

ACCJC SUBSTANTIVE CHANGE PROPOSAL

**A LOCATION GEOGRAPHICALLY SEPARATED FROM THE MAIN CAMPUS
AT WHICH SADDLEBACK COLLEGE OFFERS AT LEAST
FIFTY PERCENT OF EDUCATIONAL PROGRAMS**

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OVERVIEW OF SUBSTANTIVE CHANGE

The purpose of this proposal is to request approval for Saddleback College to offer classes at the Advanced Technology and Education Park (ATEP) campus that constitute at least 50% percent of an educational program and/or degree. The ATEP campus is located 19 miles north of the Saddleback College campus at 15445 Lansdowne Road, Tustin, California, 92782

Description of the Proposed Change

The South Orange County Community College District (District) includes two colleges; Saddleback College in Mission Viejo, CA and Irvine Valley College in Irvine, CA. On January 9, 2006, the District filed a Substantive Change Proposal with the Commission regarding the development of an off-site location on 68 acres of land at the Marine Corps Air Station-Tustin (MCAS-Tustin), which was decommissioned in 1999.

As described in the January 9, 2006, Substantive Change Proposal, the city of Tustin, which was granted the land following closure of MCAS-Tustin, conveyed the land to the District in April 2004. The conveyance stipulated that the land would be used solely and continuously as an advanced technology education campus. Courses to be offered at the ATEP campus included high-technology programs that were offered at Saddleback College and Irvine Valley College.

On May 31, 2006, the District received approval from the Commission's Committee on Substantive Change to offer classes at the ATEP campus. An initial campus, consisting of 15,000 square feet of building space consisting of classrooms, administrative offices, restrooms, and a cafe was completed and the first classes were offered in the fall 2007 semester.

Just prior to the opening of the ATEP campus, Saddleback College embarked on a major renovation of one of its largest classroom buildings. As a result of this two-year renovation project, 41 classrooms and labs were relocated to portables, new modular buildings, and other available spaces on college campus. In order to meet the student demand for course offerings, Saddleback College utilized classrooms at the ATEP campus once the site opened. Initially, Saddleback College offered four international language classes at the ATEP campus. In spring 2008, Saddleback College expanded its ATEP offerings to career and technical courses such as medical assisting, business marketing, drafting, entrepreneurship, and network administration as well as general education courses. In ATEP's initial year of operation (2007-08), Saddleback College offered 23 different courses with a total student enrollment of 479 at the ATEP campus (see Appendix A).

In preparation of its accreditation self study, Saddleback College conducted a review of its program and course offerings to validate compliance with the ACCJC standards, rules, and regulations. This review included an audit of the Saddleback College course offerings at the ATEP campus. The review found that many of the Saddleback College classes scheduled at the ATEP campus accounted for 50% or more of the course requirements for six Saddleback College career technical certificate programs and associate degrees. It was also learned that the scheduled general education course offerings accounted for more than 50% of the requirements for an associate degree in general studies (see Table 1). The course enrollments were reviewed

further to determine if any student had actually taken 50% or more of the classes in the identified certificate and degree programs. It was determined that the scheduling pattern of the courses and the short period of time the ATEP site was operational prohibited students from completing the number of courses required to meet this threshold.

Due to the popularity of the Rapid Digital Manufacturing Program, the program outgrew its laboratory facility more quickly than anticipated. After an exhaustive review of the Saddleback facilities and given the advanced technological nature of the program, it was determined that the program and students would be better served if the program were offered at the ATEP campus. Therefore, plans have been developed to offer the laboratory sections for the Rapid Digital Manufacturing Certificate Program only at the ATEP campus in the 2010-2011 academic year.

Given these findings, Saddleback College is requesting approval to offer 50% or more of the course requirements for the certificate and degree programs shown in Table 1 at its ATEP campus.

Table 1
Certificate and Degree Programs of which 50% or More
of the Course Requirements May be Taken at the ATEP Campus

Certificate of Achievement	Units	Associate Degree	Units
Business Marketing	22.5	Business Administration	60
Entrepreneurship	22.5	General Studies	60
General Education	34-39		
Rapid Digital Manufacturing	30-33		
Real Estate Appraisal	19.5		
Real Estate Sales/Broker	30		

A program description and curriculum matrix for each of these certificate and degree programs is included in Appendix B of this substantive change proposal.

Relationship to the Institution's Stated Mission

The mission statements of Saddleback College and the ATEP campus are clearly consistent with the establishment of programs where 50% or more of course requirements may be completed at the ATEP campus. The College mission statement, as printed in the 2009-2010 College Catalog, is:

To provide access to learning opportunities that promote student success; to foster intellectual growth, and individual expression; and to support a dynamic and diverse environment of innovation and collegiality.

Saddleback College is committed to providing high quality postsecondary educational opportunities and is a participant in building the communities it serves and in enhancing the quality of life of individuals in those communities. ATEP is an integral component of Saddleback's mission. As the economy changes and technology evolves, the need for a trained

workforce grows. Saddleback's mission to enhance the quality of life for individuals and the community includes ensuring that students can be trained to contribute to the local, regional, and global economies. A trained workforce is mutually beneficial to individuals who have acquired technological skills and the organizations that recruit those individuals to contribute to the goals of the organization. Saddleback College is committed to providing the education necessary in this process; offering classes at the ATEP campus will enable Saddleback to broaden its scope and better serve the needs of the community, especially in a challenging economy where many people are out of work and seeking to upgrade their technological skills.

This proposed substantive change will not only enhance the College's ability to address its mission, but the change will also permit ATEP to fulfill its mission as it was presented in the approved January 9, 2006, Substantive Change Proposal. ATEP's mission is:

. . . to support the improvement of the competitive position of individuals and of the region through a responsive workforce development strategy. ATEP will create a high-caliber and high-technology learning environment through multiple academic partnerships and strategic public/private alliances, in order to prepare students for successful competition within the local and global economies.

Rationale for Request

The intent for developing the ATEP campus was twofold. First, SOCCCD was gifted 68 acres of land for the express purpose of hosting advanced technology programs created through collaborations with future partners. And secondly, the ATEP campus would provide much needed space for rapidly expanding career and technical programs at the District's colleges. Additionally, offering degree and certificate program requirements at more than one campus affords Saddleback College students a variety of opportunities to achieve their educational, personal, and professional goals. As the College has grown, multiple sections of classes were necessary to ensure students' chances for completing degree and certificate programs in a reasonable amount of time and/or according to their own completion goals. Multiple sites offer enhanced enrollment opportunities and easier access to Saddleback College both now and in the future.

As the ATEP campus grows into its planned second phase (a 30-acre expansion), it is anticipated that the number of Saddleback College programs where 50% or more of courses required of degree and certificate programs at ATEP will grow as well.

PLANNING PROCESS LEADING TO REQUEST FOR CHANGE

Needs and Resource Assessment

To determine the demand for educational programs at the ATEP campus, and to assist class scheduling, SOCCCD conducted a number of surveys and needs assessments with community members and local businesses regarding their educational needs. The data analysis of the surveys and assessments indicates that among other subjects, community members are interested

in business, computer science and information systems, real estate, entrepreneurship, and a variety of general education classes. Consequently, this has been the focus of the Saddleback College class offerings at the ATEP campus. The Dean of Instruction and Student Services and the Director of Educational Programs at ATEP have collaborated with the Saddleback College Vice President for Instruction and instructional deans, who in turn have worked with the division chairs, to strategically and incrementally develop class schedules. As a result of this collaboration, the Saddleback College course offerings at the ATEP campus have been successful (Appendix A).

As noted in the following excerpt from the January 9, 2006, Substantive Change Proposal,

A key component of ATEP's vision is to build partnerships with businesses, non-profit organizations, and other academic institutions to create a collaborative and synergistic learning environment for SOCCCD students and career-minded individuals. Building such partnerships will not only aid in the creation of a unique and high-technology campus, but will also be helpful in providing financial assistance for the cost of construction and equipment—expenses not customarily affordable to a community college district.

To this end, the ATEP staff works closely with the Orange County Business Council, State Chancellor's Office Centers for Excellence, local Chambers of Commerce, and others to obtain data on the specific needs of local and regional business and industry. Saddleback College career and technical program faculty hold annual program advisory committee meetings to, among other things, assess the program labor market needs of the community. Moreover, Saddleback College is working with the ATEP administrators and consultants as they plan for the ATEP campus expansion. For example, in fall 2009, Orange County business leaders were invited to offer their input regarding what programs and courses they believe would be useful at the ATEP campus and what skills they are looking for in their workforce.

The District expects ATEP to expand from its current one acre site to a 30 acre site within the next three years and to its entire 68 acres over time as partnerships are created, new technologies emerge, and the needs of students grow and change.

Anticipated Effect of the Proposed Change on the Rest of the Institution

All Saddleback College programs of study offered at ATEP are approved by the State of California Chancellor's Office. Since the programs of study are already approved by the state chancellor's office and are offered successfully at Saddleback College, it is expected that this substantive change proposal will have no adverse impact on the institution. Saddleback College anticipates that the changes requested in this proposal will be positive ones for the college. Existing programs will be given the opportunity to flourish and expand, and new programs will be created with the formation of business partnerships.

Benefits Resulting from the Change

As noted in the rationale for this substantive change proposal, offering degree and certificate program requirements at more than one campus affords students with multiple opportunities to achieve their educational, personal, and professional goals. The advanced technology labs and equipment currently in place and those planned for the expanded ATEP campus will be available to Saddleback College.

The opening of the ATEP campus has enhanced the delivery of high technology programs by having a site that focuses specifically on these areas. Furthermore, by being able to schedule classes at the ATEP campus, Saddleback College recognizes the opportunities afforded it by building business and industry partnerships and collaborations. In the immediate future, Saddleback students will have access to advanced technology equipment that is customarily too expensive for a community college district to purchase and maintain.

Institutional Impact

Given that ATEP has available classroom space, classes and programs are approved by the governing board and state chancellor's office, and Saddleback College has established procedures for the scheduling course offerings at ATEP, no additional institutional impact will result from approval of this Substantive Change Proposal. Course offerings and programs of study will continue to grow or retrench based on community needs as measured by the college's program review and academic master planning processes.

Enabling student to use equipment not normally available at community colleges, the faculty will have access to leading-edge equipment that will enhance their ability to teach students and contribute to their own professional growth. The faculty will also benefit from working with instructors from four-year colleges and with business/industry that may choose to use technological equipment at ATEP because such equipment is not readily available elsewhere.

Preparation for Change

The SOCCCD plans to build out the approximately 68 acre ATEP campus in partnership with a master developer, four-year colleges and universities, and businesses. Rather than a standalone community college, ATEP will provide an entrepreneurial and advanced technology environment for expanding existing programs and growing new programs developed by Saddleback College.

Committees of faculty and administrators meet with potential educational partners to discuss curriculum, new programs, and articulation possibilities. These discussions along with input from local business groups contribute to building the Saddleback College courses to be offered at the ATEP campus.

Discussions with four-year colleges center on the concept that Saddleback College students will take undergraduate courses to earn associate degrees or career/technical certificates. Some general education courses will be available to students on the ATEP campus, particularly as they

pertain to the prerequisites and general requirements for their major. Examples of these courses would include math, sciences, languages, and computer technology. Students can then pursue a baccalaureate degree from the four-year college partners offering courses on the ATEP campus.

The space allocations exclusively dedicated to education in the ATEP Long Range Plan exceed the total square footage available at a community college serving around 15,000 students. High-tech programs that are critically needed in the region and that are outgrowing their capacity at Saddleback College will receive priority consideration for space at the ATEP campus. By building upon the foundation of existing academic programs which have already undergone local and state approval, ATEP will be able to provide instruction immediately.

INSTITUTIONAL RESOURCES AND PROCESSES FOR CHANGE

Faculty and Staffing

Dr. Randy Peebles, ATEP's full-time onsite Provost, oversees the campus with support of a full-time Dean of Instruction and Student Services, an educational program director, and eight staff members.

Since Saddleback's sister college, Irvine Valley College (IVC), is approximately five miles north of the ATEP campus, IVC provides critical resources such as a full time security force and facilities and maintenance support to ATEP.

