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District Mission, Philosophy and Functions

The South Orange County Community College District is committed to providing high quality postsecondary educational opportunities. Through its colleges the district is a participant in building the communities it serves and in enhancing the quality of life of individuals in those communities.

Underlying the mission of the South Orange County Community College District is the indispensable condition of public access without discrimination, which is based upon the recognition of the dignity and worth of the individual in a free society.

In order to carry out its mission, the Board of Trustees has established colleges, programs of study, and support services.

It is a policy of the South Orange County Community College District to employ academic and classified staff of the highest quality in order to carry out the mission and functions of the district.

As entrusted to them by law, the Board of Trustees defines as essential the following functions:

1. Provision of rigorous, high quality degree and certificate curricula in lower division arts and sciences, and in vocational and occupational fields.
2. Provision of remedial instruction, English as a second language instruction, and support services which help students succeed at the postsecondary level.
3. Provision of educational services such as counseling, career guidance, tutoring, financial aid, and specialized assistance for the disabled.
4. Provision of lifelong learning opportunities through credit and non-credit courses and programs as exemplified in the Emeritus Institute and other curricula.
5. Provision of Community Education seminars, short courses, workshops, and programs to support community needs not met by traditional college curriculum and consistent with the primary mission of the district.
ADMINISTRATION

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(949) 582-4616
Director Penelope Skaff
Senior Administrative Secretary Connie McClain

FINANCIAL AID
(949) 582-4860
Assistant Dean Wynoah Willis Baker
Administrative Secretary Lynn Martin
GOALS OF SADDLEBACK COLLEGE

Saddleback College adheres to the mission and philosophy of the district and is committed to the following goals:

The goal of Saddleback College is to provide a comprehensive post-secondary 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. To this end, the college will:

1. Provide educational programs leading to the Associate in Arts and Associate in Science degrees.
2. Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals.
3. Provide a meaningful general education program including baccalaureate-level transfer and occupational curricula.
4. Provide necessary developmental, remedial, and basic skills instruction so that students may be successful in their chosen course of study.
5. Provide access for the community to the educational, cultural, and recreational resources of the college.
6. Provide counseling and other support services which are responsive to the needs of students.
7. Provide opportunities in continuing education and community services, including courses for skills upgrading and retraining for professionals, and education for older adults.

To fulfill these goals, Saddleback College offers:

General Education
The purpose of general education is to introduce students to the various ways in which people comprehend the world. This philosophy of general education reflects the conviction that those who complete the courses will have had an opportunity to learn basic principles, concepts and methodologies both unique to and shared among the various disciplines. 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.

Associate Degrees
Associate degrees are awarded upon the successful completion of a prescribed program of study. Associate degrees are designed to provide opportunities for students to develop skills to communicate clearly and effectively, both orally and in writing; to use computational skills; to demonstrate the modes of inquiry of the major disciplines; to demonstrate awareness of other cultures and times; to gain insights relative to ethical problems; to think critically; and to develop the capacity for self-understanding.

Occupational-Vocational Education
Occupational Certificate programs are designed to prepare students to qualify for positions in business, industrial, paraprofessional and technical fields.

Lower Division Transfer Education
Baccalaureate-level transfer courses, which include general education and transfer major requirements, are provided for those students who wish to earn higher degrees after transferring to four-year universities and colleges.

Counseling and Student Services
The college provides a wide range of counseling and support services to meet the needs of students from diverse backgrounds. Our rapidly changing and complex society poses many challenges to students when making decisions about education objectives, career opportunities and life changes. Counseling and student support services are available to assist students in making these decisions.

Emeritus Institute
Courses are offered which provide continuing education for older adults who seek a variety of education objectives. Courses are offered in both credit and non-credit modes.

Community Education
The college provides not for credit educational opportunities for the community through fee-based classes and programs for adults and children. In addition, Community Education offers customized training programs for business and industry.
INFORMACION EN ESPANOL

La información se ha traducido al español para que la comunidad hispanohablante del distrito de Saddleback pueda informarse acerca del proceso de matriculación en el colegio de Saddleback. Los estudiantes que necesiten ayuda o tengan preguntas favor de llamar a la oficina de admisión y archivos al (949) 582–4555 ó a la oficina de consejería al (949) 582–4571. La oficina de admisión (Admissions and Records) está situada en el Edificio de Servicios para Estudiantes.

Información Para Inscribirse

ELEGIBILIDAD PARA ASISTIR AL COLEGIO:
— Tener 18 años de edad o ser graduado de la escuela secundaria.
— Estudiantes de primaria y secundaria, con permiso especial de sus escuelas y aprobación del colegio (la forma para el permiso se obtiene en la oficina de admisión)

—NO-RESIDENTE: Son personas que han permanecido menos de un año (en California) antes de el inicio del semestre ó personas que mantienen visa inmigratoria las cuales impiden establecimientos de residencia. Para mayor información comuníquese al (949) 582-4344 en la oficina de residencia.

FECHAS DE INSCRIPCIONES: Las personas que asistan por primera vez deben de completar su solicitud antes de que empiece el semestre para asegurarse de que todos sus requisitos estén en orden y listos para empezar el primer día de clases.

Fechas de entrega de su solicitud para los siguientes semestres:
   27 de Abril — otoño (fines de agosto)
   26 de Octubre — primavera (principios de enero)
   30 de Marzo — verano (fines de mayo)

COMO HACER UNA CITTA PARA INSCRIPCIÓN: Los estudiantes que asistan por primera vez al colegio y los que ya han asistido y regresan, deben de completar una solicitud. La oficina de admisión y archivos documentará su información y le dará un permiso con la fecha y la hora para que se inscriba. Se puede inscribir en la fecha indicada, por medio de el teléfono o en persona, depende de cuando someta la solicitud. En caso de que su clase no tenga cupo, hay una lista de espera. Infórmese al personal para que pongan su nombre en esta lista. Es muy importante que asista a clases el primer día.

COMO AÑADIR Y CANCELAR CLASES: Para añadir una clase después de una semana de haber comenzado, hay que obtener permiso del instructor(a). En caso de que haya cupo el instructor le dará una tarjeta rosa con su firma para admitirlo a su clase. Enfrece que esta tarjeta en la oficina de admisión lo más pronto posible.

Para salirse de una clase no necesita la firma del profesor, simplemente vaya a la oficina de admisión y llene una tarjeta (ADD/DROP CARD). En el lado que dice “drop” llene la información de la clase que cancelará, y en el lado que dice “add” llene la información de la clase que añadirá. Sólo llene la parte de la tarjeta que le corresponda.

Los estudiantes pueden añadir y dejar clases sin la firma del profesor durante el periodo de inscripción; (que es antes de iniciar el semestre) sólo lleve consigo su tarjeta de identificación de estudiante.

Nota: Es de suma importancia que el estudiante lea el horario de clases para las fechas exactas para dejar clases, y vaya a la oficina de admisión si ha decidido dejar una clase para que quede documentado en su archivo.

Cobros

El día que se registre el estudiante debe pagar por todos los servicios tales como servicio médico, excursiones, estacionamiento, como también por la inscripción.

COBRO DE INSCRIPCIÓN: Es $12 por cada unidad para residentes de California. Al no-residente que es ciudadano/residente extranjero, se le cobrara $46 (sin devolución) al procesar su solicitud, y tendrá que pagar $147 por cada unidad. Las clases de inglés como segunda lengua (ESL) que no tienen unidades o “0 units” son gratuitas. Estos cobros pueden cambiar cada semestre. Para mas información llame al (949) 582–4555.

COBRO DE ESTACIONAMIENTO: Para el auto es $20 cada semestre, $10 por la sesión de verano, ó $40 por un pase anual el cual incluye: el semestre de otoño, la primavera y el verano. Permisos para motos cuesta $10 cada semestre, $5 por la sesión de verano o $20 por un permiso anual. El permiso anual solamente se puede comprar durante la registración en otoño. Siempre hay que colocar su permiso dentro de su auto, colgándolo en el espejo retrovisor.

COBRO DE SERVICIOS DE SALUD: Debe pagar $11 por semestre (otoño y primavera) para cubrir servicios de salud personal. El costo de los servicios de salud en el semestre de verano es de $8. Los pagos de los servicios de salud permite a los estudiantes que aprovechen varios servicios médicos. (Este servicio se cobrara aunque tome “0” unidades).

Matrícula (Exámenes de inglés y matemáticas)

La Oficina de Matriculación ofrece servicios que incluyen exámenes de inglés y matemáticas, análisis de los resultados de los exámenes, consejo académico y orientación y está ubicado Edificio de Servicios Para Estudiantes, salon 106. Su número de teléfono es el (949) 582–4970.

Ayuda Financiera

Los estudiantes del colegio pueden ser elegibles para una variedad de programas de ayuda financiera incluyendo ayuda federal, ayuda estatal y becas de la comunidad. Si Ud. está interesado-a y piensa que puede calificar, llene una solicitud en la Oficina de Ayuda Financiera (SFAO), localizada en el edificio de estudiantes “Student Services Center”, oficina 106. El horario de asistencia al público es de lunes a viernes de 8am hasta las 4:30pm. Durante el periodo de registración en persona, el horario es Lunes a jueves de las 8am hasta las 7pm y viernes de las 8am hasta las 4:30pm.

Programa de EOPS

El programa de servicios y oportunidades de educación extendida (EOPS) sirve a personas que califican bajo todos los siguientes requisitos: 1. Residentes legales de California. 2. Bajos recursos económicos. 3. Desventaja de no tener una educación formal. 4. Estar inscritos en doce o más unidades (tiempo completo). El programa (EOPS) ofrece los siguientes servicios gratis para las personas que califiquen: orientación académica, asistencia con los libros (si hay fondos), inscripción prioritaria y asistencia de tutores, si lo necesitan, en cursos que les sean difíciles.

La oficina está en el Edificio de Servicios para Estudiantes, salon 126. Su número de teléfono es el (949) 582-4620 y sus horas de oficina son de lunes a viernes desde las 8am hasta las 5pm.

Tutoría (LAP)

El programa de tutoría (LAP) proporciona servicios de tutores gratuitos. Hay tutores de diferentes cursos académicos para satisfacer las necesidades de cada individuo. Hay instrucción privada y en grupo. LAP está situada en el primer piso del edificio de la biblioteca. LIB 114 –Tel. (949) 582-4519.
Eligibility for Admission

Admission to Saddleback College is open to anyone who is a high school graduate, has a High School Equivalency Certificate, or is 18 years of age or older, and shows evidence of being able to benefit from instruction.

High-school juniors and seniors may enroll as Special Part-Time Students with recommendations of their high school principal and parental permission. Students in the 10th grade or under need additional recommendation from their school district. All enrollments must be approved by the college.

Application for Admission

Students who are enrolling in the South Orange County Community College District for the first time or are returning after an absence of a semester or more (not including summer) must complete, and return an application for admission, available in the Office of Admissions and Records, in the Student Services Center, Room 102.

Applications for admission will be processed beginning on the following dates:

- Fall semester: April 27
- Spring semester: October 26
- Summer semester: March 30

The foreign-visa student must demonstrate knowledge of the English language sufficient to enable him or her to profit from instruction at the college level. A score of at least 470 on the Test of English as a Foreign Language (TOEFL) is required to enable a student to enroll in any course in accordance with college regulations governing eligibility. Requests to accept a standardized English Test in lieu of the TOEFL examination will be considered.

Residence Regulations

Residents of the South Orange County Community College District are eligible to attend Saddleback College. The Admissions and Records Office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The residence determination date is that day immediately preceding the opening day of instruction each semester or summer session during which the student proposes to attend classes in the South Orange County Community College District.

The steps necessary to show California residency intent will vary from case to case. Included among the steps may be: filing resident California state income tax forms on total income; registering to vote and voting in elections in California; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one’s permanent belongings are kept; maintaining active resident membership in California professional organization(s); maintaining California vehicle plates and operator’s license; maintaining active savings and checking accounts in California banks; maintaining permanent military address in California, if one is in the military service on leave and earning statements. The burden of proof to clearly demonstrate both physical presence and intent to establish California residence lies with the student.
New and Former Students

New students are those who have never filed an application or enrolled in classes at either Saddleback College or Irvine Valley College. Former students are those who have previously filed an application or attended either Saddleback College or Irvine Valley College but have been absent from the college for one semester or more, excluding summer.

Both new and former students are given a registration appointment as soon as their applications are received. Appointments for a later time are issued on a first-come, first-served basis. Appointments cannot be made by telephone or mail.

Most students new to Saddleback College—except those who have already earned an associate degree or higher degree—should participate in an assessment and orientation session prior to registering for classes. Students who are advised to participate in assessment and orientation will be notified at the time their application is received, and they will be issued an assessment appointment time. Students who are not advised to participate are encouraged to take advantage of an assessment session for assistance in selecting courses. The assessment process is described further under “Matriculation Services.”

Continuing Students

Continuing students are those who have been registered during the previous semester (including or excluding summer). Continuing students need not file an application. Students should refer to the class schedule for the most current information about continuing student registration.

*Continuing students must submit any change of address to the Office of Admission and Records to ensure that they receive important materials such as registration information. If mail is returned to the Admissions Office because of an incorrect address, a hold will be placed on the student’s file to prevent further mailings until the address has been updated.*

General Education Development

GED preparation courses are offered through our three local school districts. Completion of GED requirements is not a requirement for admission to Saddleback College.

1) Saddleback Valley Unified School District
   Adult Education Office - (949) 837-8830
   GED Preparation Course
   — Including pre-testing
   — Open entry/open exit
   — Meets at Silverado High School
   — Call for information/register with instructor
   — FREE

2) Capistrano Unified School District
   Capistrano Adult Learning Center - (949) 493-0658
   31422 Camino Capistrano
   San Juan Capistrano, CA 92675
   Room 1
   GED Preparation Course
   — Daytime (M-F) or Evening (M,T, Th) classes
   — Full attendance not mandatory
   — Call for information/register at office
   — FREE

3) Laguna Beach Unified School District
   Laguna Beach Adult Learning Center
   Adult Education Office - (949) 497-7725
   GED Preparation Course
   — Including pre-testing
   — Open entry/open exit
   — Meets at Laguna Beach High School
   — Call for information/register with instructor
   — FREE
   GED Testing is offered at the Capistrano Adult Learning Center only.
   — Test given three times per month
   — Call for exact test dates
   — $40 fee to be paid on testing date
MATRICULATION SERVICES

Philosophy
Saddleback College acknowledges the importance of maximizing the student’s abilities to make individual choices based on accurate, relevant information and is committed to developing, implementing and refining policy and procedures which are in the best interest of the student. The Matriculation Process brings the student and Saddleback College into a partnership agreement with the common goal of realizing the student’s educational goal through the college’s established programs, policies, and requirements.

