

SECTION I: GENERAL INFORMATION



TRADE TECH: A PROUD HISTORY

Los Angeles Trade-Technical College (LATTC) has been proud to serve the greater Los Angeles community for more than 90 years.



Our history began shortly after the close of World War I, when members of the Los Angeles Board of Education, the Chamber of Commerce, along with business and labor leaders held a series of conferences to talk about the need in Los Angeles for a centralized vocational training program. Out of those meetings came the initial concept of what would become Trade Tech, modeled on a class in power sewing offered to downtown garment workers. By the end of 1924, training programs in “beauty culture”, printing, plumbing, and the building trades were offered at various locations around the city and briefly consolidated in a soon-to-be outgrown building located at Eighth and Grand Avenues.

In the early Spring of 1925, the Los Angeles Board of Education created the Frank Wiggins Trade School, naming it after a prominent Los Angeles Chamber of Commerce member who had been a driving force in promoting the development of vocation training. The school relocated to a new building at 1646 South Olive Street in 1926, and through the ensuing years gained a reputation for the success of its graduates in industrial careers as well as the dedication of its faculty and staff.

The advent of World War II created an exponential demand for the college’s training programs in support of the war effort. The college’s Aircraft and Welding Trades departments operated directly under the supervision of the federal War Production Training Program, while the majority of other programs were quickly reformatted to provide short-term training of six to ten weeks in duration, often at war production plants located throughout the city.

The end of the war and the return to a civilian economy, together with the infusion of federal funds for training veterans, led to an expanded demand for education and training at the college. In July of 1948, in response to veteran’s retraining needs as well as Los Angeles’ post-war population boom, the college was granted the authority to expand their curriculum and offer an Associate in Arts degree in vocational disciplines as well as academic and Liberal Arts areas.

LATTC moved to its current location in 1957 taking over the location where Polytechnic High school once stood. In 1966, an existing educational institution with a strong business program, Metropolitan College, was merged with Trade Tech, resulting in an even broader range of educational offerings. Finally, in 1969, LATTC joined the newly formed Los Angeles Community College District (LACCD), making LATTC one of the nine colleges that comprise the District.

Trade Tech occupies a unique position among institutions of higher education. Throughout nine decades, the college has remained true to its founding premise of vocational education, while expanding to provide transfer programs, adapt to rapidly changing technologies and remain responsive to the needs of the surrounding community. Students come from all over the Los Angeles basin to participate in our unique mix of programs, some of which have been in existence since the school’s inception. As of Fall 2002, the campus has undergone massive renovation and added innovative programs, as we look forward to serving our community for decades to come.



Frank Wiggins, whose original vision helped create Trade Tech



During WWII, thousands of “Rosie the Riveters” enrolled at Trade Tech, lending their skills to support the war effort.

GENERAL INFORMATION



MISSION AND VISION STATEMENTS

OUR MISSION

Los Angeles Trade Technical College advances communities through pathways to academic, career, and transfer success that empower students to achieve career technical certificates, associate degrees, transfer, and employment.

OUR VISION

Los Angeles Trade Technical College will be a premier community college recognized regionally and nationally for transforming students' lives and their communities.

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ABOUT LOS ANGELES TRADE TECHNICAL COLLEGE (LATTC)

Accreditation

Los Angeles Trade-Technical College, a California public, tax-supported community college, is officially accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is fully approved by the Board of Governors of the California State University and independent colleges and universities to give full credit for appropriate courses completed. Specific programs are also accredited by

the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC); Interstate Renewable Energy Council (IREC); and National Automotive Technicians Education Foundation (NATEF).

Accuracy Statement

The Los Angeles Community College District and Los Angeles Trade-Technical College have made every effort to make this catalog accurate and may, without notice, change general information, courses, or programs offered. The reasons for change may include student enrollment, level of funding, or other issues decided by the district or college. The district and college also reserve the right to add, change, or cancel any rules, regulations, policies and procedures as provided by law.

Code of Ethical Conduct

Los Angeles Trade-Technical College is committed to compliance with the law and regulations governing the college, as well as the policies and procedures established by the college. In order to encourage ethical conduct and strengthen and promote ethical practices among college employees, members of the college community, and those who conduct business with the college, LATTC has adopted this Code of Ethical Conduct:

LATTC employees shall:

- Uphold the highest standards of intellectual honesty, and academic, professional, and personal integrity in the conduct of instruction, research, college services, and all other functions of the college when dealing with students, coworkers, industry partners, and the public in general.
- Act in a way that promotes healthy working relationships based on mutual trust and support among one's fellow employees.
- Act so as to value human beings over other assets of the college.
- Act as good stewards of the resources and information entrusted to our care.
- Perform assigned duties and professional responsibilities in such a manner so as to further the LATTC mission.
- Treat fellow employees, students, and the public with dignity and respect.
- Utilize decision-making ability in a capacity that promotes beneficial outcomes and results for our students, our local community, and our industry partners.
- Refrain from discriminating against, harassing, or threatening others.
- Comply with all applicable laws, rules, regulations, and professional standards.
- Respect the intellectual property rights of others.
- Respect differences of opinion and approaches to issues and problems.
- Avoid improper political activities as defined in law.
- Protect human health and safety and the environment in all LATTC

operations and activities.

- Refrain from using our employment to improperly advance the interests of a friend or relative.
- Foster a climate of life-long learning and prepare our students to participate effectively in our democratic society.
- Be dedicated and committed to the concepts and ideals of student success.
- Comply with conflict of interest codes by keeping community interest a priority and maintaining transparency (as defined in Board Rule 14000).