Currently, ATEP students have full access to the essential student services functions of Saddleback and IVC such as Admissions and Records, Financial Aid, CalWORKS, Extended Opportunities Program and Services, and Disabled Student Programs and Services. ATEP has a dedicated part-time counselor on site to assist students and the ATEP website provides an "Ask a Counselor" service to students accessing information via the web.

With the anticipated growth in ATEP student enrollments, the student services function will be expanded to meet co-curricular educational needs of the students on the ATEP campus. For example, counseling, library, and bookstore services are incorporated into the 30 acre expansion as well as matriculation and assessment offices.

Saddleback College courses scheduled at ATEP are taught by Saddleback College faculty who teach or have taught the course on the Saddleback College campus. Currently, faculty are assigned by Saddleback College to teach at the ATEP campus based on semester-by-semester scheduling needs.

Equipment and Facilities

As mentioned earlier in this proposal, the current ATEP campus consists of 15,000 square feet of building space including classrooms, specialized labs, administrative offices, restrooms, and a cafeteria. All classrooms and labs are equipped with state-of-the-art instructional technology

that classifies them as “smart” classrooms. The equipment and functionality of the classrooms are identical or superior to the Saddleback College campus facilities.

A Student Resource Center that houses an open computer lab, online library services, and printing service is available Monday through Friday during normal business hours. This resource center functions and serves the ATEP campus similar to the open computer labs on the Saddleback campus. The Student Resource Center also provides information to students regarding four-year colleges, career development and commonly used reference materials.

Fiscal Resources – Initial and Long Term

The SOCCCD is a basic aid (“excess revenue”) district. This means that its local property taxes equal or exceed the district’s per pupil revenue limit. Consequently, the district does not receive funding based on student enrollment (apportionment). As a basic aid district, SOCCCD is permitted to keep the money from local property taxes and student enrollment fees and still receive state categorical program funding. This arrangement strengthens the link between the local community and the colleges, allowing local taxpayers to hold their colleges accountable for the quality of the educational services they provide. Fortunately, SOCCCD estimates that it will remain a basic aid district for the next several years.

The method for distributing the fiscal resources is implemented through the District Office of Fiscal Services. The first step in the process is to determine the basic aid or “excess revenue.” This is accomplished by calculating the revenue the district would have received from state apportionment and deducting that sum from the local property tax revenue and student enrollment fees. The reasons for calculating the basic aid (excess) revenue is that the budget development guidelines specify that basic aid revenue is to be used for short-term, one-time only projects. The majority of resources allocated to Saddleback College is data driven and reflects the needs of the institution through application of state mandated guidelines and the governing board approved budget guidelines. In addition, Saddleback College and ATEP are able to submit Basic Aid funding requests.

The District is committed to ensuring the availability of fiscal resources necessary to support all programs of study regardless of where they are offered. The SOCCCD Board of Trustees has set aside \$9 million of Basic Aid funding as seed money for the ATEP campus development. The 2009-2010 academic year’s operational budget, which was adopted by the Board of Trustees on August 31, 2009, included \$2.5 million operational expense budget for the ATEP campus (see Exhibit 2). This budget was set to allow ATEP to offer classes as needed regardless which college, Saddleback College or IVC, offers the classes. This benefits Saddleback College because the college is permitted to “claim” the FTES generated by its ATEP course offerings, which in turn assists Saddleback College in the next fiscal year.

Plan for Monitoring Outcomes

All Saddleback College programs undergo the same program review regardless of where they are offered. Annually, trend data that suggest overall effectiveness including such items as enrollment, certificates and degrees awarded, FTES, and cost per FTES are examined. Every

three years, each course is reviewed and updated. Every six years, departments conduct a full program review for the Program Review Committee. In accordance with California Code of Regulations Title 5, career and technical education programs are reviewed every two years in addition to the College's regular program reviews. As such, there are no monitoring (or any other) distinctions made between whether students earn course requirements toward degrees or certificates at the Saddleback College campus or the ATEP campus.

Student surveys are completed at the end of each semester for all ATEP courses to gain valuable qualitative feedback. This information is analyzed by the ATEP Dean of Instruction and Student Services, the Director of Marketing, and the Education Program Director to improve the overall experience at ATEP. The findings are shared with the administrative divisions at Saddleback College. In the most recent surveys, students have said that they like the convenience of the campus because of its close proximity to the freeways and the fact that the campus is small and parking is convenient. Overall, students report that the quality of instruction is superb and they like the high tech "feel" of the buildings.

EVIDENCE OF INTERNAL AND EXTERNAL APPROVALS

Administrative

The Saddleback College Curriculum Committee is chaired by a faculty member who receives release time to serve in this capacity. Voting members approve all new or modified courses, new or modified programs of study, and student learning outcomes for all courses. The SOCCCD governing board approves Saddleback College curriculum each spring semester. In addition, all new courses and programs of study offered at the ATEP campus are approved each spring by the District's governing board prior to being sent to the California State Chancellor's Office for review and approval.

External Regulatory and Legal Requirements

The California State Chancellor's Office approves all new and/or modified programs of study in accordance with California Code of Regulations Title 5. The current inventory of approved programs for Saddleback College is included in C. The SOCCCD Board Resolution 08-35 to approve the final Long-Range Academic and Facilities Plan for the ATEP property is included in Exhibit 5. Since the ATEP campus is recognized as a SOCCCD site by the State Chancellor's Office, approval for Saddleback College courses and programs includes approval for them to be offered at either site or both.

Saddleback College Governing Board

SOCCCD governing board policy requires all programs of study be approved by that body. All programs included in the California State Chancellor's Office Inventory of Programs (Appendix C) were approved prior to submittal for state approval. All district constituents and governance groups were involved in program planning and development discussions related to the ATEP campus. This substantive change proposal will be presented to the SOCCCD governing board as an information item at its March, 2010, meeting.

EVIDENCE OF MAINTENANCE OF ELIGIBILITY REQUIREMENTS

The Accrediting Commission and the Western Association of Schools and Colleges have prescribed 21 eligibility requirements for community and junior colleges. A summary of the eligibility requirements and the impact of this substantive change proposal (if any) on the eligibility requirements follows. Documentation is either included in this substantive change proposal or referenced for each requirement.

1. Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

Saddleback College is accredited by the national Accrediting Commission for Community and Junior Colleges (ACCJC), an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. Saddleback College has been accredited since 1967. Accreditation visits are made every six years by the Western Association of Schools and Colleges (WASC).

2. Mission

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The Mission of Saddleback College will not change. The mission statement is and will continue to be reflective and inclusive of all college sites. The college's mission statement is found in several documents, including the college catalog, and Strategic Plan and Educational Master Plan. The mission statement is reviewed yearly by the Consultation Council and presented to the SOCCCD governing board each spring for review and approval.

3. Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public

interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The seven-member Board of Trustees of the SOCCCD governs Saddleback College. The governance is inclusive of all Saddleback College sites. The Board holds monthly meetings that are open to the public with notices and agendas widely posted in advance. The ATEP campus is embraced by the governing board as critical to the mission of Saddleback College and to providing educational opportunities to the SOCCCD service area. The biographies of the individual board members may be found on the SOCCCD Board of Trustee's Web site at: http://www.socccd.edu/about/about_board_map.html. The current SOCCCD Board of Trustees Policies are available at: http://www.socccd.edu/about/about_boardpolicy.asp.

4. Chief Executive Officer

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Dr. Tod A. Burnett, President of Saddleback College, has primary responsibility to the college and has executive responsibilities for administering Board policies. Board Policy 2101, Delegation of Authority to the College President (Appendix D), outlines Dr. Burnett's responsibility as the Chief Executive Officer of Saddleback College.

5. Administrative Capacity

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The administrative staff size at Saddleback College and at the ATEP campus are adequate in number, experience, and qualification to provide appropriate administrative oversight to the courses and programs offered on the ATEP campus. The ATEP management team works closely with Saddleback College administration through participation on the College and District councils, committees, and other joint efforts. See Appendix E for listing of College and ATEP administrators.

6. Operational Status

The institution must be operational, with students actively pursuing its degree programs.

As shown in Appendix A, students are currently enrolled in a variety of Saddleback College courses on the ATEP campus that lead to an associate two-year degree, certificate of achievement, transfer, and lifelong learning. A Saddleback College enrollment history, as well as

enrollments in degree programs by year, is published in the Saddleback College Institutional Effectiveness Report and may be found on the Web at the following URL: <http://www.saddleback.edu/asenate/EPACCommittee.html>. Annual enrollment updates may be found on the Web at the following URL for the College's Research and Planning Office: <http://www.saddleback.edu/rpg>.

Hardcopies of the current class schedule are available on both the college and the ATEP campus. The printed schedule clearly identifies the location (site) where sections are offered. A "searchable" class schedule of all Saddleback College classes is available on the Saddleback website site at <http://www.Saddleback.edu/schedules.htm>. A "searchable" schedule of classes scheduled at the ATEP campus is available on the ATEP website at: <http://www.atep.us/schedule/2010spring.asp>. Courses are scheduled at both sites so that students have the opportunity to complete degree programs at a pace that meets their individual needs.

7. Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Students are provided with several options for fulfilling the requirements for an associate degree at Saddleback College. Each is designed to meet specific educational goals. Through careful course scheduling and enrollment management strategies, course enrollments meet the strategic goals of the College while meeting student needs related to course and degree completion.

Students may fulfill a major in any of the career and technical areas as well as several general areas (Fine Arts and Humanities, Natural Sciences, and Social and Behavioral Science) by completing a minimum number of units (as specified in the college catalog) and upon completion of general education requirements specified for a specific area. Degree opportunities, transfer courses and certificate of achievements are clearly identified in the college's catalog.

8. Educational Programs

The institution's principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Successful completion of approved programs at Saddleback College may lead to an Associate of Arts or Associate of Science Degree; a Certificate of Achievement or a Skills Award in a specified career or technical field; or completion of lower division (freshman and sophomore) requirements for transfer to upper division (junior) standing at a four-year college or university.

The names of the degrees offered at Saddleback College reflecting the institution's mission statement are found in the current college catalog. Course descriptions are also found in the

catalog. Each semester's Schedule of Classes identifies the site where courses are offered. The College's Curriculum Committee ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality, and rigor regardless of the site where sections are offered or whether sections are offered online.

9. Academic Credit

The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

Institutional policies on transfer and awarding of credit are specified in the college catalog. The educational programs offered at Saddleback College are consistent with its mission to promote student success; to foster intellectual growth, and individual expression; and to support a dynamic and diverse environment of innovation and collegiality. These programs and courses have sufficient content and length and are based on Title 5, section 55002.5 of the California Administrative Code. Credit is assigned to courses based on the "Carnegie unit" which expects student to complete 18 hours of work for one unit of credit.

10. Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

At the course level, Saddleback College faculty have integrated student learning outcomes and assessment into the course development and review processes using its curriculum management database system: CurricUNET. At the program level, the Program Review process includes a strong emphasis on student learning outcomes and assessment strategies. Overseen by the Curriculum Committee, all programs have established learning outcomes and assessment plans. Further, the General Education Committee embraces demonstrable student learning outcomes as the foundation of the general education package. Course outlines of record, including the minimum standards, are maintained in the CurricUNET database. Outcome data from the educational program reviews are also available in the CurricUNET database.

11. General Education

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor

appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education.

Saddleback College has three patterns of General Education courses (Saddleback College GE, CUS GE and IGETC) that promote the student's personal, cultural and intellectual growth. Students who successfully complete the general education requirements will be better prepared to evaluate and appreciate physical, cultural, and social environments. Successful completion of the courses will contribute to a better self-understanding (Saddleback College 2009-2019 Catalog, page 7 available at: <http://www.saddleback.edu/cc/documents/SaddlebackGenifpages7-43.pdf>).

General education courses are listed in the college catalog. All course descriptions are found in the Catalog and verification of their quality and rigor is provided. The college's Curriculum Committee approves all courses to be included in general education sequence. General education courses are taught at both college sites. The courses are taught in accordance with course outlines of record, with assessment of approved student learning outcomes regardless of teaching site.