The student agrees to:
1. Establish an educational goal
2. Attend classes
3. Discuss academic goals with a counselor
4. Use support services as needed
5. Make progress toward achieving a goal
6. Consider recommendations given by counselor/instructor

Saddleback College agrees to provide:
1. Resources and support services
2. Assessment and College orientation
3. Counseling and advisement
4. Courses in Basic Skills
5. Individual student educational plans
6. Career, learning and transfer centers
7. Continued monitoring of academic success

Steps in the Matriculation Process
The matriculation process is designed to assist students in achieving their educational goal at Saddleback College. This process includes assessment, orientation, counseling/advisement and follow-up services. Students who are required to matriculate must complete the first three steps in order to register for classes.

1. Assessment may include, but is not limited to, information regarding the student’s English language proficiency, math skills, aptitudes, goals, career aspiration, academic history and needs for special services.
2. Orientation provides students with information regarding Saddleback College. Students learn about transfer and degree requirements, vocational programs, student services and special programs.
3. Counseling/Advisement session helps students to determine their educational goal, plan first semester schedules, and prepare a “student educational plan”.

Follow-Up services monitor student’s progress, inform and direct students who may be on probation or disqualification to appropriate services and programs for assistance.

Students at Saddleback College are encouraged to follow the matriculation procedures at their campus of attendance.

Challenges
Students who believe that they have cause to challenge their participation in assessment or orientation or their class placement as a result of assessment may wish to consult the appeals procedure.

Retest Policy
Reading: Students may repeat the Nelson-Denny test beginning with the semester in which the student will have a minimum of 45 units.

English: Students may retake the English composition assessment no more than once every two years.

Mathematics: Students are allowed to retake the same level math test once every six months.

Alternative Matriculation Services
You may be referred to alternative services for the matriculation process if you indicate the following:
1. That English is not your primary language and you do not feel proficient enough in English to take the regular English Placement Test
OR
2. That you have a physical, visual or communication limitation that might require accommodation in an educational setting
OR
3. That you have extreme difficulty with reading, writing, spelling, math, or understanding and remembering information.

ALL STUDENTS ARE WELCOME AND ENCOURAGED TO PARTICIPATE IN THE MATRICULATION PROCESS.

Prerequisites/Corequisites
Recommended Preparation
Saddleback College is committed to helping students select appropriate level courses to provide the greatest chance for their academic success. Information relating to prerequisites, corequisites and recommended preparation are printed in bold as part of the course descriptions in the catalog and with an asterisk by the ticket number in the schedule of classes.

Students are responsible for meeting the prerequisite, corequisite, or recommended preparation for any course in which they plan to enroll.

Prerequisite:
Mastery of a certain body of knowledge is necessary if students are to be successful in the target course (the course that has the prerequisite). Most commonly, such knowledge is measured by successful completion of the prerequisite course listed in the class schedule. “Successful completion” is defined by a grade of “A,” “B,” “C,” or “CR” in the prerequisite course. Grades that are not acceptable are “D,” “F,” or “NC”.

Corequisite:
Concurrent (simultaneous) enrollment in a companion course is required. The information presented or the practice gained in the corequisite course is considered necessary for success in the target course.

Recommended Preparation:
Certain course preparation is advised before students enter the target course. These recommendations indicate preparation that is considered advantageous—but not essential to success in the target course.
How to Clear a Prerequisite

1. Complete the course(s) at Saddleback College or Irvine Valley College with a satisfactory grade—that is, a grade of "A," "B," "C," or "CR."

OR

2. Provide grade transcripts from another college. Such transcripts must demonstrate satisfactory completion of the prerequisite course—that is, completion of the course with a grade of "A," "B," "C," or "CR."

OR

3. Complete an assessment exam at Saddleback College or Irvine Valley College. (In some cases, students may clear prerequisites in reading, writing, and mathematics through assessment.)

OR

4. Provide evidence of completion of an assessment exam administered at another California community college. (In some cases, students may clear prerequisites in reading, writing, and mathematics if they have received recommended course placements from another community college. Students must check with the Matriculation Office regarding the acceptability of such assessments and placements.)

Students must bring copies of their scores or transcript(s) to the Matriculation Office in the Student Services Center, Room 168, to waive the placement test portion of the assessment.

OR

*5. English course placement using high school transcripts: Upon completion of one of the following high school English courses
   —Capistrano Unified School District:
     • Advanced Placement Composition—Grade Level 11
     • Advanced Placement Literature—Grade Level 12
   —Saddleback Valley Unified School District:
     • English 4 College Preparation, Advanced Placement English—Seniors Only
     • English 4 Honors and World Literature—Trabuco Hills High School only

OR

*6. Mathematics course placement using high school transcripts: upon completion of the appropriate level math course.

*Contact the Matriculation Office for participating high schools and grade requirement.

To clear a prerequisite using a transcript: present a copy of your high school or college transcript(s) and college catalog description(s) to the Matriculation Office for evaluation as soon as possible after you apply to Saddleback College. Complete the Equivalency Petition Form, attach your transcripts and submit it to the Matriculation Office for evaluation.

NOTE: Please allow a minimum of two week prior to your registration date. Students are encouraged to submit their Equivalency Petition Form and their transcripts well in advance of their registration dates. Delays in processing transcript evaluations will affect your ability to enroll in target courses. Specific information regarding procedures, timelines, and transcript evaluation notification is available in the Matriculation Office.

Prerequisites may be appealed by the student on the following grounds:

1. The student has the knowledge or ability to succeed in the course despite not meeting the prerequisite.

2. The student is able to succeed safely despite prerequisites established to protect health and safety standards.

3. The prerequisite or corequisite course is not reasonably available.

4. The College cannot provide alternatives to the course requiring performance standards as a prerequisite.

5. The prerequisite is discriminatory or is being applied in a discriminatory manner.

6. The prerequisite is not valid because it is not necessary for success in the course for which it is required.

English Composition Appeal Process

Students who receive a recommended placement in a basic-skills writing course rather than a college-level writing course as a result of the initial assessment process, and who wish to be considered for placement in college-level writing should attend the Writing Sample. During the session, students will complete an Appeals Petition and will be allowed to enroll in the higher level course.

An Appeals Committee will meet and review the writing sample within five working days. If the appeal is approved the student will be allowed to remain in the higher level course in which he’s registered. If the appeal is denied the student will be disenrolled from the higher level course and notified of the decision.

Dates and times of the Writing Sample sessions are available in the Matriculation Office, SSC 168.

All Other Appeals

Students wishing to appeal a prerequisite based on one of the criteria listed above must file an Appeal Petition in the appropriate Division Office in which the course is offered. Students will be eligible to enroll in the higher level course at the time of registration. An Appeals Committee will review the petition and make a decision within five working days. If the appeals are approved students will be allowed to remain in the higher level class. If the appeal is denied, students will be disenrolled from the class and notified of the decision. Specific information regarding procedures, timelines, and appeal determination notification may be obtained in the Matriculation Office.

In most cases, students who file an appeal deem the transcript evaluation unacceptable; or they consider themselves to have mastered the knowledge, experience, and/or skills required for the course when such skills have not been obtained through college course work. In either case, students should file an appeal based on (1) above.

Students' Rights

Any student who feel he/she has experienced discrimination regarding the matriculation process has the right to file a grievance. Information may be obtained in the Matriculation Office.
Registration for Classes

Continuing students and new and former students may register by telephone or in-person. After selecting classes and paying all required fees, registration is completed. Consult the Class Schedule for the most current registration information. Auditing classes is prohibited. Classes cannot overlap, i.e., students may enroll in only one course in a time period.

Late Registration

Students who have not been able to register at the formal registration time may enroll late, although course selection may be restricted. The Office of Admissions and Records posts a list of closed classes. If space is available, students may add semester course through the first week of instruction. Beginning the second week of instruction, students must have permission from the course instructor to enroll. This procedure is designed to ensure high academic standards. Those enrolling late are encouraged to consult the class schedule for information regarding short-term classes.

Waiting List

If during the registration process before instruction begins a course is closed, students may request to be placed on a waiting list for that course and then attempt to petition for an add permit at the first class meeting.

To petition a class, students must go to the first class meeting and inform the instructor that they are on the waiting list. If space is available and the instructor approves a student’s request to add the class, the instructor will give the student a class request card. Students must take signed and dated class request card to registration to formally add classes to their schedules.

 Normally, instructors will add students to an open class in the order in which names appear on the waiting list if officially enrolled students have dropped prior to the first day of instruction. However, there is no guarantee that space will be available. Please note, not all courses have a waiting list.

Repeated Courses

Courses may be repeated under only two circumstances. Most courses may be repeated only when the student has earned a substandard grade, that is, D, F or NC. Previous grades and credits for courses which are repeated for this reason will be disregarded in the computation of the student’s grade average. When these courses are repeated, credit will be given only once and previously recorded coursework shall remain on the student’s transcript. The

transcript will show which courses were excluded for purposes of grade-point calculation, ensuring a true and complete academic history.

In the second case, courses in which skill development may require instruction over more than one semester may be repeated. These classes are identified in the catalog and involve skills progression requiring intensive individual instruction in specific areas. The model under which a course may be repeated is presented by a code which includes R plus the model for repeating (Example R-A). This code is indicated following the course description in the “Announcement of Courses” section of this catalog.

Students should be aware that most four year universities have limitations on transfer credit for course repetitions.

Students who have repeated courses to the maximum number of units allowed may enroll through Community Education for additional hours of instruction in specifically board-approved courses with a Community Services enrollment card signed by the instructor. Information about these courses is available from division offices.

Open Enrollment Policy

Pursuant to the provision of Chapter 11, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820, the Governing Board of the South Orange County Community College District affirms a policy of open enrollment. Unless specifically exempted by statute, every course, course section or class, wherever offered and maintained by the district and where average daily attendance is reported for state aid, shall be fully open to enrollment and participation by any person admitted to the college and who meets such prerequisites as established by the Board in accordance to the above-referenced section of Title 5.

Adding Courses

Semester courses may be added through the first two weeks of instruction. Consult the class schedule for information regarding short-term courses and open-enrollment courses.

STUDENT FEES

Associated Student Body (ASB) Fee

The $10 ASB card fee provides privileges to the individual student and supports, as part of the total student ASSC budget, a variety of student programs and services, such as Athletics, Fine Arts, Scholarships, Recreation Room and many other student sponsored activities. The fee, though optional for many students, is required for athletes, the forensic team, Lariat staff, and members of the Associated Student Government. All students are encouraged to pay this fee to support and/or participate in the variety of programs and services it provides.

Enrollment Fee

The Enrollment Fee is $12 per unit with no maximum. The fee is subject to change by the State of California.

Health Fee

All students who enroll in classes held at Saddleback College are required to pay $11 per regular semester and $8 for the summer session. This health fee entitles students to a variety of health services. Students enrolled only in off-campus classes at community instructional centers need not pay the health fee, but may elect to do so on a voluntary basis.
State law provides the following exemptions from the health fee.

Students must submit proof for these exemptions at the time they register:

1. Students receiving financial aid pursuant to Section 72252.1
2. Students who depend exclusively upon prayer for healing in accordance with the teachings of a bonafide religious sect, denomination, or organization.
3. Students who are attending a community college under an approved apprenticeship training program.

**Material/Lab Fees**

Many courses require a fee for materials and supplies. Such fees are noted in course descriptions in the class schedule.

**Parking Fees**

Students who intend to park in a student lot must purchase a parking permit each semester. The cost of a car permit is $20 per semester and $10 for Summer or $40 for an annual permit which includes Fall, Spring and Summer (to be purchased in the Fall only); the cost of a motorcycle permit is $10 per semester and $5 for Summer or $20 for an annual permit which includes Fall, Spring and Summer (to be purchased in the Fall only). Additional information can be found in the Parking section.

**Returned Check Fee**

**Non-Sufficient Funds and Stop Payment Check Charge Policy**

In accordance with California Civil Code Chapter 522, Section 1719, the District hereby establishes a processing fee for handling non-sufficient funds (NSF) and stop payment checks. The amount of the fee will be reviewed and approved annually by the Board of Trustees.

Each check dishonored by your bank for whatever reason is subject to a processing fee.

During the 1998-99 school year, a $20 processing fee will be charged for all returned checks.

The Saddleback College bookstore is a contract service and is not subject to this policy. Please contact the bookstore for their check return policy.

**Transcript/Verifications Fees**

Each student who completes work at the college is entitled to transcripts as follows:

**Transcripts:** $3 each (the first two copies requested are free, in any combination with verification).

**Emergency Transcripts:** $5 each, in addition to the $3 transcript fee if the student has previously requested two transcripts and/or verifications. (Emergency transcripts are processed within four hours of the request, when available, during normal business hours.)

**Verifications:** $3 each (the first two copies requested are free, in any combination with transcripts).

**To request an official transcript and/or verification,** students may complete the appropriate forms in the Admissions Office or submit a written request. Those submitting a written request must provide their full name (the name used while attending Saddleback College), birth date, social security number, student I.D. number, and the address they wish their transcript and/or verification mailed to. Students requesting a verification must also specify the information—grade point average, dates of attendance, number of units completed, etc.—they wish to have verified. Students must sign their full name at the bottom of their request letter to authorize the release of transcripts and verifications. Requests may be mailed to the following address:

Saddleback College
Office of Admissions and Records
Transcripts/Verification
28000 Marguerite Parkway
Mission Viejo, CA 92692

**NON-RESIDENT FEES**

**Application Fee for Non-Residents**

Non-resident students who are citizens and residents of a foreign country will be charged a non-refundable fee of $46 at the time the application is submitted.

**Special Non-Resident Fee (Facilities Fee)**

Non-resident students who are citizens and residents of a foreign country will be charged a fee of $12 per unit at the time of registration. This fee covers the cost of providing equipment and classrooms to non-resident students who pay no state income tax.

**Tuition Fees**

Non-resident students will be charged a tuition fee of $123 per semester unit for the 1998-99 school year. Out-of-state residents must also pay the enrollment fee and health fee. Tuition may be changed without notice; changes will be published in the class schedule.

**REFUNDS**

A refund of a credit balance can be requested by completing a Refund Request Form. These forms are available in the Admissions and Records and the Fiscal Office. Please allow 45 business days for processing refund requests.

