 HOUSING
- BUILDING 4A GARAGE

**LEGEND**

# SPECIAL ACKNOWLEDGEMENTS

## CURRICULUM COMMITTEE MEMBERS

**Evelyn V. Fruean**

*Curriculum Committee Chairperson  
Associate Dean of Academic Affairs*

**Michael Leau**

Dean of Trades & Technology Division

**Dr. Lina Galea'i Scanlan**

Dean of Teacher Education

---

**Pauline McFall**

Agriculture & Life Sciences

**Dr. Faofua Fa'atoafe**

Business

**Onosa'i Mark Mageo**

Criminal Justice

**Dr. Larry Purcell**

Teacher Education

**Siamaua Ropeti**

CAPP English

**Kuki Tuiasosopo**

Fine Arts

**Dr. Daniel Chang**

Health & Human Services

**Melelani Fiaui**

**Shevon Matai**

Language & Literature

**Tunufai Leiato**

Mathematics

**Letupu Moananu**

Dean of Academic Affairs

**Sonny Leomiti**

Director of Institutional Effectiveness  
Assessment Coordinator

**Lele Ah Mu**

Nursing

**Dr. Repeka Nuusa**

Student Services

**Ed Imo**

Physical Education

**Teleai Christian Ausage**

Samoan Studies Institute

**Cpt. Saipale Vaouli**

ROTC

**Dr. Randel DeWees**

Science

**Toaiva Tago**

Social Science

**Fred Suisala**

Trades & Technology Division

**Cherylmoanamarie Ripley**

Curriculum Secretary

Lytania Ahoia

**Catalog Technician**



**American Samoa Community College**  
**Mapusaga Campus**  
**P.O.Box 2609**  
**Pago Pago, American Samoa. 96799**  
**Mainline: (684) 699-9155**  
**Website: [www.amsamoa.edu](http://www.amsamoa.edu)**