12. Academic Freedom

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The college's academic freedom policy for faculty and students is set forth in Board Policy, 6120. It is also made available in the faculty handbook and on the college's web site at <http://www1.socccd.cc.ca.us/docs/board/policies/BP-6120AcademicFreedom.pdf>. The District's academic freedom policy is applicable regardless of site.

Academic Freedom includes the protection of the opportunity for the teacher to teach, and for the teacher and the student to study, without coercion, censorship, or other forms of restrictive interference and that academic freedom encourages the flow of ideas with the recognition that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law.

13. Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Saddleback College employs 231 full-time faculty member and over 621 part-time faculty members. Information about full-time faculty including name, title, and degrees are listed in the college catalog. Information regarding part-time faculty is kept in the academic division offices and in the SOCCCD Human Resource Department office. The Saddleback College faculty

handbook provides information on faculty responsibilities, resources and other relevant information regarding teaching and learning. Faculty who meet minimum qualifications, according to the California State Chancellor's Office, are assigned to teach sections at all sites.

14. Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Saddleback College provides services and programs that enhance a student's use of college offerings and facilitate progress towards academic, career, personal, and social goals. Saddleback College's staff is committed to each student's success and growth as a person. Student services coordinates with all areas of the ATEP campus to provide a college experience that is meaningful for students. The Saddleback College Vice President for Student Services serves as administrator for student services; the ATEP Dean of Instruction and Student Services assists the Vice President with this function at the ATEP campus. Students and faculty are encouraged to contact the Vice President or the Dean for information and assistance in all matters regarding student services.

A link to the student services available on the ATEP campus is prominently located on the ATEP website at: <http://www.atep.us/student-services/default.asp/> and a link to the Saddleback College student services website is available at: <http://www.saddleback.edu/vpss/>.

Student Services is firmly committed to the success and retention of students taking classes on the ATEP campus, and there are no implications that this change will have an adverse affect on past, present or future Saddleback College students. Student Services programs that are available on the ATEP campus include:

Admissions. The admissions process is available online via CCAApply, an internet based application and registration portal. Once enrolled, students may register for classes, pay their fees, check their placement levels, and update their contact information via MySite (student web portal provided by the district).

The MySite portal is of great importance to ATEP students because it provides access to the academic calendar, prerequisite list, important deadlines, forms and brochures, and general information. In addition, students can view their grade and obtain transcript information online.

Financial aid and veterans' services. Saddleback College provides extensive financial aid information to ATEP students through the college website, including instructions on the process, types of aid, and forms. Federal financial aid applications are available both in print and online for students to use at their own discretion. Veterans' services are provided here as well. The ATEP counselor is available to answer general questions and refers students to the proper office or individual on the Saddleback campus for more in depth and/or personal assistance.

California Residents can also apply for the Board of Governors' Fee Waiver online via the FAFSA application. Security measures are in place for off campus interaction with the Financial Aid Office by identification of a financial aid password.

Academic advising, counseling, and transfer. The ATEP counselor provides academic advising and counseling throughout the academic year. The counselor is available by appointment or online through the “Ask a Counselor” link on the ATEP home page. The Saddleback College Transfer Center’s website provides ATEP students and counselor access to information on transfer, specific agreements for transfer with individual colleges, and forms for assessing progress in fulfilling the requirements for transfer.

For those students who have a clearly defined educational goal, the ATEP counselor uses the district developed program, MAP (My Academic Plan), to guide students through the process of creating their own personal academic plan.

Course Placement. Because there are various ways of demonstrating placement or completion of a requirement, students rely on counseling services. The ATEP counselor assists students in proper course placement and in determining prerequisites. Students with unique educational backgrounds and experiences are referred to the Saddleback College campus Matriculation Office.

Campus safety and security. Saddleback’s sister college, Irvine Valley College, provides campus security, patrols the ATEP campus, and investigates and report any crimes and incidents for proper action. Officers also enforce parking regulations and issue parking violation tickets. These uniformed officers work closely with jurisdiction police officers who quickly respond for back-up when requested. In the event not requiring police assistance, campus safety and security officers will escort student(s) to the office of the Dean of Instruction and Student Services for student disciplinary action as appropriate. Security officers will also provide escort service to one’s vehicle upon request.

EOPS/DSPS services. The ATEP Dean of Instruction and Student Services and the counselor act as liaisons between students and faculty to assure that equal opportunity for a quality education is provided. The ATEP counselor performs initial assessments and makes referrals to the college for learning disability assessment, test proctoring, and specialized tutoring. When there is an identified, documented need, the college provides learning specialists for the following: study skills and learning strategies, talking books, academic progress monitoring, referrals to outside sources, coaching, goal setting, and adaptive equipment and software.

Student Health Services. The Saddleback College Health Center is the primary provider of health services to Saddleback College students on the ATEP campus. Emergency assistance for major illnesses and injuries are referred to local off-campus health care providers.

ATEP uses its website, schedule of classes, and the Saddleback College Student Handbook to adequately describe student services. The College catalog, schedule of classes and student handbook are reviewed and updated annually. The website is updated immediately as needed.

15. Admissions

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The college's admissions policy is included in the college catalog. A copy of the enrollment application and a statement of student qualifications for admission are included in the current class schedule. Admissions policies are applicable to all students regardless of the site where courses are offered.

16. Information and Learning Resources

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

A profile of the libraries' holdings and resources may be found on the library web site at <http://www.saddleback.edu/library>. Saddleback College has an inter-library loan agreement with On-line Computer Library Center, Inc. (OCLC) and provides this service to students during the fall and spring terms. Students are asked to pay any costs charged by the lending library.

In addition to its book collection, the library provides on-campus and off-campus access to 8, 144 journals and newspapers. This scholarly collection offers information in nearly every area of academic study. Assistance in locating information is provided by professionally trained librarians "face to face" at the library reference desk, or electronically by phone, e-mail, or live 24/7 chat line.

All on-campus and on-line learning resources are available to students taking classes at the ATEP campus.

17. Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

District financial planning and information is under the purview of the Deputy Chancellor. College financial planning is delegated to the college President with assistance from the college Director of Fiscal Services. Financial planning for the ATEP campus is delegated to its Provost. The current budget for Saddleback College and statement of fund balances for the Saddleback College Foundation are available in the College's Office of Fiscal Services. The general fund budget for the college includes support across all instructional and student services programs at the college. The support for instructional and student services programs that result in the College meeting Standard II are included in the college budget. The college's Consultation Council reviews programmatic needs each year based on program review and academic master planning for the purpose of recommending a final budget to the college president.

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and

management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

As previously explained, SOCCCD is a basic aid district which means that the majority of its funding comes from local property taxes. Additional college funding sources come from Federal and State grants and from corporate and private donations. Reports on audit of financials and supplemental information including report on compliance dated are prepared for the SOCCCD and Saddleback College by Vicenti Lloyd Stutzman Certified Public Accountants and are available annually for review in the District Fiscal Services Office. The District meets this eligibility requirement by ensuring a balanced budget that supports all college sites as verified by the certified public accounting firm.

19. Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

As the Shared Governance Body of Saddleback College, the Planning and Budget Steering Committee serves as the strategic planning and budget committee. The 2007-2010 Strategic Plan sets forth the strategic directions, goals, and strategies that Saddleback College is pursuing in order to fulfill our mission. A copy of the most recent Strategic Plan may be viewed on the strategic planning website at: <http://www.saddleback.edu/gov/sp/index.html>. The most recent institutional evaluations of student assessment and outcomes systems may be found on <http://www.saddleback.edu/asenate/epacommittee.html>.

20. Public Disclosure

The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

All of required information is linked from the Saddleback College home page on the web at: www.saddleback.edu, or by reading any one of the following sources, which are all public documents: the College Catalog, the current Schedule of Classes, the Saddleback College Student Handbook, the Saddleback College Faculty Handbook, and the South Orange County District Board of Trustees Policies and Administrative Procedures.

The College Public Information Office maintains copies of recent print or media advertisements and press releases for the College. The College catalog includes addresses to all college sites, services available at all sites, and names of administrators and staff that support each site.

ATEP's Director of Public Information and Marketing provides advertising, marketing, and relationship development to the community, the media, and potential students. The Public Information and Marketing office also supports Saddleback College instructional divisions with promotional materials for their course offerings at the ATEP campus.

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

A general statement of accreditation for Saddleback College is in the catalog. A general description of Saddleback College and a listing of programs of instruction are contained in this same document. A signed letter from the College President, assuring the district's compliance with the commission's policies, is on file with the commission and the College President's office. Relations with the accrediting commission would not be impacted as a result of this substantive change proposal other than the result would be Saddleback College meeting the commission requirements for instituting substantial changes.

EVIDENCE THAT EACH ACCREDITATION STANDARD WILL STILL BE FULFILLED RELATED TO THE CHANGE AND THAT ALL RELEVANT COMMISSION POLICIES ARE

Standard I: Institutional Effectiveness and Mission

As stated on page one of this substantive change proposal, Relationship to the Institution's Stated Mission, the current mission statement of the College is clearly consistent with the establishment of programs where 50% or more of course requirements may be completed at the college's ATEP campus. The Saddleback College Mission Statement clearly shows the institutional intent to serve the needs of both individuals and the community by offering a variety of programs and services in transfer education, vocational education, general education, basic skills education, community education, and support services. In addition to conforming to the actual mission statement, the stated institutional goals that derive from it also support offering programs of study where 50% or greater of program requirements may be earned at the ATEP campus. These statements refer to the ". . . rapid social, cultural, economic, and technological changes affecting

higher education” – and the intent of the Saddleback College master plan to quickly address the changing and ever-increasing educational needs of the community.

The primary purpose of Saddleback College is “to provide a comprehensive postsecondary education and a full range of student services. Emphasis is placed on open access to all students, including a changing and diverse student population. Academic success and student achievement are joint responsibilities of the students, the staff, and the College. (Saddleback College Catalog 2009-2010, Volume XXXXI, page 7 available at: http://www.saddleback.edu/cc/documents/Genifpages7-40_000.pdf.)

This proposed substantive change will enhance the college’s ability to address this purpose. As the college grows, the number of programs where 50% or more of courses required of degree and certificate programs available at the ATEP campus may grow as well. As such, the college is seeking approval to offer courses and programs meeting the definitions of this substantive change proposal.

Standard II: Student Learning Programs and Services

The college assures quality of the courses offered at the ATEP campus (site) the same as the main Mission Viejo campus. The same high quality programs and courses will be offered at the ATEP campus in accordance to the college mission. Regardless of the location of delivery, courses and programs of study are approved by the college’s curriculum committee with adherence to the college’s established course outlines of record (as required by the California Community College’s State Chancellor’s Office). All courses are taught with the most appropriate pedagogy and methodology with respect to the official course outline of record and with the use of state-of-the art instructional technology as noted in the equipment and facilities response on page six of this substantive change proposal. All class sections, regardless of where they are offered, adhere to the appropriate depth and rigor of all sections taught in a discipline. Sections are always scheduled with consideration to what is in the best interest of students, offering choices that will enhance their personal, educational, and professional development and opportunity to complete certificate and degree programs in a reasonable time frame.

All courses, regardless of location of delivery, adhere to the college’s established student learning outcomes program with oversight by the Educational Planning and Assessment Committee which is a subcommittee of the college’s academic senate. Currently all disciplines have approved student learning outcomes and assessments established for courses in their programs. Assessment has been ongoing since 2008. The principles and practices included in the college’s student learning outcomes and program review processes and procedures have resulted in the college’s proficiency in student learning outcomes, program review, and planning and budgeting regardless of whether programs and courses are offered on the Saddleback College campus or on the ATEP campus.

An online orientation to the Saddleback College is offered at the college’s admissions and records office
web site at: <http://www.Saddleback.edu/StudentServices/Admissions/onlineorientation.htm>.

Counseling is available to all students, including those at the ATEP campus on a by-appointment or drop-in basis. On line counseling is also available to all students at the counseling department web site: <http://www.Saddleback.edu/StudentServices/Counseling/onlineadvising.htm>.

The student support services at the ATEP Campus (site) include counseling, a student resource center, and a cafe. As noted in the faculty and staffing section of this substantive change proposal, a Dean of Instruction and Student Services has been assigned to the ATEP Campus.