Categories for refunds in which a student may receive a credit are as follows:

**Associated Student Body (ASB) Card Credits**

Students are eligible for Associated Student Body Card Fee (ASB Card) credit only during the first two weeks of the semester provided they have officially withdrawn from classes. To qualify within this 2-week period, the card may NOT have been utilized, and any issued card must be returned with the request.

**Enrollment Fee Credits**

Students are eligible for an enrollment fee credit only during the first two weeks (one week for short-term classes and summer classes) of the semester provided they have officially withdrawn from classes or their classes have been cancelled by the college. Forms to request refunds of credits are available in the Admissions Office or Fiscal Office. Requests must be submitted to the Fiscal Office. Refunds may take up to 45 days to process.
Health Fee Credits

Credits for health fees will be given when requested prior to the end of the second week of the semester (for full-semester/16-week courses) or prior to the fourth day of the first week that any short-term courses begin ("short-term" courses are those courses offered during six-week or eight-week or other short-term periods)—provided the student has officially withdrawn from all on-campus classes or the student’s classes have been cancelled by the college.

Materials Fee Credits

Credits for materials fees will be given for classes dropped prior to the end of the second week of the semester (for full semester courses) or prior to the last day of the first week that any short-term class began. Short-term courses are those courses offered during six-week, eight-week or other short term periods.

Parking Fee Credits

Credits on parking fees will be given only when all of the following conditions are true:

1) When a class is canceled within 30 days due to insufficient enrollment and the student is not attending any other classes on campus during the semester, or if the student officially withdraws from all of their classes during the first two weeks of a regular term, or during the first week of eight week terms, and the student Parking Decal is turned in to the Department of Safety and Security.

2) When a class is canceled within 30 days due to insufficient enrollment and the faculty member is not teaching any other class on campus during the semester and the Staff Parking Permit is turned in to the Department of Safety and Security.

Tuition Credit Policy

A request for all or partial credit of non-resident tuition may be made in any of the four categories listed below:

1. Tuition fees collected in error. In such cases, 100 percent of the nonresident tuition will be credited.
2. Tuition fees refundable as a result of the cancellation of a class or some similar action on the part of the college, clearly beyond the control of the student and for which the fees have been paid. In cases of cancellation of a class, 100 percent of nonresident tuition will be credited.
3. Tuition fees refundable as a result of a student’s reduction of units through the second week of classes according to the following:
   One hundred percent (100%) credit through the first two weeks of classes. No credit thereafter. Equivalent period will apply for less than full-semester classes.
4. Tuition fees refundable as a result of a student’s total withdrawal from school. In such cases, credits will be made according to the schedule in 3 above.

STUDENT SUPPORT SERVICES

Bookstore

A variety of reading materials, personal-use items, new and used textbooks, a large selection of college logo items, class supplies, and packets are available at the college bookstore. The college bookstore is operated by Follett College Stores under contract with the District and Saddleback College.

The Saddleback College bookstore is located in the Student Services Center, Room 133. Call (949) 582-4715 for additional information.

Campus Preview Tours

Guided tours are given on the last Thursday of each month from 2 p.m. to 4 p.m. Tours depart from the Matriculation Office in the Counseling Center in the Student Services Building, Room SSC 186. Reservations are necessary. Groups of five or more people may arrange separate dates with advance notice. Please call the matriculation office (949) 582-4970 for reservations.

Career Services

The Career Services Center includes: Career Guidance/Education Resource Services, Job/Career Search Services, and Re-entry and Women’s Resources Services. Career Services provides a comprehensive approach to career and life planning and development. The Career Services Center is located in Student Services Center building, Rooms 139 and 140. For further information consult specific listing of services.

The Career Guidance/Education Resource Service is open to anyone needing assistance in making career decisions. Specialized educational and occupational information is available to explore at your own pace. The resource materials include career information describing duties, responsibilities, future career trends and salary ranges; college catalogs and transfer information. In addition, computerized career programs are available to help identify your career interests at a nominal fee; by appointment only. The Career Guidance Service is located in the Student Services Center, Room 139. Regular hours are Monday through Thursday, 8 a.m. to 5 p.m., and Friday, 8 a.m. to 1 p.m. For further information, please call (949) 582-4575.

The Job/Career Search Service helps current students and recent graduates make career decisions and achieve goals by providing help with: resume writing, interviewing techniques, and job search strategies. The service also offers full and part-time job opportunities related to students majors, as well as casual labor jobs to help students support their way through college. In addition, computerized career programs are available to help identify your career interests at a nominal fee; by appointment only. Regular hours are Monday through Friday, 8 a.m. to 5 p.m. Job referral services are available Monday–Thursday 8 a.m.–5 p.m. For further information, please call (949) 582-4569.
The Re-entry and Women's Resource Service helps men and women who are searching for ways to change careers or to find new direction in their lives. The Re-entry Service provides advisement, support groups and referral to community resources. The program is particularly committed to expanding community awareness of opportunities for men and women and to assist those who are returning to complete educational training and to seek employment. Students and community members are invited to drop by the Student Services Center, Room 140C. Regular hours are Monday through Friday 8 a.m. to 5 p.m.. For further information, please call (949) 582-4611.

Child Development Center

The Child Development Center offers educational opportunities and services primarily for registered pre-school children of Saddleback College students. Community members may also utilize the center. This program recognizes and supports the fact that parents with children are enrolled at the College. Furthermore, proper care for a child is often a determining factor in a parent’s decision to attend and succeed in entering college or a career. The center provides an educational experience and includes activities such as art, music, cooking, language arts and science. Children eligible for enrolling in the pre-school program must be from 2 1/2 years through 5 years of age and must be toilet trained.

Priority is given to parents who have first registered at Saddleback (for 6 or more semester units) through the Admissions and Records office. Additional to the program for children of Saddleback College students, space is available for community (non-students) members seeking a positive educational child development environment for their children. All interested parents, from throughout the community, are encouraged to contact the center for further information, including program options, and current fee schedule.

The Center is located at the south end of the campus on College Drive East (Parking Area 1A) across from the Campus Safety Office. The center is open during the day, Monday through Friday form 6 a.m. to 6 p.m. Telephone (949) 582-4582.

Counseling Services

Saddleback College provides complete counseling and career development services. These services include individual and/or group counseling for personal concerns and career decision-making; assistance with educational program planning and course selection; preparation for transfer, a degree, or a specific job; and assistance with beginning or returning to school. Students are encouraged to avail themselves of these services.

A major function of counseling is to provide students with information about themselves to assist them to succeed in their studies. Accurate information is essential in planning. Counselors serve as valuable resources in this process.

Counselors are available day and evening, either by appointment or on a drop-in basis. Appointments are especially recommended well in advance of registration periods. Each counselor has hours open for drop-in counseling, so that students with short questions not involving records, or students in crisis, may come in day or evening for assistance.

Saddleback College students wishing to make an appointment may call or stop by the Counseling Office located in the Student Services Center, Room 167. The number is (949) 582-4571.

Credit courses listed under Applied Psychology are offered to assist students in gaining the most from college. For example, Applied Psychology 140 is a course designed to help orient the student to college life and assist him or her in education and vocational planning. In addition, there are opportunities for students to enroll in short-term courses in Applied Psychology in such areas as career planning, personal awareness, study skills, testing, decision-making, and the helping relationship. Seminars and workshops on many related topics are also available.

Escort Service

Saddleback College provides a Security Escort Service between classrooms and other areas of the campus. Students wishing to use this service should phone (949) 582-4585 to make arrangements for a Security Escort.

Extended Opportunity Programs and Services (EOPS)

EOPS is an outreach and retention program designed to assist low-income, educationally disadvantaged, and under-represented ethnic minority students in achieving a college education. EOPS eligible students may receive college and financial aid application assistance; priority registration; EOPS book service; academic, personal and career counseling; tutoring; and assistance in transferring to four-year colleges and universities. Interested students should apply at the EOPS office in the Student Services Center, Room 126, or call (949) 582-4620. Bilingual staff are available.

Cooperative Agencies Resources for Education (CARE):

As a supplement program of EOPS, CARE provides educational support services for EOPS eligible students who are single heads of households receiving AFDC (Aid to Families with Dependent Children). More information is available at the EOPS office in the Student Services Center, Room 126 or call (949) 582-4620.

Fiscal Office

The Fiscal Office is located in the Administration and Governance Building, room 130. This office disburses financial aid checks between 9:00 a.m.-12:00 and 1:00 p.m.-3:30 p.m.; processes refund requests; collects fees, fines and payments on deferrals and returned checks. If you have a question about your account please contact the office between 8:30 a.m.-12:00 and 1:00 p.m.-5:00 p.m. at (949) 582-4870.

Food Services

The Saddleback College Cafeteria/Food Court is located in the Student Services Center and provides students with a full range of food services. Additionally, a vending bar is located in K Building on the lower campus, and additional vending machines are located throughout the campus. Student input for food service may be offered through participation on the food services committee, student development office, or directly to the cafeteria manager. Catering of special events is also offered by the cafeteria.

Health Services

Saddleback College offers students a variety of health services. The center is staffed by registered nurses and physicians, and includes, to all students who have paid the mandated health fee, an accident insurance plan for college-related injuries. The fee charged for these health services is state mandated for all students who take classes on campus.
The objectives of the Health Center are to provide professional services in the areas of prevention, recognition and early treatment of illness, as well as the protection and maintenance of the health of the college student. In addition to these services, the center plans group and individual activities which will give students an opportunity to discuss a variety of topics relating to health including drugs, smoking, weight control, emotional problems and physical handicaps. Literature related to many different health topics is also available. The Health Center is located in the Student Services Center, Room 177, phone (949) 582-4666. The center is open Monday-Thursday from 8 a.m. to 9 p.m. and Friday from 8 a.m. to 2:30 p.m.

Interdisciplinary Computer Center

An interdisciplinary computer center located in library building. Room 111 is free to all students. Call (949) 582-4441 for hours and other information.

International Education Office

The International Education Office, established during fall of 1996, coordinates international programs for all Saddleback College students. The office provides services to international students in the admission assessment, orientation, homestay, immigration visa application and follow up processes. For specific international students admission requirements, please see Foreign Students under Admission Requirements.

The International Education Office also offers assistance to students who wish to study abroad, coordinates special events on campus to promote global awareness, and cooperates with community organizations in international friendship/partnership programs. The office is located in the Library Building, Room 113. For more information about international students and other international educational programs, please call (949) 582-4237.

Learning Assistance Program (LAP)—Tutoring

The Learning Assistance Program provides free tutoring for Saddleback College students. Varies tutoring services are available to satisfy student needs: one-to-one, small group, drop-in, and study skill workshops.

The LAP is located on the first floor of the Library Building, Room 114. The Learning Assistance Program is open Monday through Thursday from 8 a.m. to 8 p.m., and closed Friday through Sunday. Hours are subject to change and may be confirmed by calling (949) 582-4519.

Library Services

The James B. Utt Memorial Library, the first permanent facility built at Saddleback College, plays a leading role in the instructional program of the South Orange County Community College District. A professional staff of seven librarians is available to assist faculty and students with research projects and in planning reading programs for instructional purposes and personal enrichment.

Available to faculty, students and community members, the book collection of approximately 97,000 volumes is supplemented continuously by acquisitions in major subject fields. In addition to the more than 325 periodical subscriptions, the library’s resources include a CD-ROM computer database network for locating information in periodicals and newspapers, laser discs, videocassettes, tapes, records, slides, microfilms, maps newspapers and a law library. The on-line catalog includes the holdings of both Saddleback College and Irvine College libraries. More information about the library may be found by accessing the college’s homepage at www.saddleback.cc.ca.us.

Special services available include a one-unit library skills course and a two unit advanced research skills course using electronic resources and the World Wide Web. Typewriters for student use are located on the main floor. Computers are available for student use in the Interdisciplinary Computer Center on the Library’s first floor, in Library 111, adjacent to the Learning Assistance Program.

Library Procedures Regarding Book Borrowing:

1. Student borrowers must present a Saddleback College photo ID each time a book is borrowed.
2. Students are allowed nine books in circulation at any one time.
3. By checking out a book, the borrower agrees to return it on or before the due date stamped inside the book.
4. The loan period for books is 3 weeks. (Special collection and reserve books may vary.)
5. A book may be renewed one time only either in person or by telephone unless one of the following conditions exists: A) the book is already overdue at the time the renewal request is made; B) another individual has requested the book.
6. Once a book is overdue, the Office of Admissions and Records will place a hold on the student’s college records. This hold will prevent the student from registering, adding or dropping classes and receiving grades, transcripts or diplomas (California Education Code: Section 72237). In order to remove this hold, a $5 fee will be charged for each book returned after the hold has been placed.
7. If a book is lost or damaged beyond repair, the borrower will be charged $25 for the cost of the book plus a $15 processing fee. If a lost undamaged book is recovered within 30 days after paying lost charges, the $25 fee may be reimbursed. If a magazine or periodical is lost or damaged beyond repair, the borrower will be charged $25.
8. Books checked out at the Saddleback College Library must be returned to the Saddleback College Library.

Services for Veterans

The Veterans Office located in the College Fiscal Office, Administration and Governance Building 130, (949) 582-4871, will assist veterans in filing the required papers for educational benefits. Veterans who qualify to receive benefits under the Veterans Educational Assistance Program (VEAP), Montgomery Bill from Active Duty (Chapter 30), Montgomery Bill from Selected Reserve (Chapter 106) and dependents under the Survivors’ and Dependents’ Educational Assistance Program (Chapter 35) are encouraged to take advantage of their entitlement.

Military personnel on active duty are not processed through the Veterans Office. Active Duty Military must submit to the Admissions and Records Office a Military Tuition Assistance form signed by the Commanding Officer of Joint Education. This form is available on base at the Education Office.

Special Services for Students with Disabilities

The Special Services Program at Saddleback College provides support services and specialized instruction for students with orthopedic disabilities, other physical or health impairments, learning difficulties, psychological disabilities, or hearing, speech or vision limitations. Documented verification of disability is required to receive support services.
The following special support services are available at Saddleback College: academic, personal and vocational counseling; early registration; tutoring; test-taking facilitation; diagnostic assessment; mobility assistance and campus accessibility maps; notetaking, reader and transcription services; adaptive equipment loans; enlargement of printed materials, textbook recording, tape recorder loans; computer lab and training to adapt for physical, learning and visual disabilities; sign-language interpreter services; and liaison with faculty and community agencies. In addition, Special Services offers courses in personal development, basic skills, lip-reading, computer use and adaptive physical education. Arrangement for some of these support services and special classes must be made in advance. Handicapped and medical parking permits can be obtained at the Campus Safety Office.