College Advisory Committees

The demands of industry determine the various phases of business, technical and trade training carried on by the college. Placement and successful progress of students are the measures of effectiveness of the pre-employment training. Increased productivity, job satisfaction, and advancement of the employed trainee attest to the effectiveness of the program. For these reasons all training is developed and carried on with the advice and assistance of the college advisory committees.

Membership in each of the groups is composed of community-wide representatives from labor and management, and from federal, state and local agencies who are concerned with the business, trade and technical programs offered. These advisory committees meet on the invitation of the college administration at least once a year and on additional occasions when considered necessary. They give counsel and advice in regard to evaluating training programs, approve plans to meet current training needs, review past accomplishments, and forecast trends affecting training and employment.

Members of the various advisory committees are an important part of the educational program of the college. The people who serve on the committees are selected because of their leadership in the economic life of Los Angeles. The advisors bring to the college expert advice and sound thinking on business, trade and technical problems. Thus the work of the classroom reflects the rapid changes in community and industry.

ABOUT THE LOS ANGELES COMMUNITY COLLEGE DISTRICT (LACCD)

Educational Philosophy of the LACCD

The Los Angeles Community Colleges affirm the principle that individuals should have opportunities to develop to their full potential. To that end, our main responsibility is to students and to the provision of education, which benefits students and enables them to contribute to society.

Our colleges, therefore, should be accessible to all individuals who have the capacity and motivation to benefit from higher education. Curricula and services of our colleges should provide means for fulfilling the promise of open access.

We recognize the necessity to adapt to the changing educational needs of the Los Angeles Community Colleges' communities and to the growing diversity among students. The quality of the educational experience is to be judged by its value to students and communities, not merely by quantitative appeal. We further recognize that academic freedom is essential to excellence in education.

Functions of the LACCD

Consistent with the educational philosophy and mission of the Los Angeles Community Colleges (Board Rule 1300), Los Angeles Trade-Technical College offers the following types of educational programs and services:

- **TRANSFER** - A college transfer program which enables the students who complete two years of study to continue upper-division

(third year) work at accredited four-year colleges and universities through careful and continuous articulation with accredited collegiate institutions and high schools.

- **OCCUPATIONAL** - Career-technical education offers students, a business, technical, and professional curricula to develop skills which can lead to employment, job advancement, certification, or the associate degree.
- **GENERAL EDUCATION** - A program of general education comprised of associate degree programs and other planned experiences which develop knowledge, skills, and attitudes necessary for the student to be effective as a person, a family member, a worker and a citizen, thereby enhancing the quality of life for the individual and for the society at large.
- **TRANSITIONAL EDUCATION** - A program of remedial and basic skills education for students needing preparation for community college level courses and programs; and English as a Second Language instruction for immigrants, foreign students and other students with limited English proficiency.
- **COUNSELING AND GUIDANCE** - A counseling and guidance program incorporating academic, career, and personal counseling and assistance in matters of admissions, financial aid, job placement and student activities; to assist the student in the establishment of educational goals and in the selection and pursuit of a life work compatible with his/her interests, aptitudes, and abilities.
- **CONTINUING EDUCATION** - A program of continuing education comprised of graded and ungraded classes to provide opportunities for personal and occupational competence that supplement formal full-time college attendance.
- **JOINT PROGRAMS** - Joint programs with business, industry, labor, education, government and other institutions which are of mutual benefit to sponsoring institutions, enhance the educational opportunities of program participants, and advance the mission and functions of the District.

- **FREE INQUIRY**--We value the vigorous, critical and free exchange of ideas and opinions, and we work actively to create communities of mutual respect and shared concern that support and sustain open debate and constructive, democratic discourse.
- **THE POWER OF DIVERSITY**--As a group of nine urban and suburban colleges situated in the midst of different communities, we draw upon and embrace diversity as an integral aspect of our civic and institutional identity and as a powerful element in the education and development of every individual.
- **EQUITY**--We are committed to eliminating achievement gaps by identifying and removing barriers to student success.
- **COMMUNITY CONNECTION**--Our colleges must be rooted in the communities they serve, and we are determined to build and maintain strong, durable, and responsive collaborations with our educational partners across Los Angeles, and with business, labor, and other organizations that contribute to the fabric of our larger community.
- **PUBLIC ACCOUNTABILITY AND TRANSPARENCY**—We are accountable to the public for all aspects of our mission, and we owe the students we serve, the people of Los Angeles, and the State of California regular and timely assessments of all of our efforts through shared governance processes that are open and transparent.

Mission Statement of the LACCD

“Changing Lives in a Changing Los Angeles”

The mission of the Los Angeles Community College District is to provide our students an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement. (Board Rule 1200).

LACCD Core Values

This District mission is informed by the following core values that will guide us in reaching our goals (Board Rule 1201)

- **ACCESS & OPPORTUNITY**--We are committed to maximizing educational opportunity and access to everyone who has the desire to learn, and we actively engage all students, including those from communities that have traditionally been underserved by higher education or who require special accommodation or support.
- **EXCELLENCE & INNOVATION**--In all of our services and institutional activities, we strive to create a culture of excellence and continuous improvement through the use of innovative pedagogy and technologies that challenge our students, faculty, staff and administrators to meet the highest educational and professional standards.
- **STUDENT LEARNING & SUCCESS**--All of our institutional efforts and resources are dedicated to one central purpose--the support of all students as they work toward the achievement of their academic and career goals.