The Saddleback College Counseling Services and Special Programs Division has completed administrative outcomes that are currently assessed and part of the overall proficiency of the college in student learning outcomes, program review, and planning and budgeting. Student learning outcomes are developed and assessed for the overall student services programs and without regard for location. College faculty and staff work to ensure student services are available equally to students regardless of the location or method of instruction of the courses they take.

Standard III: Resources

Faculty members are hired and evaluated in accordance with established college governing board policies and administrative procedures regardless of the site of teaching assignments. Space is available at the ATEP campuses for instructor/student consultations and preparation for classes. Faculty at both sites have support from administrative assistants assigned to each site. The facilities at all college sites are adequate for the number of sections scheduled and number of students served at each site. Both Saddleback College and ATEP provides sufficient maintenance to ensure the safety and security of students. Training in support of technology use in the classroom is available to all faculty at all sites through the Saddleback College Innovation and Technology Center (ITC). Training costs are funded through the college's general fund budget.

Further, and as noted in the equipment and facilities section of this substantive change proposal addendum, all ATEP classrooms and labs are equipped with state-of-the-art instructional technology that classifies them as "smart" classrooms. The equipment and functionality of the classrooms are identical or superior to the Saddleback College campus facilities. A Student Resource Center that houses an open computer lab, online library services, and printing service is available Monday through Friday during normal business hours. This resource center functions and serves the ATEP campus similar to the open computer labs on the Saddleback campus.

The Saddleback College's planning and budgeting is based on the academic master plan that addresses needs identified by college faculty, staff, and students. The Consultation Council makes the final budget recommendations to the college president. The recommendations are based on the charge of the committee and criteria established for budget development. As a result, programs of study are supported through a collegial process that ensures student success regardless of location or mode of delivery of courses.

Standard IV: Leadership and Governance

The college's governance processes and procedures may be accessed by all faculty and staff regardless of the teaching location. Students are represented by the college's Associated Student Government (ASG) with representation from all College sites. ASG officers are elected by College students. The college's organizational chart (Appendix F) includes the administrative structure related to the ATEP campus (Appendix G). Instructional programs are managed by the Saddleback College instructional deans and Vice President for Instruction regardless of the site location. Classes scheduled at the ATEP campus have additional oversight by the ATEP Dean of Instruction and Student Services.

SUMMARY

The purpose of this proposal is to request approval for Saddleback College to offer classes at the Advanced Technology and Education Park (ATEP) campus that constitute at 50% percent or more of the following educational programs and degrees:

Certificate of Achievement

- Business Marketing
- Entrepreneurship
- General Education
- Rapid Digital Manufacturing
- Real Estate Sales/Broker
- Real Estate Appraisal

Associate Degree

- Business Administration
- General Studies

DOCUMENTATION

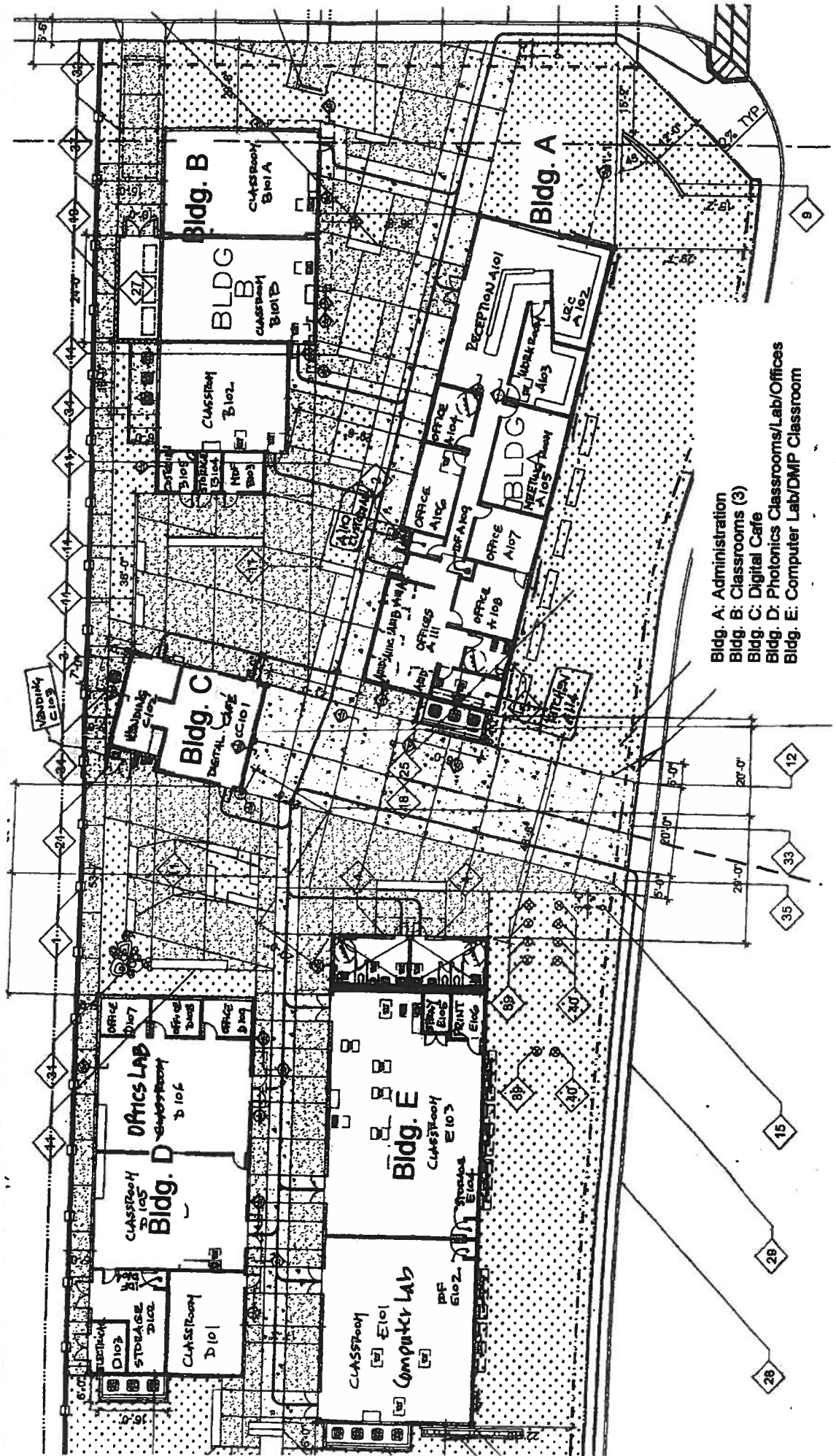
Documentation in support of offering programs where 50% or more of required classes be offered at the ATEP campus of Saddleback College are included as the following exhibits:

- 1 ATEP Campus Floor Plans
- 2 Saddleback College and ATEP Operational Budgets
- 3 Sample Class Schedule Page Indicating Address and Classes Offered at the ATEP Campus
- 4 Map Showing Main Campus and ATEP Campus
- 5 Board Resolution Showing Action to Approve ATEP Location

Exhibit 1

ATEP Campus Floor Plans

ATEP
 (Initial Campus)
 15445 Lansdowne Rd.
 Tustin, CA 92782



- Bldg. A: Administration
- Bldg. B: Classrooms (3)
- Bldg. C: Digital Cafe
- Bldg. D: Photonics Classrooms/Lab/Offices
- Bldg. E: Computer Lab/DMP Classroom

Exhibit 2

Saddleback College and ATEP Operational Budgets

Exhibit 3

**Sample Saddleback College Class Schedule Page
Indicating Address and Classes Offered at the ATEP Campus**

ticket	time	days	instructor	room
DANC 65	PILATES CONDITIONING			1.5 Units
A floor exercise program based on the principles of Joseph Pilates. Strengthens and tones muscles, increases flexibility, develops proper body alignment, improves coordination and develops an increased sense of body awareness. Also listed as KNES 65, credit given in either area, not both. UC credit limitations (see UC list).				
18445A	09:00AM-10:20	TTh	Jacobsen, K.	PE 301
18450A	09:00AM-10:20	TTh	Besette, N.	PE 306
DANC 66	LATIN DANCE			1 Unit
Presentation of Latin dance; salsa tango, mambo, paso doble. UC credit limitations (see UC list).				
18455	08:00PM-09:50	W	Berry, D.	PE 301
DANC 67	POINTE BALLET			1.5 Units
Rec Prep: DANC 53. Advanced ballet training with pointe technique. UC credit limitations (see UC list).				
18375G	04:30PM-05:50	MW	Haas, S.	PE 301

DIGITAL POST PRODUCTION

See **COMMUNICATION ARTS**

DISTANCE EDUCATION

See pages 71-73

DRAFTING TECHNOLOGY

ADVANCED TECHNOLOGY & APPLIED SCIENCE..... (949) 582-4541

DR 23	ENGINEERING GRAPHICS AND DESCRIPTIVE GEOMETRY			3 Units
Rec Prep: DR 100 or one year of high school mechanical drafting. Principles of engineering graphic communications using AutoCAD 2008 computer-aided drafting (CAD). UC credit. Materials fee of \$5.00 payable at registration.				
14735A	07:00PM-09:50	MW	Zimmer, S.	TAS 218

DR 50	INTRODUCTION TO COMPUTER-AIDED DRAFTING			3 Units
Rec Prep: ARCH 124A or DR 100. Hands-on introduction to CAD drafting; create and manage basic technical drawings using AutoCAD 2008. Also listed as ARCH 50. Credit given in either area, not both. UC credit limitations (see UC list). Materials fee of \$5.00 payable at registration.				
14710A	01:00PM-03:50	MW	Titus, D.	TAS 218
14720A	04:00PM-06:50	MW	Sepehri, S.	ATEP B 101-A
Class location: ATEP, 15445 Lansdowne Rd, Tustin (corner of Red Hill & Valencia) Room B 101-A.				
Directions: www.atep.us				
14715A	04:00PM-06:50	TTh	Titus, D.	TAS 218

DR 51	COMPUTER-AIDED DRAFTING			3 Units
Rec Prep: DR or ARCH 50. CAD concepts and hands-on drafting to create and manage 2D and 3D electro-mechanical drawings using AutoCAD 2008. Also listed as ARCH 51. Credit given in either area, not both. UC credit limitations (see UC list). Materials fee of \$5.00 payable at registration.				
14720G	04:00PM-06:50	MW	Sepehri, S.	ATEP B 101-A
Class location: ATEP, 15445 Lansdowne Rd, Tustin (corner of Red Hill & Valencia) Room B 101-A.				
Directions: www.atep.us				
14730A	04:00PM-06:50	MW	Titus, D.	TAS 218
14725A	07:00PM-09:50	TTh	Saghafi, M.	TAS 218

DR 101	MECHANICAL DRAFTING			3 Units
Rec Prep: DR 100 or one year of high school mechanical drafting. Continuation of DR 100 principles and techniques, developing skills to produce industrial quality working drawings. AutoCAD 2007 is used. Materials fee of \$5.00 payable at registration.				
14735D	07:00PM-09:50	MW	Zimmer, S.	TAS 218

DR 102	MECHANICAL DRAFTING AND DESIGN			3 Units
Rec Prep: DR 101. Advanced work in creative mechanical design and drafting, detail and assembly drawings to industrial standards using AutoCAD 2007. Materials fee of \$5.00 payable at registration.				
14735G	07:00PM-09:50	MW	Zimmer, S.	TAS 218

DR 152	ADVANCED COMPUTER-AIDED DRAFTING			3 Units
Rec Prep: DR or ARCH 50 or 51. Advanced industry applications of 2D and 3D CAD using AutoCAD 2008. Also listed as ARCH 152. Credit given in either area, not both. Materials fee of \$5.00 payable at registration.				
14730G	04:00PM-06:50	MW	Titus, D.	TAS 218
14725G	07:00PM-09:50	TTh	Saghafi, M.	TAS 218

EARTH SCIENCE

See **GEOLOGY (GEOL 30)**

ECOLOGY

See **ENVIRONMENTAL STUDIES**

ticket	time	days	instructor	room
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ECONOMICS