For further information on services and instruction for students with disabilities at Saddleback College, contact the Special Services office in the Student Services Center, Room 113, or call (949) 582-4885 or Telecommunication Device for the Deaf (949) 582-4833.

Any grievance regarding the access of disabled persons to programs and services should be directed to Vern Hodge, 504 Officer/ADA Coordinator at (949) 582-4666, or Randy Anderson, Director of Special Services at (949) 582-4885, Saddleback College, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

Student-Faculty Conferences

The faculty members of Saddleback College maintain office hours to consult with students concerning class assignments, methods of studying in particular courses, review of test results, other measures of academic achievement, and advisement for program planning when appropriate. Check with the Division office for faculty members scheduled office hours.

Student Financial Assistance Program

For students needing help with the costs of attending Saddleback College, the Student Financial Assistance Office (SFAO) may be able to help.

The basic premise of Financial Aid is that no student should be denied access to the educational experiences offered because of lack of funds. The awarding of these funds is closely regulated by laws designed to direct educational support funds to those who need them most. In order to determine a student's need and decide if a student qualifies, the applicant must answer many questions. Students should be patient with the application process and give correct information. Remember, a goal of financial aid is to be certain that everyone is given equal opportunity.

The completed application is the “Free Application for Federal Student Aid” (FAFSA). Information from the FAFSA form makes it possible to determine each student's “need level.” (* Need * is the difference between the total cost of attendance and the available resources from the student and/or the student's family.) Once a need figure has been established, an award package designed to meet the applicant’s needs can be offered.

In order to receive financial aid, the student must:

1. Be a national of the United States, or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of certain Pacific Islands. Holders of student visas are not eligible for aid.
2. Be accepted for enrollment as at least a regular student or, in the case of a student already attending the institution, be enrolled and in good standing.
3. Be enrolled in an eligible degree or certificate program that only admits students who have a high school diploma or a recognized equivalent.
4. A regular student who does not have a high school diploma or equivalent may be eligible, if he or she demonstrates that he or she has the “ability to benefit” from the training offered and is beyond the age of compulsory school attendance. Further information may be obtained from the SFAO.
5. Maintain satisfactory progress in the course of study according to the standards and practices of the institution.
6. Not be in default on any loan made from a student loan fund and not owe a refund on grants previously received.
7. Be in need of financial assistance in order to pursue a course of study at Saddleback College.

Financial Assistance Programs Offered through Saddleback College include the following:

- Federal Pell Grant
- Board of Governors Fee Offset Waiver Program (BFAP)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- California Grant Program
- Bureau of Indian Affairs Grant (BIA)
- Saddleback College Scholarship Program
- Federal Work/Study (FWS)
- Federal Perkins National Direct Student Loans (Formerly NDSL)
- Federal Stafford Loan (Formerly California Guaranteed Student Loans (GSLS))
- Saddleback College Emergency Loan Program

Saddleback College Financial Assistance Office is located in the Student Services Center, Room 106, or you may telephone (949) 582-4860.

WARNING: Applying for a loan is serious business. A loan is not a gift. You must maintain and complete at least a 1/2 time enrollment status for the loan period. It must be repaid with interest after you finish or withdraw from school. Failure to repay will hurt your credit rating and may prevent you from securing a car, house or other credit at a future date. It is easy to borrow but much harder to repay. Think carefully before you borrow—will you be able to pay it back?

Transfer Center

The Transfer Center provides information and services and sponsors special events for students who are preparing to transfer to four-year colleges and universities. The center provides information on transfer programs, general education requirements and arranges appointments with representatives from four-year colleges and universities. Applications for admission to California State University (CSU) and University of California (UC) are available in the transfer center office. The Transfer Center sponsors Mini-fairs during the spring and fall semesters, and a Transfer Day in the fall semester with representatives from colleges and universities throughout California and out of state universities. The Transfer Center office is located in the Student Services Center, Room 140-g. For more information, phone (949) 582-4328.
Associated Students of Saddleback College

Saddleback College supports the organization of students known as the Associated Students of Saddleback College. The association promotes the following objectives:
1. To serve as an active student voice in the operation of the college, including both shared governance and the management of student activities.
2. To provide an opportunity for leadership experience and training for students.
3. To enhance, wherever possible, the general excellence of the college, unifying the interests of all persons—faculty, administration, local residents and students.

Associated Student Government / Shared Governance

Since virtually all major decisions made at Saddleback College affect students in some way, student input to the various decision-making bodies is relevant, necessary and welcomed. The Associated Students have adopted a constitution which established an organized “student voice” at Saddleback College. The “voice” is facilitated by the Associated Student Government and is a critical constituency among the college governance structure.

The Associated Student Government’s Executive Cabinet, Student Senate, and Student Judicial Court, hold regular meetings typically in the ASG Conference Room, Student Services Center 208. Meeting days and times are arranged at the beginning of each semester and agendas are posted 72 hours in advance. Meetings are open to the public and college community. Additional information regarding Student Government is available through both Associated Student Government (949) 582-4517 and Student Development Office, SSC 110.

Current club listing is printed in the class schedule. Information on how to organize a new club or join an existing one is available in the Student Development Office. College clubs in- clude: Black History, Latin Heritage, Native American Awareness, Multicultural Experience, Disability Day, musical and dramatic programs, art shows and many other from which to choose. A “Clubs Information Week” is held near the beginning of each semester. Information is available in Library 113 or in the Student Development office, SSC 110.

Associated Student Services and Activities

With the support of the student body, the Associated Student Government plans, organizes, promotes, sponsors and finances a comprehensive program of activities and services for all Saddleback College students. The activities program is organized to achieve the following objectives:
1. To provide opportunities for the development of the social and cultural interests of the entire college community.
2. To provide opportunities for the enrichment of each individual’s life through sharing and enjoying a group spirit of mutual responsibility, leadership and creativity.
3. To promote college spirit and community awareness. The variety of departments, clubs and facilities permits a student to express a broad spectrum of interest, including but not limited to music, art, drama, sports, ecology, community service, and business.

Associated Student Body Card

The Associated Students provide an excellent program of activities and services. The funding for this program comes, in part, from the sale of A.S. B. Cards, which students are encouraged to purchase during registration. This Card provides the holder with free admissions to athletic events as well as special discounts on many other college and some community events. This card may also be purchased during telephone registration or at the recreation room ticket office, SSC 211, during posted hours. For additional information, please contact Student Development, SSC 210.

Athletics and Related Activities

Saddleback College participates in and supports excellent intercollegiate programs. Men’s intercollegiate programs include football, golf, baseball, basketball, track, cross country, tennis, swimming and water polo. Women’s athletic teams include tennis, swimming, volleyball, softball, track, cross country, water polo, and basketball.

All intercollegiate athletics are open to students from Saddleback College.

Athletics at Saddleback College are supported in part by the Associated Students. All gate receipts from intercollegiate activities are used by the Associated Students of Saddleback College to help support the entire student activities program.

College Student Organizations / Clubs

Saddleback College offers a wide spectrum of special interest and program-related clubs or associations for students participation complimentary or additional to class enrollment.

Information on how to organize a new club or join an existing one is available in Student Development Office. College clubs include Alpha Gamma Sigma (Honor Society), Biological Society, International, Sign Language, and many other from which to choose. Information is available in Library 113 or in the Student Development office, SSC 110.

Cultural Activities

The Associated Student Government cooperates with and supports departments and special-interest groups to contribute to the cultural awareness of all persons on the campus. Typical programs include: Black History, Latin Heritage, Native American Awareness, Multicultural Experience, Disability Day, musical and dramatic programs, art shows and many other outstanding cultural programs. These programs are all open to people from the college and community which are supported through the sale of A.S.B. Cards.

Fine Arts

Many programs are planned and organized under the Academic umbrella of the Fine Arts and Communications Division. These instructional programs in performing and visual arts as well as speech communication/forensics offer participating and/or spectator opportunities for all students. Funding for these activities is provided, in part, by the Associated Students.
Foundation
The Saddleback College Foundation raises funds and friends in support of Saddleback College. The Saddleback College Foundation creates and maintains strategic campus, community, and business relationships. The Foundation, an auxiliary non-profit organization comprised of community and business leaders, is responsible for raising funds for college programs, student scholarships, and special faculty projects. The Foundation has recently instituted a planned giving program and President’s Business Roundtable.

Honor Societies
As part of its commitment to academic excellence, Saddleback College is home to a growing number of prestigious student honor societies.

The two campus-wide honor societies, Alpha Gamma Sigma and Phi Theta Kappa, are involved in community and college service activities, scholarship fund raising, social activities and leadership development. They are open to day and evening students of all majors, whether part-time or full-time. Within each society, scholarships are available from the local chapter, from the parent society, and from four-year colleges and universities who reserve scholarship monies for society members. Membership and officer service are noted on Saddleback transcripts.

Alpha Gamma Sigma, the California community college honor society, was established in 1922 as an extension of the California Scholarship Federation. It has had a strong presence on the Saddleback campus for many years. Students who have completed 12 semester units and have a cumulative GPA of 3.0 may apply to join Saddleback’s Sigma Epsilon chapter. In order to maintain membership, students must apply and pay dues each semester.

Phi Theta Kappa, the international community college honor society, was established in 1918 and now has over 1200 chapters. Chartered in December 1996, Saddleback’s Beta Epsilon Beta chapter was the largest at induction in the society’s history. Students with a minimum 3.50 cumulative GPA on at least 12 units are invited to join. Phi Theta Kappa offers lifetime membership; upon paying initial dues, students remain members so long as their cumulative Saddleback GPA does not fall below 3.25 for more than one semester.

Discipline-specific honor societies on campus include Lambda Alpha Delta, the anthropology society; and Psi Beta, the psychology society.

For further information about these societies, contact the Honors Program Office (BGS 316) at (949) 582-4853.

Media and Publications—Journalism
Several publications are available to the college and community. The Lariat, a standard-size newspaper published by journalism students, is distributed weekly during the regular academic year. Journalism program students also publish a Saddleback Magazine once a year in the spring semester.
STUDENTS’ RIGHTS AND RESPONSIBILITIES

Rules and Regulations for Student Behavior

Saddleback College students are responsible for regulating their own conduct and for respecting the rights and privileges of others. Saddleback students are expected to conduct themselves in a manner compatible with the function of the college as an educational institution and respect and obey all civil and criminal laws. Failure to show respect for the standards as set forth by Saddleback College is cause for disciplinary action.

Code of Conduct

Guidelines for student conduct are set forth in the California Education Code, California Administrative Code, Title 5, policies of the Board of Trustees, and all civil and criminal codes.

In compliance with California Education Code Section 66300 and Board of Trustees, and all civil and criminal codes.

A student may be disciplined for one or more of the following causes, which must be college-related to college activity or attendance.

1. Theft of or willfully cutting, defacing or otherwise injuring in any way any property, real or personal, belonging to the college, a member of the college, or campus visitor.
2. Forgery, alteration or misuse of college documents, records or identification, or knowingly furnishing false information to a college.
3. Cheating or plagiarism in connection with an academic program at the college.
4. Physical or verbal abuse, or any threat of force or violence directed toward any member of the college or a campus visitor engaged in authorized activities.
5. Use, possession, distribution, or being under the influence of alcohol, narcotics, or other dangerous drugs on campus at any time, or off campus at any college-sponsored event.
6. Unauthorized entry into, unauthorized use of, or misuse of, college property.
7. Disorderly, lewd, indecent, obscene or offensive conduct on college-owned or controlled property or at college-sponsored or supervised function.
8. Possession or use of any firearms, explosives, dangerous chemicals, or other potentially harmful implements or substances while on the college campus or at a college-sponsored function without prior authorization of the college president or designee.
9. Failure to comply with directions of college officials acting in performance of their duties including, but not limited to, the provisions of the Penal Code Sections 626.6 and 626.8.
10. Obstruction or disruption on or off campus of the college’s education process, administrative process, or other college function.
11. Violation of any order of the college president, notice of which has been given prior to such violation and which order is not inconsistent with any of the other provisions of this policy. This notice may be given by publication in the college newspaper, or by posting on an official bulletin board designated for this purpose.
12. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.
13. Any other cause not listed above which is identified as good cause by Education Code Sections 76032 and 76033.
14. Attempting to perform any previously identified act that constitutes a cause for disciplinary action.

Academic Honor Code

Saddleback College students are responsible for regulating their own conduct in accordance with the Code of Conduct set by the District Board of Trustees. The Code of Conduct is outlined in the Student Handbook, which is free to all students. It is each student’s responsibility to adhere to an academic honor code, which upholds the integrity of the institution and the educational process so that all students have an equal opportunity to demonstrate their academic abilities. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to:

Cheating

Cheating is any act or attempted act of fraud, deception or distortion of the truth by which a student misrepresents mastery or understanding of academic information or material. Cheating includes, but is not limited to:

- The use of unauthorized sources of information during tests. This would include, but is not limited to, crib sheets, electronic devices, dictionaries, texts, and/or other aids excluded by the instructor. It also includes any act or the use of any item which would be deemed as cheating by a reasonable person.
- Looking at another student’s exam or using another’s exams, assignments, or other work, or allowing another student to do so.
- Completing an exam or assignment for another person, or allowing another person to complete any part of an assignment or exam for one’s self.
- Altering graded class work and resubmitting that work for reconsideration.
- Engaging in any kind of unauthorized assistance or communication with another person during an exam.
- Purchasing, copying, accepting, stealing, or otherwise obtaining exam information, assignments or other class work.

Plagiarism

Plagiarism is the inclusion in total or part of another’s words, ideas, work, material or data as one’s own. Plagiarism includes, but is not limited to:

- Quoting or paraphrasing materials without citing the source in some acceptable manner and submitting those materials as one’s own work.
- Copying, using or borrowing another’s ideas, assignments, test answers, labwork, research, report, term paper, computer program, file or data, etc., and submitting it as one’s own work or allowing another student to do so.
- Submitting as one’s own work, work prepared by others or prepared in collaboration with others.
- Reproducing another’s work so closely that any reasonable person would, after careful evaluation of the circumstances, conclude that plagiarism has occurred.

Falsification/Fabrication

Any acts of inventing or altering information in order to deceive is considered falsification or fabrication. Falsification or fabrication includes, but is not limited to:

- Inventing and submitting of falsified, fabricated, or fictitious information or falsely attributing the source as coming from another person or material.
• Falsifying signatures on required forms or other academic records.
• Using another person’s identification, falsifying one’s identification, or representing one’s self as another person. Changing official academic records or documents, without going through a proper approval process.
• Knowingly misrepresenting successful completion of prerequisites.

Recommended Range of Sanctions and Disciplinary Actions

In matters of alleged academic dishonesty, the responsibility for initiating disciplinary proceedings rests with the instructor and the instructor’s academic division. The Vice President for Student Services will assist if the student or the instructor so requests, or if such action is deemed necessary by the Vice President for Student Services. The following disciplinary actions and procedures are not meant to be a comprehensive list, but are guidelines. Students should be notified, verbally or in writing, in regard to unacceptable behavior, and potential disciplinary action. For matters involving stronger disciplinary sanctions, the faculty member is advised to file a written report with the Vice President for Student Services.

For Matters Requiring Mild Discipline
• The student is given a verbal or written warning about some unacceptable behavior.
• The student is moved to another seat and warned.
• Advise the student that all future work will be closely monitored.

Stronger Disciplinary Actions
• Assign additional work, or have the student rewrite the assignment, or take another version of the test, paper, etc. This must be completed by the student or the faculty member may move to a stronger disciplinary action.
• Lower the grade on the assignment or test.
• Give the student a zero or an "F" on that assignment or exam. If there is an option to drop the lowest grade, the option will not apply in this case.
• Assign an "F" for the course.
• Expel the student.
• Request that the Vice President for Student Services suspend or expel the student from the institution.

Removal from Class by Instructor

An instructor may remove a student from class for the day of the incident and the next class meeting for any of the causes set forth in the South Orange County Community College District Student Code of Conduct, Article II (printed in the student handbook), which includes cheating, plagiarism, class disruption, et. The instructor shall immediately report the removal to the Vice President for Student Services. The Vice President will take the appropriate action, including any necessary parent conference if the student is a minor. During the period of suspension, the student shall not be returned to the class from which he or she was removed without the concurrence of the instructor (Administrative Regulations 5401, IV, and the California Ed. Code, Section 76032).

Debts Owed to the College

Failure to return college equipment, defaulting on student loans, failure to redeem returned checks, or non-payment of Library, Health, or Child Development Center fees may result in a student’s transcript being withheld, as well as permission to register for classes.

GRIEVANCES

Disciplinary Grievance

A due process procedure has been adopted by the Board of Trustees (BP 5401). These procedures are printed in the Student Handbook and are available in the office of the Vice President for Student Services.

Nondiscrimination and Harassment Policy

The South Orange County Community College District is committed to providing equal opportunities for all individuals in all programs and activities which it conducts. Therefore, no student enrolled in or employee employed by the South Orange County Community College District, or applicant for enrollment in or employment with the South Orange County Community College District, or others who might receive the benefits of college activities, programs and services shall be excluded from participation in, denied benefits of, or be subject to discrimination or harassment in any process, position, program, service, or activity on the basis of race, national or ethnic origin, religious creed, age, sex, color, ancestry, physical or mental disability or sexual orientation.

Discrimination and Harassment Complaint Policy

The South Orange County Community College District is committed to providing equal opportunities for all individuals in all programs and activities and a working and learning environment that is free of discrimination and harassment. In keeping with this commitment, the district maintains a strict policy prohibiting unlawful discrimination and harassment, including sexual harassment. This policy applies to students, applicants for admission to academic programs, activities, and services; employees; and applicants for employment. Students and employees who violate this policy are subject to disciplinary action.

Discrimination and harassment on the basis of race, religious creed, national origin, ancestry, physical or mental disability, marital status, sex, including sexual harassment, age, or sexual orientation, are prohibited under state and federal statutes, and District policy.

Discrimination includes denial of the benefits of employment or a community college activity or program on a basis prohibited by law. Harassment includes a hostile, intimidating, or offensive learning or working environment created on the basis prohibited by law.

ADA Grievances

Students with verified disabilities who believe they have not been given reasonable academic accommodation(s) are urged to immediately contact Special Services, (949) 582-4885, to see if their concerns or issues regarding accommodation and/or district policies can be satisfactorily resolved. A copy of the Saddleback ADA Grievance Procedure is available on request.

Formal complaints may be filed in the Office of the Vice President, for Student Services, ADA/504 Officer, Room 107, Student Services Building, Saddleback College, 2800 Marguerite Parkway, Mission Viejo, CA 92692.

According to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities may file a complaint with the Office for Civil Rights, U.S. Department of Education.
Sexual Harassment

Sexual harassment is a form of sex discrimination. It is unlawful and is a violation of District policy. Sexual harassment is unwant- ed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or re- jection of this conduct explicitly or implicitly affects an individu- al’s employment or learning environment, unreasonably interferes with an individual’s performance or creates an intimidating, hos- tile or offensive work or learning environment. Sexual harassment may include but is not limited to unsolicited written, verbal, physi- cal and/or visual contacts with sexual overtones (examples: jokes, slurs, epithets, assaults, cartoons, posters, or pictures) or imply- ing or actually withholding grades earned or deserved as acts of reprisal.

Individuals who engage in the illegal behavior identified in this state- ment of nondiscrimination are subject to disciplinary action up to and including student suspension and/or expulsion and employee termination.

Individuals who feel they have been subjected to unlawful discrim- ination or harassment, including sexual harassment and want to file a charge of discrimination or would like additional information should contact the Director of Affirmative Action Programs or the appropriate Students Services or Academic Instruction person- nel:

Office of Affirmative Action Programs
South Orange County Community College District
28000 Marguerite Parkway, Library Room 327
Mission Viejo, CA 92692
(949) 582-4420

Students may also obtain additional information about their rights or the procedure to file a charge of discrimination pursuant to fed- eral law with the:

U.S. Department of Education
Office for Civil Rights
Post Secondary Education Division
Old Federal Building
50 United Nations Plaza, #329
San Francisco, CA 94102

Remedies may be available to individuals who have been found to be victims of unlawful discrimination or harassment.

Disabled Student Discrimination

The Special Services Program at Saddleback College provides sup- port services an instruction for students with disabilities Students who have specific questions related to disabilities are encouraged to contact Special Services at (949) 582-4885, Room 113.

Grade or Instructional Grievance

When a student has a concern regarding a grade or instruction, an attempt should be made to solve the problem informally by dis- cussing it with an instructor or an appropriate college official. Board Policy 5505 outlines a formal instructional and grade griev- ance procedure. The procedures to be used when a grievance is contemplated may be obtained from the office of the Vice Presi- dent for Instruction, Administration and Governance Building, Room 134 and also are listed in the Student Handbook available through the Counseling Office and Matriculation Office.

Parking

Complete parking rules and regulations are available in the Office of Campus Safety and Security.

Article III: Speed Regulations

Section 301: No person shall operate a motor vehicle or bicycle within the confines of Saddleback College campus at a speed great- er than 15 miles per hour or as posted, except for emergency vehi- cles.

Section 302: No person shall operate a motor vehicle or bicycle at a speed greater than is reasonable or prudent.

Article IV: Parking Regulations

Section 401: Painted curbs are an indication of restricted parking and the color denotes the type of parking allowed. The following color code is adopted:

- Red Zone - indicates no parking or stopping anytime whether the vehicle is attended or not.
- Yellow Zone - indicates an area for loading and unloading of vehicles and the parking of service vehicles.
- Green Zone - indicates a parking time limit of 15 minutes.
- Blue Zone - indicates handicapped person’s parking area only by permit.

Section 402: No person shall park in an area posted or marked “Handicapped Parking by Permit Only” unless a valid handicapped permit is properly displayed on the vehicle.

Section 403: No person shall park in an area posted or marked “Parking by Permit Only” unless a valid parking permit is displayed on the vehicle.

Section 404: No student, faculty or staff member shall park in an area posted or marked “Visitor Parking Only”.

Section 405: No person shall park, park or leave standing any vehi- cle in any area posted or marked “No Parking,” regardless of whether or not the vehicle is attended.

Section 406: No person shall park, park or leave standing any vehi- cle in any area where the curb is painted red, regardless of whether or not the vehicle is attended.

Section 407: When signs or markings which prohibit or limit park- ing are erected on any street, road or area, no person shall park or leave standing any vehicle upon such a street, road or area.

Section 408: No person shall park or leave standing a motor vehi- cle on the interior of any campus or on any sidewalk, pathway, landscaped area or field that is not designed for parking.

Section 409: No person shall park or leave standing on any cam- pus a motor vehicle that blocks any traffic lane, roadway or park- ing lot.

Section 410: Motorcycles and bicycles must be parked in design- nated areas.

Section 411: All vehicles shall be parked clearly within a designat- ed parking stall.

Section 412: All vehicles shall be parked heading into a parking stall.

Section 413: Meter payment is required for parking in metered spaces during the hours posted on the meters. Parking permits do not authorize parking in metered spaces.

Section 414: No vehicle shall be left parked on campus after 11 PM or before 6 AM, except by special permit.

Article V: Abandoned Vehicles

Section 501: No person shall abandon or leave standing any vehi- cle on any campus for 72 or more consecutive hours. All such vehi- cles will be stored under authority of Section 21113A of the California Vehicle Code.

Section 502: Any person who abandons a motor vehicle on any campus will be responsible for all towing and storage charges.
Purchasing Permits

Section 601: All parking permits will be issued under the authority of the Department of Campus Safety and Security.

Section 602: A valid parking permit must be visibly displayed and securely attached on any vehicle parked in a numbered parking lot (metered spaces excepted) during posted hours: Monday through Thursday, 7 a.m. to 10 p.m.; Friday, 7 a.m. to 5 p.m.

Section 603: Staff Parking Permits for automobiles and motorcycles will be issued to employees of the South Orange County Community College District, excluding student help and college work/study students. All employees who qualify for Staff Parking Permits will be required to renew their staff parking permits annually/semester, not later than the first day of classes each semester. These parking permits will allow parking in areas posted or marked “Staff Parking by Permit." These permits are not valid in metered areas. Staff Parking Permits may be purchased from the Department of Campus Safety and Security at Saddleback College or from the Office of Student Services at Irvine Valley College.

Section 604: Student Parking Permits will allow parking in areas posted or marked “Student Parking by Permit.” These permits are not valid in metered areas. Student Parking Permits may be purchased during the student registration process or from the Department of Campus Safety and Security at Saddleback College or from the Office of Student Services at Irvine Valley College.

Section 607: Disabled Parking Permits—Persons who are disabled will be issued a disabled parking permit. The disabled parking permit will allow persons to park in the restricted handicapped areas or in any other legal parking stall on campus. Application for a disabled parking permit may be obtained from the Special Services department. Applications or renewal of these permits shall be supported by a statement of the physician indicating probable time of disability. Upon the approval of an application by the Special Services department of Saddleback College, the Special Services department will issue a disabled parking permit. Application for this permit must be made each semester and a new parking permit obtained by the first day of class each semester.

Section 608: Medical Parking Permits—Persons who are not disabled, but have medical problems that would require special parking, may apply for a medical parking permit at the Special Services department of Saddleback College. Applications or renewal of these permits must be supported by a statement of the physician indicating probable time of the medical problem. Upon the approval of such an application by the Special Services department of Saddleback College, Special Services will issue the medical parking permit. This medical parking permit allows parking in areas posted “Staff Parking by Permit.” Application for this permit must be made each semester and a new parking permit obtained by the first day of class each semester. These permits are not valid in metered areas.

Section 609: Parking Permits—Every vehicle which occupies a space designated for an automobile, motorcycle or motor scooter must display a valid permit during posted hours of control.

Section 611: Permit Issuance—There is a charge for parking permits. Applications for permits are available in the Department of Campus Safety and Security at Saddleback College, or in the Office of Student Services at Irvine Valley College. Permits will be issued upon receipt of a completed parking application and the appropriate fee by the Department of Campus Safety and Security at Saddleback College, or the Office of Student Services at Irvine Valley College. Parking fees are subject to change.

Article VII—Schedule of Parking Fees

1. Student vehicles:
   (a) Automobiles: $20/Fall Semester
   (b) Motorcycles: $10/Fall Semester
   (c) Short-term Parking—all motor vehicles:
      (a) 1-Hour Meters—$0.25 per hour
      (b) 4-Hour Meters—$0.25 per hour

Public Transportation

The Orange County Transit District operates several bus routes to and from Saddleback College. Monthly passes may be purchased from the college bookstore. Special rates are available for the physically handicapped.
ACADEMIC REGULATIONS

Grading Policy

In Sections 55750 to 55765 of the California Code of Regulations (Title 5), the Board of Governors of the California Community Colleges mandates a grading policy for all California Community Colleges. In compliance with this mandate, the South Orange County Community College District Board of Trustees has established the following provisions under Board Policy 5300 entitled “Grading Policy.”

Academic Record Symbols and Grade Point Average (GPA)

<table>
<thead>
<tr>
<th>Evaluative Symbol</th>
<th>Meaning</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing, less than satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit (equivalent to A, B or C; units earned but not counted in GPA)</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit (equivalent to D or F; however, no units earned and units not counted in GPA)</td>
<td></td>
</tr>
</tbody>
</table>

Non-Evaluative Symbol

I: Incomplete academic work for unforeseeable and justifiable reasons at the end of the term may result in an “I” symbol being entered in the student’s record. The condition for removal of the “I” and the grade to be assigned in lieu of its removal is stated by the instructor in a written record at the conclusion of the class. A copy of the record is given to the student and the original is filed in the Admissions and Records Office. A final grade is assigned when the work stipulated has been completed and evaluated or when the time limit for completing the work has passed. The “I” may be made up no later than one year following the end of the term in which it was assigned. A student may petition for an extension of time due to unusual circumstances before the time limit has passed. Petitions for this purpose are available in the Admissions and Records Office.

The “I” grade is not used in calculating the grade point average but excessive “Is” are used as a factor in progress probation and dismissal procedures.

W: Withdrawal from class or classes shall be authorized through 75% of a term. The academic record of a student who remains in a class beyond 75% of a term must reflect a symbol as authorized in this section, other than a “W”. No notation (“W” or other) shall be made on the academic record of a student who withdraws during the first four weeks of a term.

Withdrawal between the end of the fourth week and 75% of a term, shall be recorded as a “W” on the student’s record. The “W” shall not be used in calculating grade point averages, but excessive “Ws” shall be used as factors in progress probation and dismissal procedures.

A student may request permission to withdraw from a class after 75% of the length of the class by following the petition procedure in the Admissions and Records Office. All requests for this exception shall include complete written details of the circumstances and only extreme emergency reasons clearly beyond the control of the student shall be considered.

MW: The “MW” symbol shall be used for students who are members of an active or reserve military service and receive orders compelling a withdrawal from courses. Upon verification of such orders, this symbol may be assigned at anytime during the term with no adverse impact on the student’s academic record or withdrawal status. This grading option is retroactive to January 1, 1990.