SOCIAL & BEHAVIORAL SCIENCES..... (949) 582-4733

scsbs@saddleback.edu

ECON 2	PRINCIPLES (MACRO)			3 Units
The theory of income determination including the study of unemployment, inflation, growth, monetary policy, and fiscal policy. AA/AS General Education-Social and Behavioral Sciences; Transfer: CSU-D2 -Economics; For specific IGETC articulation information see the IGETC page in this schedule or check with counseling; UC credit.				
11725	10:30AM-11:50	MW	Gordon, C.	VIL 15-02
11715	01:30PM-02:50	MW	Gordon, C.	BGS 330
11730	09:00AM-10:20	TTh	Pakula, J.	BGS 352
11695	12:00PM-01:20	TTh	Pakula, J.	VIL 12-03
11685	04:00PM-06:50	T	Fey, 8.	BGS 235
11720	07:00PM-09:50	M	Prewitt Jr, D.	VIL 16-04
21100	07:00PM-09:50	W	Prewitt Jr, D.	BGS 339

The following class meets 03-22 through 05-20:

11700	04:00PM-06:50	MW	Gensler, H.	BGS 329
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The following classes meet 01-11 through 03-21. Available online 01-11. See course access instructions at www.saddleback.edu/de/faq.html

21160			O'Connor, B.	INTERNET
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The following classes meet 02-01 through 05-20. Available online 02-01. See course access instructions at www.saddleback.edu/de/faq.html

20565			Woodward, K.	INTERNET
20595			Woodward, K.	INTERNET
20600			Woodward, K.	INTERNET

The following classes meet 03-22 through 05-20. Available online 03-22. See course access instructions at www.saddleback.edu/de/faq.html

20605			Woodward, K.	INTERNET
20610			Woodward, K.	INTERNET
20615			Woodward, K.	INTERNET

ECON 4	PRINCIPLES (MICRO)			3 Units
Prereq: MATH 251. Study of price theory including supply and demand and marginal analysis. Topics include consumer and firm behavior, the environment, income distribution, antitrust. AA/AS General Education-Social and Behavioral Sciences; Transfer: CSU-D2 -Economics; For specific IGETC articulation information see the IGETC page in this schedule or check with counseling; UC credit.				
11750	09:00AM-10:20	MW	Gordon, C.	VIL 15-02
11740	01:30PM-02:50	TTh	Pakula, J.	VIL 12-03
11745	07:00PM-09:50	M	Gensler, H.	BGS 329

The following class meets 01-11 through 03-21. Available online 01-11. See course access instructions at www.saddleback.edu/de/faq.html

20630			O'Connor, B.	INTERNET
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The following classes meet 02-01 through 05-20. Available online 02-01. See course access instructions at www.saddleback.edu/de/faq.html

20620			Rosenberg, A.	INTERNET
20625			Rosenberg, A.	INTERNET

The following classes meet 03-22 through 05-20. Available online 03-22. See course access instructions at www.saddleback.edu/de/faq.html

21165			O'Connor, B.	INTERNET
21170			Gensler, H.	INTERNET

EDUCATION

SOCIAL & BEHAVIORAL SCIENCES..... (949) 582-4733

scsbs@saddleback.edu

See also **CHILD DEVELOPMENT**

EDUC 90	EXPLORATIONS IN K-12 EDUCATION			3 Units
Rec Prep: ENG 200 and 340, CD 7/ PSYC 7. Explores careers in the teaching profession in a broad context, both from an academic understanding as well as from experience garnered from focused observations in K-12 classrooms and schools. Meets new Elementary Subject Matter Preparation requirements (formerly CDES 90). DSS UC credit.				
20950			Visca, C.	INTERNET

Tkt #20950 meets 01-11 through 03-21. Available online 01-11.

See course access instructions at www.saddleback.edu/de/faq.html and at www.saddleback.edu/faculty/cvisca

EDUC 115	PRINCIPLES OF CAREER/TECHNICAL PREPARATION FOR HIGH SCHOOL			4 Units
Explores programs and teaching careers for high school vocational and technical preparation courses. Provides an opportunity for students interested in pursuing a career in secondary education to shadow teachers and engage in paid internship in local high school tech prep classes.				
20845	07:00PM-09:50	M	Tinker, J.	BGS 328

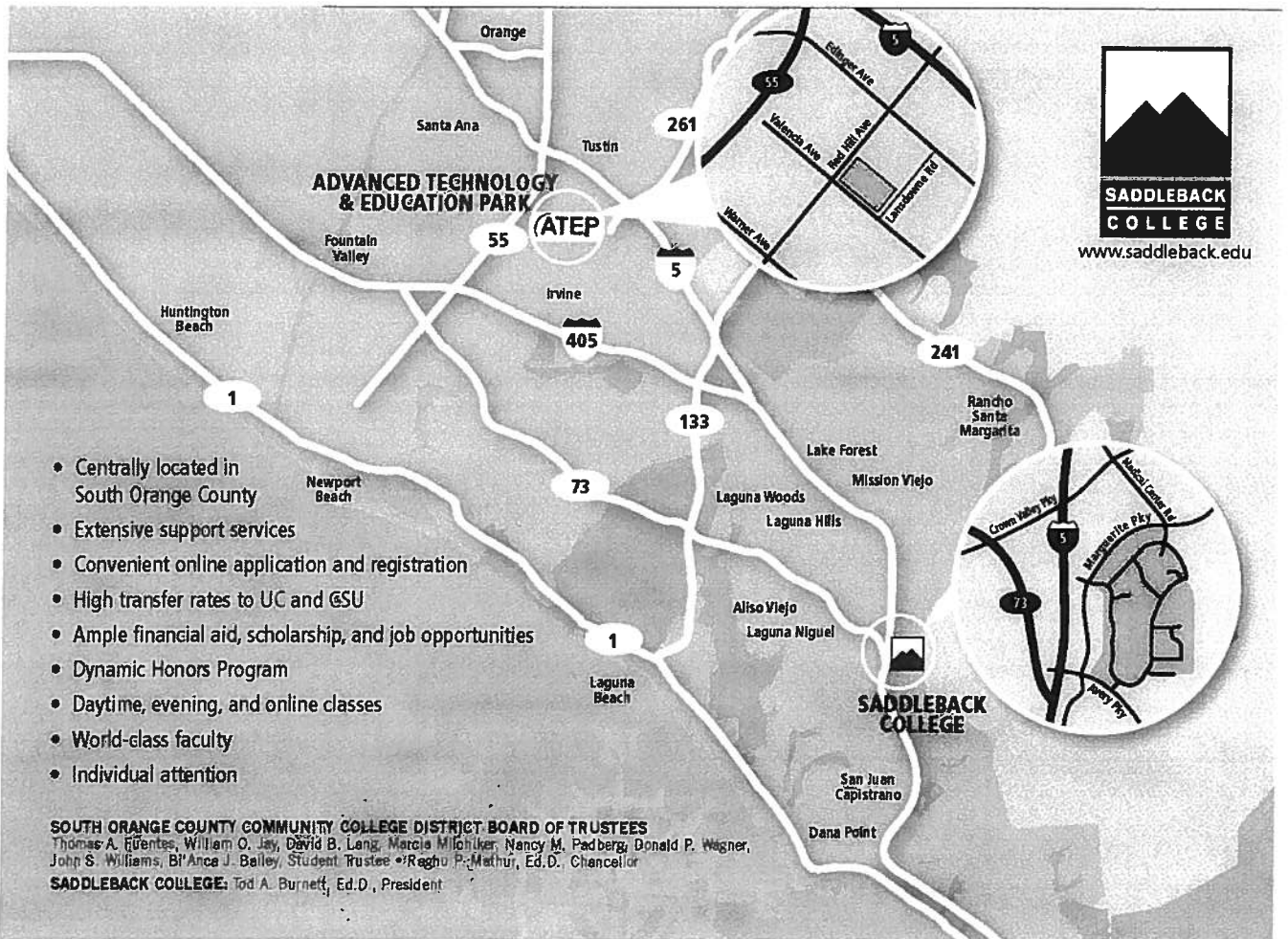
Tkt #20845 meets 02-01 through 05-20 and has additional 3-5 hours/week required in an approved lab classroom setting. Contact jguerrerojr@saddleback.edu for placement. Paid internships available.

EDUC 118	EXCEPTIONAL CHILDREN			3 Units
Rec Prep: ENG 200 and 340. An introduction to special education. Offers a survey and study of various characteristics of exceptional children. The primary focus will be on the categories of children with disabilities, but will include children at risk, and children from culturally diverse backgrounds (formerly CDES 118). DSS				
21015			Hammond, B.	INTERNET

Tkt #21015 meets 03-22 through 05-20. Available online 03-22. See course access instructions at www.saddleback.edu/de/faq.html and at www.saddleback.edu/faculty/bhammond

Exhibit 4

Map Showing Main Campus and ATEP Campus



- Centrally located in South Orange County
- Extensive support services
- Convenient online application and registration
- High transfer rates to UC and CSU
- Ample financial aid, scholarship, and job opportunities
- Dynamic Honors Program
- Daytime, evening, and online classes
- World-class faculty
- Individual attention

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES
 Thomas A. Fuentes, William O. Jay, David B. Lang, Marcia Milchiker, Nancy M. Padberg, Donald P. Wagner,
 John S. Williams, Bl'Anca J. Bailey, Student Trustee • Raghav P. Mathur, Ed.D., Chancellor

SADDLEBACK COLLEGE: Tod A. Burnett, Ed.D., President

Exhibit 5

**Board Resolution Showing Action to Approve the Final
Long-Range Academic and Facilities Plan
for the ATEP Campus**

2. **Final Proposed Resolution No. 08-35 Entitled:**

"Resolution of the Board Of Trustees Of The South Orange County Community College District Adopting The Addendum as Amended by Errata Dated November 2008 To The Final Joint Program Environmental Impact Statement Environmental Impact Report ("FEIS/EIR") For The Disposal And Reuse Of The MCAS Tustin And The MCAS Tustin Specific Plan/Reuse Plan Dated October 1996, As Amended By The Errata Dated September 1998 Pursuant To The California Environmental Quality Act For The Project

Resolution Of The Board Of Trustees Of The South Orange County Community College District Adopting The Long-Range Academic And Facilities Plan Dated June 2008 And As Amended By The Errata Dated October 2008 For The Advanced Technology Education Park Campus

Resolution Of The Board Of Trustees Of The South Orange County Community College District Adopting The Long-Range Academic Plan Dated June 2008 And As Amended By The Errata Dated October 2008 For The Advanced Technology Education Park Campus"

(To be provided to the Board November 2008)

3. *Draft Long-Range Plan June 2008*; RGP Planning & Development Services (Provided to the Board June 2008)
4. *Draft Long-Range Plan Errata, October 2008*; RGP Planning & Development Services (Previously provided to the Board October 2008)
5. *Draft Long-Range Academic Plan, June 2008*; RGP Planning & Development Services (Provided to the Board June 2008)
6. *Draft Long-Range Academic Plan Errata, October 2008* (RGP Planning & Development Services) (Previously provided to the Board October 2008)
7. *Market Feasibility Study For Potential Studio/Soundstage Component, Advanced Technology & Education Park, Tustin, CA; October 2008*; The Natelson Dale Group (Previously provided to the Board October 2008)
8. *Letters of Support (Numerous and Various Dates)* (Two Sets) (First set previously provide to the Board October 2008 and second set to provided to the Board November 2008)
9. *Addendum / Initial Study*, RGP Planning & Development Services (Previously provided to the Board October 2008)
10. *Addendum / Initial Study Errata; November 2008*; RGP Planning & Development Services (To be provided to the Board November 2008)

Item Submitted By: *Dr. Raghu P. Mathur, Chancellor*

Appendix A

Courses Scheduled and Student Enrollment at ATEP Campus

Saddleback College
Courses Scheduled and Student Enrollment at ATEP

No.	Program/Course Description	2007-08 Academic Year			2008-09 Academic Year			2009-10 Academic Year			Total
		F 07	Sp 08	Su 08	F 08	Sp 09	Su 09	F 09	Sp 10*	Su 10**	
Administrative Medical Assistant											
HSC 201	Medical Terminology				32	28	34	36	3		133
INSR 214 A	Basic Med Insurance			14	7			31	1		53
INSR 215 A	Med Insurance Coding							25	1		26
INSR 260	Computers in Health Care						18	17	1		36
Bio Technology											
BIO 41	Human Genetics							34			34
Business Marketing											
BUS 1	Intro to Business			4							4
BUS 135	Intro to Marketing		13	13	7						33
BUS 136	Prin. of Retailing				9	8					17
BUS 237	Finance Entrep Bus							10	0		10
Clinical Medical Assistant											
HSC 228	Calculations for Meds		6		7	15		18	0		46
MA 200	Medical Terminology		11	16							27
Drafting/AutoCAD											
ARCH/DR 50	Intro to CAD		9		10	9		10	0		38
ARCH/DR 51	Computer-Aided Drafting					6		7	0		13
Entrepreneurship											
BUS 104	Business Communications							15	33	8	56
BUS 14	Legal Environ of Bus		23								23
BUS 160	Entrepreneurship		29	34							63
BUS 289	Spec Topics: Entrep			53	54	26	42				175
BUS 291	Trade Secrets								0		
BUS 292	Patents/Trade Secrets				13	26					39
BUS 293	Copyright & Trademarks				12	16					28
General Horticulture											
HORT 116	Irrigation Systems				4			8			12
HORT 208	Beg Floral Design							25	1		26
HORT 209	Adv Floral Design							2	0		2

Program/Course		2007-08 Academic Year			2008-09 Academic Year			2009-10 Academic Year			Total
No.	Description	F 07	Sp 08	Su 08	F 08	Sp 09	Su 09	F 09	Sp 10*	Su 10**	Total
Graphic Design											
GD 147	Computer Graphics						16	13	1		30
GD 149	Digital Illustration				3	6		9	0		18
GD 150	History of Graphic Design					7					7
Medical Insurance Coding											
INSR 201	Advanced ICD-9-CM							14			14
INSR 202	Encoders Lab							14			14
Network Administrator											
CIM 1	Intro to Computer Systems								0		
CIM 279	Internet/Intranet Security								0		
CIM 282	Netwk Defense/CntrMsrs			8							8
Rapid Digital Mfg./Rapid Prototyping											
CIM 221	Microsoft Project					15			0		15
MFG 200	Intro to Rapid-Prototyping								0		
MFG 201	Adv CAD Modeling Tooling								0		
MFG 204	3D CAD Solidworks								0		
Real Estate/Appraisal											
RE 176 A	RE Appraisal I						11				11
RE 176 B	RE Appraisal 2								1		1
RE 200	Unif Stand/Prof Appraisal							19			19
RE 289	Sp Tps: Real Estate							8			8
Real Estate/Sales Broker											
RE 170	Real Estate Principles						34		0		34
RE 172	Real Estate Practica						29		0		29
RE 174	Legal Aspects of RE						13				13
RE 175	Real Estate Finance						20				20
Registered Nurse											
N 160	Pharmacology for Nurse			38							38
N 161	Grwoth & Development			20							20
Theatre Arts Entertainment/Technology											
TA 201	Entertainment CAD								0		

Program/Course		2007-08 Academic Year			2008-09 Academic Year			2009-10 Academic Year			Total
No.	Description	F 07	Sp 08	Su 08	F 08	Sp 09	Su 09	F 09	Sp 10*	Su 10**	
Web Designer											
CIM 271 A	Web Page Develop-Beg				8	11		21	0		40
CIM 271 B	Web Page Develop-Adv				11	8		22	0		41
CIM 221	Microsoft Project					15			0		15
Workforce Development/Academic Found											
ENG 200	Fund of Composition					12			0		12
ENG 300	Beginning Writing						20				20
ENG 301	Beginning Writing - Lab						20				20
ENG 340	Reading Skills/College						20				20
ENG 341	Reading Laboratory						20				20
ESL 320	Beg Multiskills I			6							6
General Education											
ARAB 1	Elementary Arabic	11		11	21	10			1		54
ASTR 20	General Astronomy		7		5	4					16
CA 30	History of Film		33								33
CHI 1	Beg. Chinese I			16			10				26
ENG 1 A	Prin of Composition I	20	6	13		6					45
ENG 1 B	Prin of Composition 2								1		1
FA 27	Intro to Fine Arts								0		
GER 1	Elementary German			5	11	8					24
GER 200	Beg Practical German					13					13
ITA 250	Practical Italian					17			1		18
KOR 1	Elementary Korean I							17			17
KOR 2	Elementary Korean 2								2		2
KOR 21	Interm. Korean Culture	6	7		5				1		19
KOR 250	Practical Korean								0		
PRSN 1	Elementary Persian I	10			15			21			46
PRSN 2	Elementary Persian 2								1		1
PRSN 221	Intro to Persian Culture								0		
SPAN 1	Beg Spanish I		3	13		9	10				35
SPAN 2	Elementary Spanish						18				18
SPAN 250	Practical Spanish					9			0		9
SP 1	Communication Fund		21		32	32		29	2		116
Grand Total		47	234	198	266	301	350	443	26		1,880

*Enrollment period in progress

Appendix B

**Program Description and Curriculum Matrix for Programs
Addressed in this Proposal**

Business Marketing Certificate Program (Saddleback College)

The Business Marketing program offers a focus of courses designed to improve student success in the field of promotion, personal selling, and advertising.

Course	Title	Units	Lecture	Lab
BUS 1 <i>or</i> BUS 160	Introduction to Business <i>or</i> Entrepreneurship	3	3	0
BUS 102	Oral Business Techniques	3	3	0
BUS 104*	Business Communications	3	3	0
BUS 135	Elements of Marketing	3	3	0
BUS 136	Principles of Retailing	3	3	0
BUS 137	Professional Selling Fundamentals	3	3	0
BUS 138	Advertising	3	3	0
BUS 293	Copyright and Trademark	1.5	1.5	0
Total Units		22.5		

*Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description.

Associate Degree

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

Associate in Arts Degree

Complete 18 units as described above and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

RECOMMENDED ELECTIVES: BUS 12 or 14, 116, 195.

Entrepreneurship Certificate Program (Saddleback College)

The Entrepreneurship Certificate is designed specifically for members of the business community, who are either starting a new business or in the planning stages. The program will provide valuable information, not only in the critical area of legal issues, but step-by-step workshop-type classes to help with business ownership issues such as determining the appropriate legal form in which the business should operate and creating the initial business plan.

Because some of the leading causes of failure in new businesses are legal problems, lack of adequate capitalization and managing your initial capital investment, this program was created to provide specific information in these areas to help you make good decisions to ensure your success.

Many of the courses in the program are designed with the busy professional in mind. Some classes are accelerated so each lecture meets for a longer period of time and the courses are broken into smaller units that do not require a full semester 18-week commitment. In addition, some of the classes are hybrids wherein part of the course is online so the students can do part of the course work at their convenience at home or at work.

There are two courses in the Intellectual Property Series. It is highly recommended that both courses are taken so the business professional can fully understand the many Intellectual Property issues impacting business today.

Course	Title	Units	Lecture	Lab	Work Exp.
BUS 12 <i>or</i> BUS 14	Business Law <i>or</i> Legal Environment of Business	3	3	0	0
BUS 104*	Business Communications	3	3	0	0
BUS 120	Essentials of Business Management	3	3	0	0
BUS 160	Entrepreneurship	3	3	0	0
BUS 292	Patents and Trade Secrets	1.5	1.5	0	0
BUS 293	Copyright and Trademark	1.5	1.5	0	0
BUS 294	Entrepreneurial Accounting	3	3	0	0
BUS 295	Employment Law	3	3	0	0
BUS 296	Financing the Entrepreneurial Business	1.5	1.5	0	0
Total Units		22.5			

*Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description.

Associate Degree – Entrepreneurship

Associate in Science Degree – Entrepreneurship

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

Associate in Arts Degree - Entrepreneurship

Complete 18 units as described above and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College. Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

RECOMMENDED ELECTIVES: BUS 102, 125, 221.

**General Education
(IGETC or CSU-GE)
Certificate Program
(Saddleback College)**

Students may earn a certificate of achievement in general education upon completion of a pattern of approved courses intended for transfer.

Intersegmental General Education Transfer Curriculum (IGETC)

Completion of a minimum of 34 units including all requirements of the Intersegmental General Education Transfer Curriculum as described on pages 110-111 of the Saddleback College Catalog.

California State University General Education Certification (CSU-GE)

Completion of a minimum of 39 units including all of the requirements of the California State University General Education certification as described on pages 107-109 of the Saddleback College Catalog.

Rapid Digital Manufacturing Certificate Program (Saddleback College)

Rapid Digital Manufacturing addresses the competencies required by technical, engineering, and management professionals working in industry where products are designed and developed, with specific emphasis on mechanical/manufacturing, art/animation, medical imagery, geographic information systems, and architecture.

The program is designed to develop a solid educational foundation for graduates to work closely with engineers, designers, and professionals in multiple industries, using additive processes for product development, 3D visualization, art, entertainment, architecture, medical modeling, and geographic information systems.

Course	Title	Units	Lecture	Lab
CIM 221	Managing Projects with Microsoft Project	3	3	3
DR 51*/ARCH 51*	Computer-Aided Drafting	3	2	4
DR 152*/ARCH 152*	Advanced Computer-Aided Drafting	3	2	4
MFG 200*	Intro to Rapid-Prototyping Technology	3	2	3
MFG 201*	Adv. CAD Model Marking & Tooling	2	1	3
MFG 203	Intro. To Manufacturing Processes	2	1	3
MFG 204*	3D Computer-Aided Design - Solidworks	3	2	4
MFG 205	Silicone and Urethane Mold Making	3	2	3
MFG 206	Resin and Foam Casting	3	2	3
MFG 289	Special Topics	3-6	2-4	3-6
Total Units		30-33		

*Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description.

Associate Degree

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

Real Estate Appraisal Certificate Program (Saddleback College)

The Real Estate Appraisal program is designed to prepare students with educational courses needed for positions within the real estate appraisal profession and to meet the California State requirements under the Department of Business, Transportation and Housing Agency for the real estate licenses of State Licensed Real Estate Property Appraiser.

REAL ESTATE APPRAISAL LICENSE and/or CERTIFICATE: Please contact the California Office of Real Estate Appraisers.

Course	Title	Units	Lecture	Lab
RE 176A*	Real Estate Appraisal I	3	3	0
RE 176B	Real Estate Appraisal II	3	3	0
RE 178*	Real Estate Economics	3	3	0
RE 200	Uniform Standards of Professional Appraisal Practice (USPAP)	1.5	1.5	0
RE 222*	Real Estate Calculations	3	3	0
	Select from Specialty Courses	6	6	0
Total Units		19.5		
Specialty Courses:				
RE 170	Real Estate Principles	3	3	0
RE 174	Legal Aspects of Real Estate	3	3	0
RE 175*	Real Estate Finance	3	3	0

*Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description.

Associate Degree

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

Associate in Arts Degree

Complete 18 units as described above and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

RECOMMENDED ELECTIVES: BUS 12 or 14, 116, 195.

Real Estate Sales/Broker Certificate Program (Saddleback College)

This Real Estate program is designed to educate the student to become an effective Real Estate professional. Activities related to the program are real estate practice, law, appraisal, finance, computations, escrow, investment, exchanging, and taxation.

REAL ESTATE SALESPERSON LICENSE: RE 170, 172, and one additional elective must be completed before enrolling for the State exam. Electives list: ACCT 215, BUS 12, RE 122*, 174*, 175*, 176A*, 178*, 190, 195, 280. Please check with the California Department of Real Estate for any changes.

REAL ESTATE BROKER LICENSE: Five courses are required: RE 172*, 174*, 175*, 176A*, and 178* or ACCT 215. In addition, three more courses must be taken from the following list: BUS 12, RE 122*, 170, 176B, 190, 195*, 280. Please check with the California Department of Real Estate for any changes. The 30-unit Certificate meets the Broker License examination course requirements.