IP: The “IP” symbol is used to denote that the class extends beyond the normal end of an academic term. It indicates that work is “in progress,” and that assignment of a substantive grade must await its completion. The appropriate evaluative grade and unit credit appear on the student’s record for the term in which the course is completed. The “IP” is not used in calculating the grade point average.

Credit/No Credit

Students have the option to be evaluated on a Credit/No-Credit grading basis except in courses restricted from use of these evaluative symbols and so designated in the college catalog. Students must declare the Credit/No-Credit option within the first 30 percent of the course by means of a signed Credit/No-Credit form submitted to the Office of Admissions and Records by the student. Nursing courses may not be taken for Credit/No-Credit grade unless no other grading option is available.

Certain courses may be evaluated only on a Credit/No-Credit grading basis. Such courses will be so designated in the college catalog and clearly indicated in the Schedule of Classes.

A “Credit” (CR) grade indicates satisfactory (“C” or better) work in the class and units awarded with such a grade. No grade points are assigned; however, the grade is not used to compute the grade point average.

A “No Credit” (NC) grade indicates less than satisfactory work (“D” or “F”) and with such a grade, no units are earned nor is the grade used to compute the grade point average.

Note: In lieu of the traditional letter grade, the “CR/NC” option is offered so that students may explore subject areas of interest outside of their major areas of competence or known abilities without being over-concerned with a grade or jeopardizing their grade point average. There are a number of factors to consider before making the decision to opt for completion of a course on a Credit/No-Credit basis especially for transfer students:

- Taking a course on a Credit/No-Credit basis is not similar to auditing. Students are held to attendance regulations and must complete all examinations and required course work.
- Some colleges and universities specify that courses required for a major or general education be completed on a graded (A-F) basis.
- Students required to complete 56 units of course work with a grade point average of 2.4 prior to admission to the University of California must complete at least 42 of the required units on a graded (A-F) basis. Courses to remedy a University of California admissions deficiency are not acceptable if completed on a “credit” basis.
- Students planning to apply to competitive admissions programs should complete specifically required courses on a graded basis.
- “No Credit” (NC) grades are considered by the South Orange County Community College District in determination of progress probation (refer to regulations describing probation/dismissal under scholarship standards).
- Students planning to graduate from the South Orange County Community College District must establish a minimum 2.0 grade point average of 12 units in residence.
Credit/No-Credit grades may not be converted to traditional letter grades except through a petition approved by the Admissions Office; such a grade change requires taking an appropriate examination and approval by the Board of Trustees.

Standards for Dean’s List or other academic honors require completion of a minimum of 12 units in letter-graded courses.

**SCHOLARSHIP STANDARDS**

**Honors**

Students who achieve a grade point average of 3.0 or higher in 12 units of letter-graded courses in any one semester will be eligible for the honor of being placed on the Dean’s List. Continued excellence in scholarship may result in graduation with honors. Check with the Office of Instruction for Dean’s List certificate.

**Academic Honors At Graduation**

Two distinctions which recognize excellent scholarship are awarded at graduation: “With High Honors” and “With Honors.” The “With High Honors” designation is placed on the transcript and diploma of the graduate who has achieved an overall grade point average (GPA) of 3.75 and above to achieve this distinction. The graduate must have completed at least 24 units of letter-graded coursework at Saddleback College.

The “With Honors” designation is placed on the transcript and diploma of the graduate who has achieved an overall grade point average (GPA) of 3.5 to 3.74. Honors graduates also must have completed at least 24 units of letter-graded coursework at Saddleback College.

**PROBATION**

**Academic Probation**

A student who has attempted at least 12 semester units at Saddleback College is placed on an academic probation when the earned grade point average in all units attempted is less than 2.0.

**Progress Probation**

A student who has enrolled in at least 12 semester units at Saddleback College is placed on progress probation when the percentage of all units in which he/she has enrolled and for which entries of “W,” “I” and “NC” are recorded reaches or exceeds 50 percent.

It is the responsibility of the student who has been placed on academic or progress probation to confer with a counselor regarding the probationary status and/or to use the services provided by the college including basic-skills courses, tutoring services and faculty conferences. The college reserves the right to require counseling and regulation of the student’s program on the basis of his/her achievement.

**REMOVAL FROM PROBATION**

**Academic Probation**

A student on academic probation for a grade-point deficiency shall be removed from probation when the student’s accumulated grade point average is 2.0 or higher.

**Progress Probation**

A student on progress probation because of an excess of units in which entries of “W,” “I” and “NC” are recorded shall be removed from probation when the percentage of units in this category drops below 50 percent.

**Dismissal**

A student whose cumulative grade point average falls below 1.75 in three consecutive semesters shall be subject to dismissal.

A student who has been placed on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled for which entries of “W,” “I” and “NC” are recorded in three consecutive semesters reaches or exceeds 50 percent.

A combination of low scholarship and continued progress probation for three consecutive semesters also may result in dismissal.

**Veterans Dismissal**

Saddleback College enforces a policy relative to standards of conduct and progress expected by the Department of Veterans Affairs. The Veterans’ Office is required to notify the Department of Veterans Affairs (DVA) of veterans and/or eligible dependents who complete 2 consecutive semesters on academic or lack-of-progress probation. The DVA may terminate benefits, unless it can be shown that the student is pursuing an appropriate objective and has a reasonable chance for success in the chosen program. Please check with the Veterans’ Office for details.

**Readmission After Dismissal**

Students who have been dismissed from Saddleback College may apply for readmission after one semester of non-attendance by following the petition procedure in the Admissions and Records Office. Students who are remitted and fail to maintain a grade point average of 1.75 or higher during the semester following readmission shall be subject to permanent dismissal.

If circumstances warrant, exceptions may be made by recommendation of a special committee appointed to review such cases and by approval of the college president.

**Academic Renewal**

Under certain circumstances, students may elect to have previously completed courses disregarded in the computation of their cumulative grade point average (GPA). This process is known as academic renewal, defined in accordance with Title 5, California Code of Regulations, Sections 55763, 55765. Various restrictions apply, including the following:

1. A petition must be filed in the Admissions and Records Office.
2. Accompanying the petition must be evidence that (a) previous work in question was substandard (less than C or the equivalent), and (b) the previous substandard work does not reflect the student’s current performance or capabilities.
3. Previous substandard work will be disregarded only by the term, not by the individual course—that is, all courses completed in a given term will be disregarded, including those for which the student received a passing grade.
4. No more than two semesters or three quarters of full-time work or 30 units of part-time work may be disregarded.
5. Only work completed three years or more before the date of petition may qualify for academic renewal.
6. The student must have completed a minimum of 30 semester units in the South Orange County Community College District with a 2.50 GPA subsequent to the substandard work in question.
7. When course work is disregarded in the computation of the cumulative GPA, the student’s academic record will be annotated; all course work remains on legible, insuring a true and complete academic history.
8. Academic renewal by the South Orange County Community College District does not guarantee that other institutions will approve such action. This determination will be made by the respective transfer institutions.

9. A student may request academic renewal only once.

**Load Limit**

Students will be allowed to carry a maximum of 19 units, not including work experience or independent study. In order for a student to be considered for an overload, he/she must have a cumulative 3.0 grade point average and must petition the Counseling Office at least two calendar weeks prior to the first day of registration. Petitions are available in the Counseling Office.

Saddleback College does not specify a minimum load except when the student must meet certain eligibility requirements such as financial aid, student employment, Social Security certification, Veteran’s enrollment certification, insurance eligibility or athletic eligibility. Eligibility for Veteran’s benefits requires enrollment in the required units for each week of the certification period. The load requirement is as follows:

- Full-time: 12 or more units
- Three-fourth time: 9 - 11.5 units
- One-half time: 6 - 8.5 units

An average of 15-16 units each semester is necessary for a student to graduate within a two-year period.

**Access to Records and Release of Information**

The Congressional Legislation entitled The Family Educational Rights and Privacy Act is designed to protect the privacy of student information.

In compliance with this law, the college provides students access to specified official records directly related to the student and an opportunity to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate, while providing for the challenge of the actual grade received.

The college will not release, except by subpoena to state, local and federal government officials, personally identifiable data about students without their prior written permission. The following directory items are exceptions to this policy.

Saddleback College regards as public information the facts concerning whether a person is currently enrolled, dates of attendance, whether the person has received degrees and awards from the college, and if so, what degrees and awards unless the student notifies the Dean of Admissions and Records of his/her desire not to have the information released.

Students wishing to challenge information in their files should contact the Vice President for Student Services, who will cause a hearing to be held.

A standard fee has been established to cover the cost of furnishing copies of some college records to the student. Students wishing to have a copy of other records will be furnished copies at the actual reproduction cost except when copies of transcripts of coursework completed at other institutions must be obtained from those institutions.

The Act applies to educational records only and does not include administrative records.

**Attendance**

Students are expected to attend classes regularly. Failure to attend classes may be taken into consideration by instructors in assigning grades.

Students who fail to attend the first meeting of any class for which they have officially enrolled may be dropped by the instructor unless prior arrangement has been made with the instructor.

Students who officially enroll in a class and never attend may be dropped by the instructor no later than the end of the tenth instructional day of the semester.

Instructors may drop a student from a class when he/she is absent for a total of six cumulative instructional hours.

IT IS THE STUDENT'S RESPONSIBILITY TO DROP CLASSES IF HE/SHE IS NO LONGER ATTENDING.

**Examinations**

Final examinations of at least two hours are held in all subjects according to the schedule which is published by the Vice President for Instruction each semester. No student will be excused from any final examination without approval from the Vice President for Instruction.
HONORS PROGRAM

Philosophy and Rationale

Saddleback College recognizes that, as part of its educational mission, it seeks to serve a broad range of student needs, abilities and interests. The rationale for an Honors Program is thus firmly rooted in the commitment of this college to provide high quality educational opportunities to students at all levels, including those students who have demonstrated or show promise of high academic achievement.

Characteristics

The Honors Program consists of enriched coursework specifically designed to develop exceptional talent and ability in highly motivated students. Honors courses provide greater flexibility in format and instructional methodologies through close interaction with Honors Program faculty and mentors.

The Honors Curriculum

The Honors Program offers a variety of courses to meet both academic and occupational needs. Honors students are required to complete a minimum of 15 units of Honors courses, including three CORE courses and special Honors SECTIONS. Honors students are individually guided in putting together a selection of courses which suit their particular needs and satisfies the requirements of the Honors Board.

CORE courses:
- English 1A (Principles of Composition I) OR English 1B (Principles of Composition II) 3 units each (Honors Sections)
- Humanities 10A (Culture, Science, and Society I) Humanities 10B (Culture, Science, and Society II): 3 units each. Team taught courses involving two or more instructors from a diversity of disciplines. The topic/theme of the courses changes yearly.

In addition to the CORE courses required of all Honors students, 2 (or more) courses (6 units) must be chosen from Honors course offerings. Successful completion of the Program will result in a certificate of completion, a special Honors designation on the transcript, and special recognition at graduation. Honors courses are specified as such on all Saddleback College transcripts whether or not a student completes the entire program. The Program has the following offering in its growing portfolio as of February, 1998. Check the schedule of classes for availability of courses designated as “Honors” in any given semester:
- Anthropology 1 (Physical Anthropology)
- Anthropology 2 (Cultural Anthropology)
- Art 20 (Art Appreciation)
- Astronomy 20 (General Astronomy)
- Biology 20 (Introduction to Biology)
- Economics 1 (Microeconomics)
- English 21A (World Literature)
- English 25 (Introduction to Literature)
- Food & Nutrition 50 (Fundamentals of Nutrition)
- Geology 20 (Introduction to Earth Science)
- History 11 (Peace Studies)
- History 16 (U.S. History to 1876)
- History 17 (U.S. History from 1877)
- History 130 (The Dead Sea Scrolls)
- Marine Science 20 (Introduction to Oceanography)
- Political Science 1 (American Government)
- Political Science 10 (Introduction to Political Theory)
- Psychology 1 (Introduction to Psychology)
- Special Studies Workshop 1 (Math/Science/Engineering Workshop)

Activities

The Honors student participates in a variety of activities which include special cultural events and field trips, independent study projects, colloquia, opportunities for social interaction with Honors Program faculty on a regular basis, and special events at some four-year colleges and universities.

Enhanced Transfer Opportunities

Students who complete the Honors Program in good standing are eligible for priority or guaranteed admission to certain four-year colleges and universities. As of August 1998 transfer agreements exist with Chapman University, Occidental College, Pepperdine University, Pitzer College, Pomona College, University of California Irvine, University of California Los Angeles, University of California Riverside, University of California Santa Cruz and the University of Southern California. Agreements vary by school, some include scholarships.

Requirements for Admission to the Program

1. For entering freshmen, an overall minimum GPA of 3.25 in all high school work or in college work; for continuing students who have completed at least 12 units of college-level courses, a GPA of 3.25 in college work.
2. Completed Honors Program Application.
3. Two letters of recommendation.
4. Copies of transcripts of previous academic work. Unofficial copies will be accepted. Entering freshmen submit high school transcripts; continuing college students submit college transcripts.
5. All applicants must be English 1A-eligible.

Students who do not meet the GPA minimum criterion yet still feel they belong in the Program are welcome to apply. All applications are evaluated on an individual basis by the Honors Board.

All application materials must be returned to:
Professor David DiLeo
Saddleback College
28000 Marguerite Parkway/BGS 316
Mission Viejo, CA  92692

Application materials are available at BGS 316.

Requirements for Admission to a Single Honors Course:

1. Minimum GPA of 3.25 or instructor permission.
2. Completed Student Information Sheet.

Students need not be Program members to take Honors courses; students may register for an Honors course during regular registration and complete an application during the first week of class. Each Honors course taken is recorded as such on transcripts, whether or not a student completes the Program.

Requirements for Program Completion:

1. Complete a minimum of 5 Honors Program courses (minimum of 15 units), including the core courses.
2. Maintain a minimum GPA of 3.25 in all Honors courses and a minimum overall GPA of 3.25.

For further information, please visit the Honors Program page at the Saddleback College Website: http://www.saddleback.cc.ca.us/div/hon or e-mail: honorsa@saddleback.cc.ca.us or contact:
Professor David DiLeo, Honors Board Chair  (949) 582-4853
EXPERIENTIAL CREDIT

Assessment of Experiential Learning

Following guidelines developed nationally by the Council of Advancement of Experiential Learning, a formalized program is available for the assessment of experiential learning. The object of the program is to develop guidelines for awarding course credit on the basis of documentation of competencies gained through prior life experience. Persons who have attained extensive college-level knowledge and now wish to translate their knowledge into coursework equivalencies applicable toward a degree enroll in Applied Psychology 141 for instruction in the development of a portfolio of life learning to be submitted for faculty assessment.

Policies and guidelines for awarding APL credit are as follows:

1. All students enrolling in the Assessment of Prior Learning (APL) portfolio development course will be required to complete the matriculation process.
2. Following an evaluation of relevant portfolio sections by the appropriate faculty member designated by the department chair or dean, credit may be recommended to the APL Review Committee. All faculty evaluations shall be signed off by a department chair or dean.
3. APL units should be awarded only for courses in the printed College Catalog. However, students may include documentation in the APL portfolio requesting consideration by the APL Review Committee for units of elective credit.
4. APL units may not be offered for basic skills courses (English, mathematics, and reading).
5. A maximum of 30 units earned through APL may be applied to the Associate Degree, except that an APL cap on units earned in a discipline may be established by a department.
6. APL units should be awarded on a credit/no credit grade basis only.
7. APL units shall not be applied toward the 12-unit residency requirement for the Associate Degree, and/or the Occupational Certificates, nor shall units earned through APL be posted on the students transcript until the residency requirement has been met.

Completion of an APL portfolio does not guarantee award of credit. It is advised that students pursuing Assessment for Prior Learning Credit check first with the appropriate Division. Further information may be obtained in the Counseling Office.

Credit by Examination—Specific Course Credit

A student may qualify for credit by examination for courses in the current Saddleback College catalog for which he/she appears to be reasonably qualified by training or experience, and for which he/she has not received previous high school or college credit, attempted credit by examination or ever enrolled. However, the course in which the student seeks credit by examination should be one in which the course content can be tested by examination in the opinion of the department and of the instructor assigned. A student may not receive credit by examination for any course which is prerequisite to one for which credit has been received. Inasmuch as a minimum 2.0 grade point average in at least 12 units completed at Saddleback College is required to enroll in credit by examination, units earned through credit by examination shall not be counted in determining the 12 semester-unit minimum required in residence for graduation.

The procedures for securing permission to obtain Credit by Examination for a course are as follows:

1. The student obtains a Credit by Examination petition form from the Office of Admissions and Records. Eligibility will be determined by the Office of the Dean of Admissions and Records.
2. The student contacts an instructor who teaches the course for which Credit by Examination is requested. If it is the judgment of the instructor that the course content can be tested by examination, and that the student possesses sufficient background, previous training and/or skills to attempt the examination, the instructor signs the form.
3. The student following policies and procedures developed within the department obtains the signature of the appropriate division dean.
4. Following division endorsement, the request is forwarded to the Vice President for Instruction for signature.
5. The initiating instructor prepares, administers and grades the examination.
6. A grade of Credit (CR) or No Credit (NCR) will be assigned and the course will be identified as “Credit by Examination” on the transcript.

Note: Students should be aware that some universities will not recognize credit through course completion, or through credit by examination, for languages other than English in which they have received formal schooling in that language.
ALTERNATIVE CREDIT OPTIONS

Advanced Placement Examination Program

Saddleback College will grant credit for each College Entrance Board, Advanced Placement (AP) Examination satisfactorily passed during the junior and senior years of high school with a score of three, four or five.

Course credit has been established in each of the following areas:

**Art History**
Five units elective credit, completion of the Associate Degree Fine Arts requirement. Three units toward CSU GE Area C1.

**Art: Studio**
Five units of elective credit.

**Biology**

**Chemistry**
Chemistry 3. Completion of CSU GE Areas B1 and B3.

**Computer Science (AB exam only)**
Score of 3 earns credit for Computer Science 1A; score of 4 or 5 earns credit for Computer Science 1B.

**Economics**
Credit for Economics 20 with a score of three or four on either the micro-economics or macro-economics exam. Score of five earns credit for Economics 1 on the micro-economics exam, or Economics 2 on the macro-economics exam. Three units for each exam toward CSU GE Area D2.

**English**
English 200 and two elective units with a score of three. English 1A and two elective units with a score of four or five on either the Composition and Literature or Language and Literature exam. Three units toward CSU GE Area A2 on the English Language and Composition exam. Completion of Area A2 and three units toward CSU GE Area C2 on the English Literature and Composition.

**Government and Politics**
Five units of elective credit with a score of three, four, or five. Three units of credit for government exam only. Specific course credit may be given upon review of textbooks and course outlines used in the Advanced Placement Course taken in preparation for the examination. Three units toward CSU GE Area D8.

**History**
United States: Five units of elective credit with a score of three. History 22 and two elective units with a score of four or five.

**Language other than English**
Credit for course four with a score of five. Credit for course three with a score of three or four. Six units toward CSU GE Area C2.

**Literature**
Five units of elective credit applicable toward Associate in Arts Humanities requirement. Six units toward CSU GE Area C2.

**Mathematics AB Exam**
Five units of mathematics credit. Placement in Math 3B with a score of four or five. Placement in Math 3A with a score of three. Mathematics proficiency on IGETC equivalent to Mathematics 2. Three units toward CSU GE Area B4.

**Mathematics BC Exam**
Five units of mathematics credit. Placement in Math 3C with a score of four or five. Placement in Math 3B with a score of three. Mathematics proficiency on IGETC equivalent to Mathematics 3A. Three units toward CSU GE Area B4.

**Music Theory**
Five units of elective credit. Three units toward CSU GE Area C1.

**Physics**
Five units of physics credit. Specific course credit and placement in physics course by individual consultation with division faculty. Completion of CSU GE Areas B1 and B3.

**Psychology**
Three units of elective credit in social sciences with a score of three or four. Credit for Psychology 1 with a score of five. Three units toward CSU GE Area D9.

Elective credit will be given for scores in other areas unless the division offering the subject matter determines equivalency to specific courses. Petitions for recognition of credit through the Advanced Placement Program may be obtained in the Counseling Office. Credit will be awarded upon completion of one semester at Saddleback College.

All California State University (CSU) campuses will accept the minimum units as stipulated above toward full or partial certification. The CSU campus to which the student is transferring determines the total number of units awarded for successful completion of an Advanced Placement examination and the applicability of the examination to other graduation requirements.

Advanced Placement test scores may be applied for Interssegmental General Education Transfer Core (IGETC) course credit for acceptable scores on AP exams that Saddleback College Faculty recognizes as equivalent to its IGETC approved courses. Requests for faculty review for course credit for scores in subjects not indicated above should be made through the Articulation Coordinator.
Credit granted on the basis of Advanced Placement scores does not necessarily transfer for either elective or specific course credit to other colleges or universities. Students planning to use Advanced Placement credit toward transfer requirements will need to consult with appropriate representatives of the transfer institution for information regarding its policies and procedures.

**College-Level Examination Program**

Saddleback College recognizes the College-Level Examination Program (CLEP) in accordance with the following:

**General Examination:** A student, by successfully completing the General Examination (25th percentile or higher), may earn up to 12 ungraded units applicable to the Associate Degree, as follows:

<table>
<thead>
<tr>
<th>General Examination</th>
<th>Application Toward Associate Degrees</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>No credit</td>
<td>0</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities and Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Natural Science (non-laboratory)</td>
<td>3</td>
</tr>
</tbody>
</table>

No credit will be given for CLEP in any area in which the student has earned college credit prior to completion of the CLEP examination.

**Subject Examination:** Each academic division of the college may recognize the Subject Examination if a single examination measures the competency associated with the successful completion of a specific Saddleback College course. Generally, however, specific course credit by examination will be attained through the Credit by Examination—Specific Course Credit Policy.

Credit for CLEP is awarded upon completion of one semester at Saddleback College. Additional information regarding the College Level Examination Program may be obtained in the Counseling Office.

CLEP scores will not be used for general education certification for the California State University, nor certification of Intersegmental General Education Transfer Core (IGETC) requirements.

Credit granted on the basis of CLEP does not necessarily transfer to other colleges. Students planning to use CLEP credit for college-transfer purposes will need to consult the transfer institution regarding its policy pertaining to the CLEP program.

Saddleback College does not accept CLEP as a waiver for the English Placement examination.

**English Equivalency Examination**

Students who have passed the California State University English Equivalency Examination are awarded three semester units of English 1A (Principles of Composition) and three semester units of English 25 (Introduction to Literature) upon completion of one semester in residence.

**California Registered Nurse License**

Holders of current Registered Nursing Licenses completing the graduation requirements described in the Nursing Program will be given full credit for the nursing major. Refer to occupational programs section of this catalog for details.

**Credit for Military Service**

Six semester units of general elective credit toward the Associate Degree will be awarded for a minimum of one year of active honorable service. In the first semester of attendance, Veterans, who are collecting V.A. educational benefits, must submit their DD214 to the Veterans Affairs Office to be evaluated for these credits. Other Veterans who are not collecting V.A. educational benefits, will be evaluated by the Admissions and Records Office.

In addition, credit will be awarded for work completed successfully in military service schools, not to exceed 15 semester units, according to the recommendations of the American Council on Education as stipulated in the Guide to the Evaluation of Educational Experiences in the Armed Services. Military Service credit will be evaluated only upon completion of 12 units in residence and application for an evaluation for an associate degree. Military evaluation forms may be obtained from the Admissions and Records Office.

Military service credit may not necessarily apply toward minimum admissions requirements for other colleges or universities. Credit is generally given only after the student is fully matriculated and enrolled at the university upon submission of Form DD-214 or DD-295.

**Servicemen’s Opportunity College**

The American Association of Community and Junior Colleges has designated Saddleback College as a Servicemen’s Opportunity College. In order to meet the unique educational demands of active duty service personnel and their dependents, the college provides the following services:

- Contract for degree
- Special counseling services
- Special tutorial services
- Special service-oriented entrance, residency, transfer and credit requirements.

**2+2 Articulation: High School/Regional Occupational Program**

Saddleback College has faculty approved formal course and program articulation agreements with Capistrano Unified School District, Saddleback Valley Unified School District, Capistrano-Laguna Beach Regional Occupational Program, and Coastline Regional Occupational Program. Fourteen disciplines have been articulated: accounting, architecture, automotive technology, business management, fashion, computers, construction technology, drafting, early childhood education, electronic technology, graphic communications, horticulture, and interior design.

These agreements permit students to earn a Saddleback College Certificate of Completion and receive advanced placement and college credit for selected high school or Regional Occupational Program (ROP) coursework with a grade of B or better. Advanced placement allows students to waive an introductory college course. Students may elect to receive college credit for these approved articulated courses by petitioning for credit by examination through the college’s Admissions and Records Office. According to college policy, credit by examination is available to those students who have completed 12 units at Saddleback College with a 2.0 grade point average. Refer to the section in this catalog on credit by examination.

Further information is available in the Counseling Office.

**Contract Education**

Contract education provides an option for a student whose special needs preclude regular enrollment and attendance in courses outlined in the catalog or when it becomes necessary to meet particular curricular needs of one or more students. The student, an instructor and the appropriate dean prepare a learning contract whereby the learning content will be specified as well as the methodology of study and means and criteria for evaluation. The kinds of contract education are the following:

Document Image: Saddleback College
Independent Study—Regular Course

For courses listed in this catalog, a student may, because of special circumstances, petition to take the course on an individual independent study basis. A petition must be approved by the instructor who will supervise the contract study as well as by the division dean and Vice President for Instruction. Petitions for regular (catalog-listed) courses on an independent-study basis are available in division offices. Completed petitions shall be filed no later than the 10th day of classes in the Office of Admissions and Records to complete enrollment.

Independent Study—Individual Project

With the consent of the instructor and the appropriate division dean, a student may pursue advanced study after completing an introductory offering in a particular field. Students, in cooperation with the instructor and the division dean, prepare and execute a petition for contract education which includes a written academic contract outlining a description of the project or study; specific student objectives and responsibilities; and instructor responsibilities for conference and evaluation of the individual learning project. The independent study petition (petition for contract education) is available in division offices. Completed petitions shall be filed no later than the 10th day of classes in the Office of Admissions and Records to complete enrollment. In unusual cases, enrolled students may add an independent study beyond the 10th day of instruction with the written approval from the Office of Instruction.

Special Studies Workshops

Special Studies Workshops can be used by groups of students who wish to pursue advanced study with an instructor after completing an introductory offering; for non-traditional educational experiences where regular course offerings are not available; for non-department interdisciplinary study; to experiment with pilot courses; or to meet particular community educational needs. A learning contract between the instructor and a group of students is executed whereby the contracted hours and areas of study are clearly delineated as well as the means by which students will master the subject matter and be evaluated. Special Studies Workshops require the approval of the appropriate division dean and the Vice President for Instruction. Approval is dependent upon adherence to district policy on minimal class size as well as conformity to established standards of academic rigor. Students will use the same petition form as used for the independent study options. These forms are available only in the division office and must filed in the Office of Admissions and Records within the first two weeks of any given semester to complete enrollment.

Cooperative Work Experience

Cooperative Work Experience is a method of education that combines work experience gained by students on the job with regular academic instruction. It is a unique plan of education designed to develop skills and knowledge as well as to improve self-understanding by integrating classroom study with planned and supervised experience outside of the formal classroom environment. Cooperative Work Experience credit is available only when stipulated in the catalog as a requirement for completion of an Occupational Certificate Program. Applications are available in the Division of Technology and Applied Science Office.

OTHER COLLEGE PROGRAMS

Emeritus Institute

The Emeritus Institute is a dynamic and comprehensive academic program designed to provide courses which will be of interest and value to persons of all ages, particularly the mid-life and older adult. This program is open and flexible, allowing an individual to select any courses that he/she wishes for lifelong learning challenges or in preparation for a second career. The Emeritus Institute offers courses in 38 off-campus locations, convenient to the older adults of the Saddleback College community.

The Emeritus Institute courses are offered in two modes:

1. **Credit courses**: These courses are included in the 200 numbering series. The courses are listed in the Saddleback College schedule of classes each semester under the heading of Emeritus Institute. These courses are designed to meet the academic and critical thinking challenges of each discipline. Disciplines include English Literature, Foreign Language, Creative Writing, Political Science, History, Theatre, Health and Accounting. Credit courses offered in the Emeritus Institute are applicable to the General Studies Degree, Option II.

2. **Non-credit courses**: These courses are designated with 0 credit. No grades are given. These courses are dynamic activity courses in which older adults acquire knowledge and skills related to specific disciplines including Physical Education, Art, Music, Photography, Accounting, Clothing and Textiles and Life Development.