Course	Title	Units	Lecture	Lab
RE 170	Real Estate Principals	3	3	0
RE 172	Real Estate Practice	3	3	0
RE 174*	Legal Aspects of Real Estate	3	3	0
RE 175*	Real Estate Finance	3	3	0
RE 176A*	Real Estate Appraisal I	3	3	0
RE 178*	Real Estate Economics	3	3	0
	Select from Restricted Electives	9		
	Select from Specialty Courses	3		
Total Units		30		
Restricted Electives:				
RE 122*	Real Estate Office Administration	3	3	0
RE 167B	Real Estate Appraisal II	3	3	0
RE 190	Escrow	3	3	0
RE 195*	Property Management	3	3	0
RE 280	Mortgage Loan Brokering and Lending	3	3	0
Specialty Courses:				
AMT 200	Apartment Maintenance Technology	2	1	4
BUS 137	Professional Selling Fundamentals	3	3	0
RE 202*	Computer Applications in Real Estate	3	3	0
RE 222*	Real Estate Calculations	3	3	0
RE 250*	Real Estate License Preparation	3	3	0

*Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description.

Associate Degree

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements

with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

Associate in Arts Degree

Complete 18 units as described above and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

RECOMMENDED ELECTIVES: ACCT 110*, 214; BUS 12, 110, 120, 125, 135; CIM 121A; ECON 2, 4*, RE 176B, 195.

BUSINESS ADMINISTRATION
Associate Degree Program
(Saddleback College)

The curriculum in the Business Administration Associate Degree program is designed to provide the transfer student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers, earning the Associate degree may support attempts to gain entry level employment or promotion.

Course	Title	Units	Lecture	Lab
ACCT 1A	Financial Accounting	4	5	0
ACCT 1B	Managerial Accounting	4	5	0
BUS 1	Introduction to Business	3	3	0
BUS 12 <i>or</i> BUS 14	Business Law <i>or</i> Legal Environment of Business	3	3	0
BUS 104*	Business Communications	3	3	0
CIM 1 <i>or</i> CIM 10	Introduction to Computer Info. Systems <i>or</i> Introduction to Information Systems	3	3	3
ECON 2	Principles (Macro)	3	3	0
ECON 4*	Principles (Micro)	3	3	0
MATH 3A* <i>or</i> MATH 11	Analytic Geometry and Calculus <i>or</i> A Brief Course in Calculus	5	5	0
Total Units		31		

*Course has a prerequisite, co-requisite, limitation, or recommended preparation; see course description.

Associate Degree

Associate in Arts

Complete 18 units as described above and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in the college catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

RECOMMENDED ELECTIVES: BUS 116, 120, 125, 135, 150; MATH 9*, 10*; PHIL 12* or 15*

General Studies Associate Degree Program (Saddleback College)

The General Studies Associate degree provides an opportunity for students to earn a comprehensive Associate of Arts (AA) and is intended for the student who may not be planning to transfer to a university in the near future. Completion of an associate degree may support efforts to gain entry-level employment or promotion.

The Associate Degree in General Studies requires completion of all Core, Competency, and Breadth requirements as indicated under Graduation Requirements in the Saddleback College catalog (a minimum of 25 units).

Select 18 units from one of the following areas of emphasis:

Fine Arts and Humanities

Students develop aesthetic understanding including an appreciation of philosophical, historical, and cultural importance and an awareness of the ways in which people responded to themselves and the world around them. Included are artistic and cultural creations and the development of aesthetic understanding and an ability to make value judgements. (See Saddleback College, page 79, for listing of course selections.)

Natural Sciences

Students will develop an appreciation and understanding of the scientific method and an understanding of the relationships between science and other human activities. (See Saddleback College, page 79, for listing of course selections.)

Social and Behavioral Sciences

Courses will stimulate critical skills about the ways people act and have acted in response to their societies and will promote appreciation of how societies and social subgroups operate. (See Saddleback College, page 80, for listing of course selections.)

Associate Degree

Associate in Arts Degree

Complete 18 units as described above and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

Appendix C

**California Community College Chancellor's Office
Inventory of Approved Saddleback College
Degree and Certificate Programs**

CA Community Colleges Chancellor's Office

(891) Saddleback College

[Program Inventory Last Updated on: 11/24/09 02:27:38]

T.O.P.	T.O.P. Title Local Title	Cert Units	Degree Units	Degree Type	Year Approved
109.00	Horticulture	22	22	B	1974
	Horticulture				
109.10	Landscape Design and Maintenance	22	22	B	1974
	Landscape Design				
115.00	Natural Resources	33			1999
	Ecological Restoration				
201.00	Architecture and Architectural Technology	40	40	B	1970
	Architectural Drafting				
302.00	Environmental Studies		20	A	1976
	Environmental Studies				
401.00	Biology, General		35	B	1968
	Biology				
501.00	Business and Commerce, General		23.5	A	1968
	Business and Commerce				
502.00	Accounting	19.5	19.5	B	1995
	Option I: Computerized Accounting Specialist				
502.00	Accounting	26	26	B	1968
	Accountant				
502.10	Tax Studies	17.5	17.5	B	1995
	Option III: Tax Preparation				
505.00	Business Administration		31	B	1968
	Business Administration				
506.30	Management Development and Supervision	18	18	B	1968
	Business Leadership				
506.40	Small Business and Entrepreneurship	18	18	B	1968
	Small Business Management				
506.50	Retail Store Operations and Management	30	30	S	2001
	Retail Management (WAFC)				
506.50	Retail Store Operations and Management	26	26	B	1968
	Professional Retailing				
508.00	International Business and Trade	18	18	B	1995
	International Business				
509.00	Marketing and Distribution	18	18	B	1968
	Business Marketing				
511.00	Real Estate	30	30	B	1996
	Real Estate Sales/Broker				
511.00	Real Estate	19.5	19.5	B	1993
	Real Estate Appraisal				
511.10	Escrow	18	18	B	1987
	Escrow				

T.O.P.	T.O.P. Title Local Title	Cert Units	Degree Units	Degree Type	Year Approved
514.00	Office Technology/Office Computer Applications Administrative Assistant	25.5	25.5	B	1968
602.00	Journalism Journalism	26	26	B	1969
604.00	Radio and Television Screen Acting and Performance		18	B	2009
604.00	Radio and Television Screen Acting and Performance	18			2009
612.10	Film History and Criticism Cinema/Television/Radio: Critical Studies		18	B	2009
612.10	Film History and Criticism Cinema/Television/Radio: Critical Studies	18			2009
614.30	Website Design and Development Web Designer	18	18	B	2001
614.60	Computer Graphics and Digital Imagery Computer Graphics	21	21	B	1974
702.10	Software Applications Software Specialist	22.5	22.5	B	1988
706.00	Computer Science (transfer) Computer Science		31	B	1978
707.00	Computer Software Development Applications Developer	18	18	B	1997
708.10	Computer Networking Network Administrator	24	24	B	1994
709.00	World Wide Web Administration Webmaster	25.5	25.5	B	2001
709.10	E-Commerce (technology emphasis) E-Commerce Specialist	21	21	B	2001
802.00	Educational Aide (Teacher Assistant) Educational Assistant	45	45	B	1979
802.10	Educational Aide (Teacher Assistant), Bilingual Bilingual/Multicultural Assistant	23	23	B	1979
809.00	Special Education Special Education Assistant	23	23	B	1988
835.00	Physical Education Kinesiology		19.5	A	1968
850.10	Sign Language Interpreting American Sign Language Interpreting	30	30	B	1987
901.00	Engineering, General (requires Calculus) (Transfer) Engineering		51	S	1968
934.00	Electronics and Electric Technology General Electronic Technology	18	18	B	1974

T.O.P.	T.O.P. Title Local Title	Cert Units	Degree Units	Degree Type	Year Approved
934.00	Electronics and Electric Technology	22	22	B	1991
	Digital Electronic Technology				
934.00	Electronics and Electric Technology	20	20	B	1993
	Analog and Digital Circuit Electronic Technology				
934.10	Computer Electronics	24	24	S	2000
	Computer Maintenance Technology				
936.00	Printing and Lithography	21	21	B	1987
	Graphic Communications				
948.00	Automotive Technology	22.5	22.5	B	1970
	Automotive Engine Performance Specialist				
948.00	Automotive Technology	19.5	19.5	B	1970
	Automotive Engine Service Specialist				
948.00	Automotive Technology	18.5	18.5	B	1970
	Automotive Chassis Specialist				
948.00	Automotive Technology	34.5	34.5	B	1970
	General Automotive Technician				
953.00	Drafting Technology	26	26	B	1968
	Drafting Technology				
956.00	Manufacturing and Industrial Technology	24	24	S	2008
	Rapid Digital Manufacturing				
957.20	Construction Inspection	26	26	B	1980
	Construction Inspection				
959.00	Marine Technology	25	25	B	1979
	Seamanship				
959.00	Marine Technology	23	23	B	1969
	Marine Science Technician				
1001.00	Fine Arts, General		18	A	2008
	Fine and Applied Arts				
1002.00	Art (Painting, Drawing, and Sculpture)		30	A	1968
	Art				
1004.00	Music		24	A	1968
	Music				
1006.00	Technical Theater	32.5			2009
	Theatre Arts Entertainment and Theatre Technology				
1007.00	Dramatic Arts		40	A	1968
	Theatre Arts				
1007.00	Dramatic Arts		19	S	2009
	Theatre Arts Entertainment and Theatre Technology				
1008.00	Dance		21	A	2000
	Dance				
1011.00	Photography		21	A	1976
	Photography				
1030.00	Graphic Art and Design	21	21	A	2000

T.O.P.	T.O.P. Title Local Title	Cert Units	Degree Units	Degree Type	Year Approved
	Illustration/Animation				
1030.00	Graphic Art and Design	22	22	B	1974
	Graphic Design				
1101.00	Foreign Languages, General		26	A	1976
	Foreign Languages				
1102.00	French		26	A	1968
	French				
1103.00	German		26	A	1968
	German				
1104.00	Italian		26	A	1980
	Italian				
1105.00	Spanish		26	A	1968
	Spanish				
1108.00	Japanese		26	A	1990
	Japanese				
1199.00	Other Foreign Languages		23	A	2009
	Persian				
1201.00	Health Occupations, General		18	A	2008
	Health Sciences				
1208.00	Medical Assisting	37	37	B	1973
	Medical Assistant				
1208.00	Medical Assisting		50	S	2009
	Medical Laboratory Technician				
1208.10	Clinical Medical Assisting	24	24	B	1973
	Clinical Medical Assistant				
1208.20	Administrative Medical Assisting	23	23	B	1973
	Administrative Medical Assistant				
1230.10	Registered Nursing		25.5	S	1971
	LVN-to-RN				
1230.10	Registered Nursing	62	72	S	1971
	Nursing (National League for Nursing Accredited)				
1251.00	Paramedic	33.5	33.5	B	1988
	Paramedic				
1301.00	Family and Consumer Sciences, General	27.5	27.5	B	1974
	Family and Consumer Sciences				
1301.10	Consumer Services	23	23	B	1974
	Consumer Services				
1302.00	Interior Design and Merchandising	24			1976
	Interiors Merchandising				
1302.00	Interior Design and Merchandising	63	63	B	1976
	Interior Design Professional				
1302.00	Interior Design and Merchandising	49			1976
	Interior Design Assistant				

T.O.P.	T.O.P. Title Local Title	Cert Units	Degree Units	Degree Type	Year Approved
1303.00	Fashion	47.5	47.5	B	1977
	Advanced Fashion Design and Apparel Manufacturing				
1303.10	Fashion Design	35.5	35	B	1976
	Fashion Design				
1303.20	Fashion Merchandising	29.5	29.5	B	1982
	Visual Fashion Merchandising				
1303.20	Fashion Merchandising	35	35	B	1977
	Fashion Merchandising				
1305.00	Child Development/Early Care and Education	50	50	B	2004
	Master Teacher (Option 3)				
1305.00	Child Development/Early Care and Education	46	46	B	1970
	Educational Assistant: School Age & Youth				
1305.20	Children with Special Needs		60	S	2009
	Child Development: Early Interventionist				
1305.20	Children with Special Needs	54			2009
	Child Development : Early Interventionist				
1305.80	Child Development Administration and Management	20	20	B	2004
	Site Supervisor (Option 4)				
1305.90	Infants and Toddlers	45	45	B	2004
	Early Childhood				
1305.90	Infants and Toddlers	25	25	B	1988
	Infant/Toddler				
1306.00	Nutrition, Foods, and Culinary Arts	25	25	B	1980
	Foods				
1306.00	Nutrition, Foods, and Culinary Arts	27	27	B	1980
	Nutrition				
1306.30	Culinary Arts	25	25	B	1986
	Catering				
1306.30	Culinary Arts	19	19	B	1986
	Food Service				
1306.30	Culinary Arts	20	20	B	1980
	Culinary Arts				
1308.00	Family Studies		22	A	1970
	Human Development				
1309.00	Gerontology	24.5	24.5	B	1976
	Gerontology				
1501.00	English		21	A	1968
	English Literature				
1506.00	Speech Communication		18	A	1968
	Speech Communication				
1509.00	Philosophy		21	A	1969
	Philosophy				

T.O.P.	T.O.P. Title Local Title	Cert Units	Degree Units	Degree Type	Year Approved
1701.00	Mathematics, General		26	A	1968
	Mathematics				
1901.00	Physical Sciences, General		18	A	2008
	Physical Sciences				
1902.00	Physics, General		41	B	1969
	Physics				
1905.00	Chemistry, General		20	B	1968
	Chemistry				
1911.00	Astronomy		29	B	1968
	Astronomy				
1914.00	Geology		47	B	1969
	Geology				
1919.00	Oceanography		46	B	2002
	Oceanography				
1920.00	Ocean Technology	21	21	S	2004
	Aquarium and Aquaculture Technology				
2001.00	Psychology, General		20	A	1968
	Psychology				
2104.00	Human Services		28.5	S	2009
	Mental Health Worker				
2104.00	Human Services	33	33	B	1987
	Victim Services/Domestic Violence				
2104.00	Human Services	28.5	28.5	S	2000
	Mentor and Prevention Assistance Specialist				
2104.00	Human Services	27	27	B	1977
	Human Services Generalist				
2104.00	Human Services	34	34	B	1985
	Eating Disorders				
2104.00	Human Services	28.5			2009
	Mental Health Worker				
2104.00	Human Services	30	30	B	1982
	Family Services				
2104.40	Alcohol and Controlled Substances	37	37	B	1977
	Alcohol and Drug Studies				
2105.10	Corrections	30	30	B	1970
	Corrections and Criminal Justice				
2201.00	Social Sciences, General		21	A	1968
	Social Sciences				
2201.10	Women's Studies		18	A	1978
	Women's and Gender Studies				
2202.00	Anthropology		21	A	1970
	Anthropology				

T.O.P.	T.O.P. Title Local Title	Cert Units	Degree Units	Degree Type	Year Approved
2203.00	Ethnic Studies		21	A	1997
	Cross Cultural Studies				
2204.00	Economics		20	A	1968
	Economics				
2205.00	History		21	A	1968
	History				
2206.00	Geography		22	A	1968
	Geography				
2206.10	Geographic Information Systems	19			1999
	Geographic Information Systems				
2207.00	Political Science		24	A	1968
	Political Science				
2208.00	Sociology		21	A	1970
	Sociology				
3007.00	Cosmetology and Barbering	48			1977
	Cosmetology				
3009.00	Travel Services and Tourism	23	23	B	1978
	Travel and Tourism				
4901.00	Liberal Arts and Sciences, General		18	A	2008
	General Studies: Social and Behavioral Sciences				
4901.10	Transfer Studies	39			2008
	CSU General Education				
4901.10	Transfer Studies	34			2008
	IGETC				
4901.20	Liberal Studies (teaching preparation)		18	A	2008
	Liberal Studies				
4902.00	Biological and Physical Sciences (and Mathematics)		18	A	2008
	General Studies: Natural Sciences				
4903.00	Humanities		20	A	1974
	Humanities				
4903.10	Humanities and Fine Arts		18	A	2008
	General Studies: Fine Arts and Humanities				

Appendix D

**SOCCCD Board Policy 2010 – Delegation of Authority
to the College President**

DELEGATION OF AUTHORITY TO THE COLLEGE PRESIDENT

The President is the Chief Executive Officer of the college. The President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees in Board Policy 2100. The President is responsible for implementing the colleges' strategic plan and district policies. The President's administrative organization shall be the established authority on campus and the College President is the final authority at the college level.

The Chancellor delegates authority to the College President for the following functions:

1. Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan. Based upon on-going institutional research, both plans should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.
2. Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
3. Provide leadership in the development and implementation of career technical education to meet the needs in the community.
4. Provide leadership in the development and implementation of a comprehensive enrollment management plan.
5. Develop and monitor the college budget and assume fiscal responsibility.
6. Provide college employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
7. Propose strategies for selecting and retaining a diverse high quality full-time faculty, staff and administrators.
8. Select and extend offers of employment for faculty, administrators and classified positions for the college.
9. Provide leadership and empower the administrative team.
10. Provide leadership focusing on accountability and professional conduct.

11. Assume a highly visible leadership role in the community and build strategic partnerships with corporate, educational and community-based organizations.
12. Develop and implement emergency preparedness plans.
13. Provide a participatory governance process.
14. Other related functions.

Appendix E

Listing of Saddleback College and ATEP Administrators

Saddleback College and ATEP Administrators

Saddleback College

Dr. Tod A. Burnett, President

Dr. Rajen Vurdien, Vice President for Instruction

Lise Telson, Vice President for Student Services

Jane Rosenkrans, Director, Admissions, Records, and Enrollment Services

Audra DePadova, Director, Student Development

Carol Hilton, Director, Fiscal Services

Academic Divisions

Don Taylor, Dean, Advanced Technology and Applied Science

Aquarium and Aquaculture Science

Architectural Drafting

Automotive Technology

Computer Maintenance Technology

Cosmetology

Drafting Technology

Ecological Restoration

Electronic Technology

Environmental Studies

Family and Consumer Sciences

Fashion

Foods and Nutrition

Graphics

Horticulture

Interior Design

Marine Science Technology

Rapid Digital Manufacturing

Travel and Tourism

Ken Patton, Dean, Business Science, Workforce and Economic Development

Accounting

Administrative Assistant

Business

Computer and Information Management

Real Estate

Jerilyn Chuman, Dean, Counseling Services and Special Programs

Terence Nelson, Assistant Dean, Counseling Services and Special Programs

Adapted Kinesiology

Applied Psychology

Special Education

Special Services

Counseling (15 full-time generalist counselors)

DSPS

EOPS

Dixie Bullock, Interim Dean, Fine Arts

Art

Communication Arts/Cinema/Radio/TV

Music

Photography

Speech

Theatre Arts

Sandra Mazilli, Director, Emeritus Institute

Dr. Donna Rane-Szostak, Dean, Health Sciences and Human Services

Tammy Rice, Assistant Dean/Director Nursing

American Sign Language Interpreting

Emergency Medical Technology

Gerontology

Health Sciences

Human Services

Insurance Billing

Medical Assistant

Medical Lab Technician

Mental Health

Nursing

Paramedic

Phlebotomy

Dr. Kevin O'Connor, Dean, Liberal Arts and Learning Resources

English

English as a Second Language

Humanities

Interdisciplinary Studies

International Languages

Journalism

Library

Philosophy

Tutoring

Dr. James R. Wright, Dean, Mathematics, Science, and Engineering

Astronomy

Biological

Sciences

Chemistry

Computer

Science

Engineering

Geology

Mathematics

Marine Science

Physics

Tony Lipold, Dean, Physical Education/Kinesiology and Athletics

Dance

Intercollegiate Athletics

Kinesiology

Health

Recreation

Dr. Patricia Flanigan, Dean, Social and Behavioral Science

Anthropology

Child Development

Cross-Cultural Studies

Economics

Education

Geography

Geographic Information

Systems

History

Human Development

Political Science

Psychology

Social Science

Sociology

Women's & Gender Studies

Advanced Technology and Education Park (ATEP)

Dr. W. Randy Peebles, Provost

Rocky Cifone, Dean of Instruction & Student Services

Dr. Don Busché, Director of Educational Programs

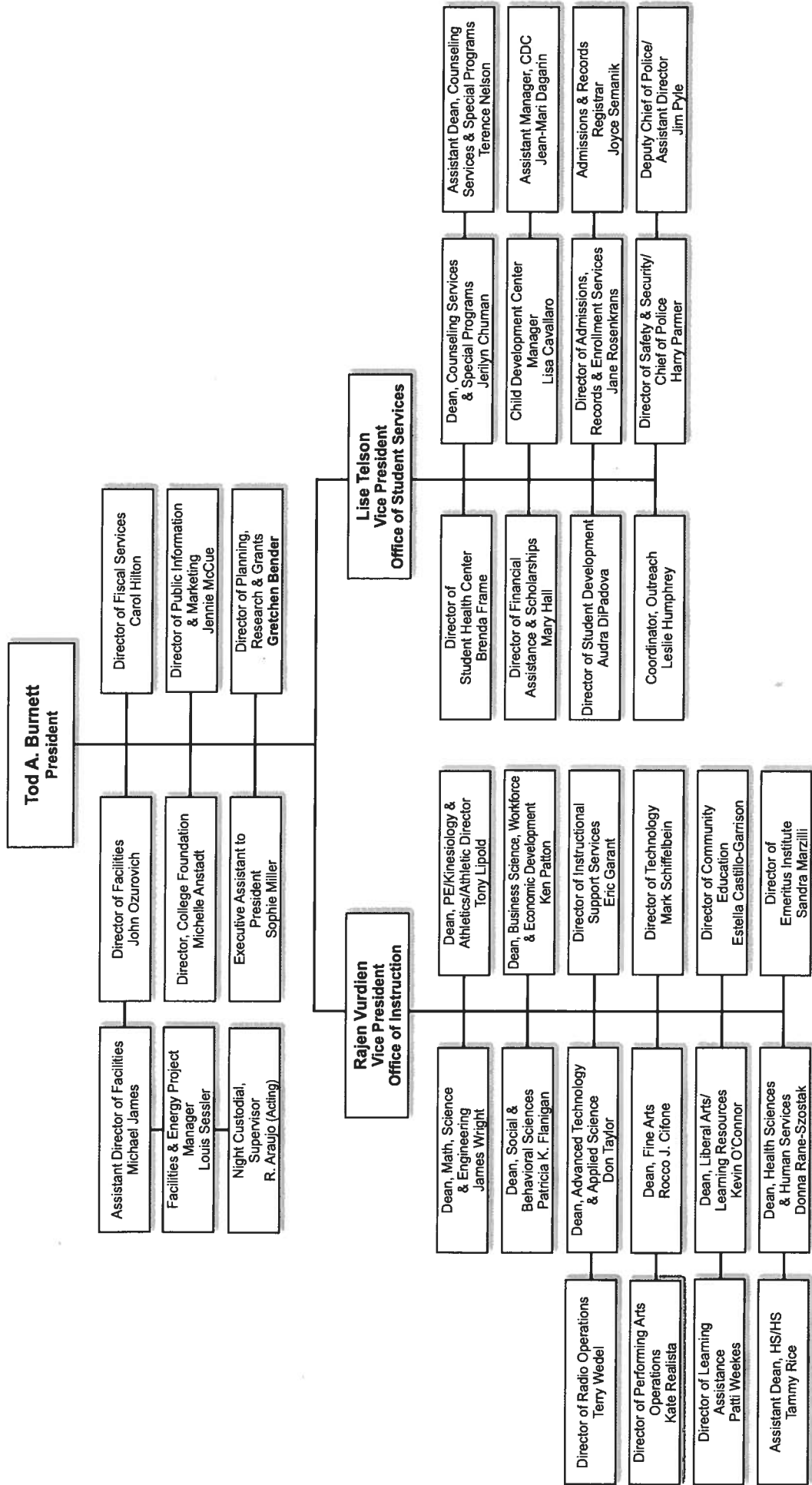
Bruce Sobczak, Director of Center for Applied Competitive Technologies (CACT)

Tere Fluegeman, Director of Public Information and Marketing

Appendix F

Saddleback College Organizational Chart

SADDLEBACK COLLEGE ORGANIZATIONAL CHART



Appendix G

ATEP Management Structure Chart

Advanced Technology & Education Park (ATEP) Organization Chart