For further information regarding the Emeritus Institute Program call the Emeritus Institute Division Office (949) 582-4835, (949) 582-4836 or (949) 770-9689.

Community Education

Community Education offers a comprehensive program of short-term, fee-based, non-credit seminars and workshops that are responsive to the needs and desires of its district residents. Programs are offered for both children and adults.

In addition, Community Education can customize programs to meet the training and in-service needs of Business and Industry. Classes can be held at the college or at the business site. Major areas of emphasis include:

- Career and Professional Development
- Personal Growth
- Health and Fitness
- Youth Programs
- Recreation and Leisure Activities
- Arts and Languages
- Computers
- Small Business Workshops
- Continuing Education for Occupations and Professions

The Community Education brochure “Spectrum” is mailed three times per year. The “Spectrum” details all class offerings and special events. For further information regarding Community Education, call (949) 582-4646.
GRADUATION REQUIREMENTS

Responsibility for filing a Petition for Graduation in the Office of Admissions and Records rests with the students, and all transcripts for all college work attempted must be on file for the petition to be considered. The deadline to petition is the end of the third week in February.

Associate in Arts Degree

Upon completion of the following requirements, the South Orange County Community College District Board of Trustees will confer the Associate in Arts degree.

I. Unit Requirement: Units of Course Credit . . . minimum 60 units.
II. Scholarship Requirements: A minimum grade point average of 2.0 in all units attempted at Saddleback College and an overall grade point average of 2.0 for all units attempted.
III. Residence Requirement: Of the 60 semester units required, at least 12 units must be completed in residence at Saddleback College.
IV. General Education Requirement: Complete the requirements stated below under “Associate Degree General Education Requirement.”
V. Major Requirement (satisfy one):
   1. Complete an associate degree program as described in the Saddleback College catalog.
   2. Complete at least 20 units in a single subject or related disciplines.
   3. Complete at least 39 units approved to meet the general education pattern of the California State University system or the Intersegmental General Education Transfer Curriculum (IGETC) requirements.
   4. Complete at least 20 units including the lower-division requirements designated as preparation for a specific transfer major.

Associate in Science Degree

Upon completion of the following requirements, the South Orange County Community College District Board of Trustees will confer the Associate in Science degree.

I. Unit Requirement: Units of Course Credit . . . minimum 60 units.
II. Scholarship Requirements: A minimum grade point average of 2.0 in all units attempted at Saddleback College and an overall grade point average of 2.0 for all units attempted.
III. Residence Requirement: Of the 60 semester units required, at least 12 units must be completed in residence at Saddleback College.
IV. General Education Requirement: Complete the requirements stated below under “Associate Degree General Education Requirement.”
V. Major Requirement (satisfy one):
   1. Complete an associate degree program in one of the natural sciences (Astronomy, Biology, Chemistry, Computer Science, Geology, Physical Science or Physics) as described in the Saddleback College catalog.
   2. Complete an occupational (certificate) program as described in the Saddleback College catalog.
   3. Complete an occupational (certificate) program at a regionally accredited institution.

Associate Degree General Education Requirement

PHILOSOPHY OF GENERAL EDUCATION

The philosophy underlying “general education” is that no discipline is an isolated endeavor; instead, each relies upon and in turn reflects a common body of knowledge, ideas, intellectual processes, cultural traditions, and modes of perception. General education is a framework in which to place knowledge stemming from many sources. The general education experience allows the associate degree graduate to analyze, understand, appreciate, and modify the global society in which we live. Combined with an in-depth study in a selected field of knowledge, general education will contribute to and support the pursuit of lifelong learning. The Saddleback College general education curriculum provides both core and breadth requirements. Core requirements prepare students with fundamental knowledge and skills needed in all other course work. Effective reading, writing, speaking and critical thinking skills are, therefore, curriculum threads in each of the Saddleback College general education courses. Breadth requirements for general education expose students to each of the broad disciplines (the natural and social sciences, the humanities and the arts) within which the human search for knowledge is carried out.

A student who has completed a bachelor’s degree or higher at a regionally accredited college or university, or its equivalent as determined by an approved credentials evaluation service, has met the Saddleback College General Education requirements for the associate degree; however, transcript evaluation must verify completion of a course conducted in English equivalent to English 1A with a grade of C or higher as well as an equivalent to a course applicable to the American Institutions requirement.

Associate in Arts Degree—Transfer Option

Students completing a minimum of sixty units including all requirements of either the California State University General Education Certification pattern or the Intersegmental General Education Transfer Curriculum (IGETC) will satisfy graduation requirements with a major in General Studies. Completion of either CSU General Education certification or IGETC may substitute for the Saddleback College general education requirements with an alternative major.

Core Requirements

Core requirements provide foundational skills and knowledge that allow students to think critically, to communicate clearly and effectively in speaking and in writing, and to use mathematics.

1. LANGUAGE AND RATIONALITY
   Courses which develop the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication.
   (One course in each category with a grade of “C” or better.)
   A. Written Communication
      English 1A
   B. Oral Communication
      Speech 1
      Speech 5
      Business 102

2. MATHEMATICS COMPETENCY
   Students should complete either option A or option B.
   A. Completion with a grade of “C” or better of any mathematics course offered within the Mathematics Department, other than Math 310 and Math 351.
Breadth Requirements

Breadth requirements provide students with the knowledge they need:
— to understand and use modes of inquiry in the major disciplines (including the humanities, fine arts, natural and social sciences);
— to be aware of and appreciate the diversity of other cultures and times as well as American institutions and ideals;
— to develop the capacity for self understanding and the relationship between mind, body, and the environment.

1. HUMANITIES AND FINE ARTS

Those courses which study the cultural activities and the artistic expressions of human beings.

Group A. Literature, Philosophy, History, Religion, and Foreign Language

One course from the following:
Arabic 21*
Chinese 21*
French 3, 4, 20, 21
German 3, 4, 21
Hebrew 21*
History 4, 5
Humanities 1, 2, 3, 4, 10A, 10B, 21/Interdisciplinary Studies 1,
Humanities 22/Interdisciplinary Studies 1, Humanities 25/Interdisciplinary Studies 5
Italian 3, 4, 21
Japanese 3*, 4*, 21*
Korean 21*

Philosophy 1, 3, 4, 10*, 15
Portuguese 21
Russian 21*
Sign Language 34, 35
Spanish 3*, 4*, 20, 21*
Speech 30/Theatre Arts 30, Speech 31/Theatre Arts 31
Vietnamese 21*

Group B. The Arts, Music, Theatre

One course from the following:
Architecture 112
Art 4, 20, 21*, 22*, 23*, 24*, 25, 26, 28
Communication Arts 29*, 30
Fashion 144*
Fine Arts 27
Interior Design 110, 122, 125
Music 1, 20, 21*, 23*, 24, 25, 26, 27, 28, 29*, 90, 91
Photography 25
Physical Education 64/Theatre Arts 64
Speech 32/Theatre Arts 32
Theatre Arts 20, 22, 25, 26, 110*

2. NATURAL SCIENCES

Those courses of study which deal with matter and energy as it applies to physical and/or life sciences and their interrelations and transformations.

One course from the following:
Anthropology 1 and 1L (Anthropology 1L must be taken concurrently or following completion of Anthropology 1)
Astronomy 20 and 25 combined
Biology 1A, 1B, 11, 15, 18/Environmental Studies 18, Biology 19/Environmental Studies 19, Biology 20, 113
Chemistry 1A, 2A, 3, 8, 120/Environmental Studies 120
Geography 1 and 1L (Geography 1L must be taken concurrently or following completion of Geography 1)
Geology 1, 20, 23/Environmental Studies 23
Horticulture 20
Marine Science 20
Physics 2A, 4A, 20
(Course used to fulfill this requirement must include a lab.)

3. SOCIAL AND BEHAVIORAL SCIENCES

The body of knowledge that relates to the human being as a member of society or component of society, such as state, family, or any systematized human institution.

Group A. Social/Behavioral Science

One course from the following:
Anthropology 2*, 3*, 4*, 9, 10, 20*/Speech 20*, Anthropology 21*
Business 1
Cross Cultural Studies 1*, 2*, 10*
Economics 2, 4, 20
Environmental Studies 1
Geography 2*, 3
History 19, 20*/Sociology 20*, History 21*, 27*, 28*, 30*, 60*, 61*/Political Science 61*, History 70*, 71*, 72*, 74*, 75*/Political Science 75*, History 80*/Political Science 80*, History 81*
Human Services 100, 120
Journalism 1/Communication Arts 1
Political Science 4, 11, 12*, 14*, 17*, 21*
Psychology 1, 7, 16*, 21*
Sociology 1, 4*, 6*, 10, 15, 21*
Women’s Studies 10*, 21*, 40*

Group B. American Institutions

Completion of option 1 or 2:
1. History 7 or 8 or 16 or 17 or 22
2. Political Science 1
(CSU transfer students should complete both 1 and 2.)
4. **LIFE SKILLS/CRITICAL THINKING**
Life skills is study to equip human beings for life-long understanding and development of themselves as integrated physiological, social, and psychological entities; critical thinking courses develop the principles and applications of language toward logical thought and critical evaluation of communication.

(One course from Group A or Group B.)

**Group A. Life Skills**
- Applied Psychology 140, 150, 151, 160, 162
- Family and Consumer Sciences 115, 140, 142
- Foods and Nutrition 50, 64
- Gerontology 101
- Health 1, 3, 105/Health Science 105
- Human Services 175
- Psychology 32
- Special Services 115, 205
- Women’s Studies 30, 100, 120

**Group B. Critical Thinking**
- English 1B, 170 (both courses also apply to Option A under Reading Competency)
- Philosophy 12, 13
- Speech 2, 3

5. **PHYSICAL EDUCATION ASSESSMENT**
Non-activity courses that assess physical fitness and develop an awareness about appropriate exercise.

One course from the following:
- Physical Education 107
- PE/Special Services 107

(This course is designed to meet the needs of disabled students.)

6. **CULTURAL DIVERSITY**
Courses fulfilling this requirement aim to provide students with a broad educational perspective by addressing such issues as the historical, cultural, sociological, political aspects of one or more of the following: (a) cultures other than Western European; (b) one or more of the American minority groups who, because of their physical or cultural characteristics, are singled out from others in the society for differential treatment. Courses fulfilling this requirement should therefore develop a sensitivity to and appreciation of cultural differences; improve cross-cultural understanding and communication; provide exposure to non-dominant views of the world and widen perspectives; and foster a deeper awareness of the interdependence of nations, people, and cultures in today’s world.

**CULTURAL DIVERSITY REQUIREMENT:** All A.A./A.S. degree candidates must make certain that one course taken in Humanities and Fine Arts, or in Natural Sciences, or in Social and Behavioral Sciences fulfills the Cultural Diversity Requirement. Courses that will satisfy this requirement are marked with an asterisk (*).

**NOTE:** A COURSE MAY BE USED TO SATISFY BOTH A GENERAL EDUCATION REQUIREMENT AND A MAJOR REQUIREMENT, EXCEPT THAT 20 UNITS MUST APPLY EXCLUSIVELY TO THE MAJOR.

Graduation requirements are subject to change. Students will be subject to graduation requirements in effect at the time of initial enrollment unless they opt for a subsequent catalog in effect during their enrollment within the South Orange County Community College District.

**Credit Transferred from Other Institutions**
The Board of Trustees of the South Orange County Community College District has mandated that full reciprocity shall exist for courses completed at either Irvine Valley College or Saddleback College. Saddleback College grants credit for college units earned at any regionally accredited institution of higher education. Course equivalencies are determined by the Office of Admissions and Records in accordance with the policies and requirements set forth in this catalog. It is the student’s responsibility to arrange to have transcripts sent to the Admissions and Records Office and to apply for evaluations. No more than four units may be awarded for sectarian courses.

**Certificate Programs**
The awarding of a certificate acknowledges to the recipient and the potential employer that all courses in an approved occupational program have been completed. The courses are chosen by the faculty on the basis of determination of educational experiences which lead to vocational competency.

Students with previous educational or vocational experience who wish to waive a course on the certificate list may be expected to verify equivalency through examination. Petitions for course waivers or substitutions are available in both the Admissions and Records Office and the Counseling Office. When waivers and substitutions have been approved, a minimum of eighteen units must be included in the certificate program. The certificate is issued upon the completion of the following:
1. The required courses in the certificate area.
2. A minimum of twelve (12) units in residence at Saddleback College, including at least one required course completed at Saddleback College.

It is the student’s responsibility to make a formal application for the certificate to the Office of Admissions and Records.

**Associate Degree Programs**
To complete either an Associate in Arts or Associate in Science degree program, select and complete the courses from certificate or recommended associate degree major patterns outlined in the following section of the catalog, and refer to Graduation Requirements. Alternative associate degree majors with a minimum of 20 semester units may be planned by consulting a counselor. Petitions for special majors are available in the Counseling Office.

**Multiple Majors**
Within the units required for the associate degree it is possible for a student to complete the requirements for more than one major or certificate program, providing that minimum requirements are met for each major or certificate and that a minimum of 12 units applies exclusively to each program.

**Second Associate Degrees**
1. First degree completed elsewhere, other than at Saddleback College:
   - Students seeking an associate degree after having received a baccalaureate degree may qualify for graduation upon completion of a minimum of 12 units in residence and the requirements in the major field of study.
   - Students seeking an associate degree after having received an associate degree from another institution may qualify for graduation upon completion of the following:
     a. General education requirements for which equivalents have not been completed.
     b. The requirements in the major field.
     c. Residence and scholarship requirements.
2. Second Associate Degrees from Saddleback College
   - The student may qualify for an additional associate degree under the following circumstances:
     a. The second major is offered in a different field of study.
     b. At least 12 units are earned in residence after conferral of the first degree.
     c. All requirements of the major are fulfilled.
## OCCUPATIONAL CERTIFICATE, DEGREE, TRAINING AND APPRENTICESHIP PROGRAMS

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**TA:** Training and Apprenticeship  
**AA:** Associate in Arts Degree  
**AS:** Associate in Science Degree  
**Cert:** Certificate Program
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**TA:** Training and Apprenticeship  
**AA:** Associate in Arts Degree  
**AS:** Associate in Science Degree  
**Cert:** Certificate Program
ACCOUNTING

The Accounting Certificate program has three options: Accounting Assistant, Accountant, and Tax Preparation. Accounting majors intending to transfer to a four-year college should refer to the Business Administration transfer curriculum.

OPTION I—ACCOUNTING ASSISTANT CERTIFICATE PROGRAM

This program option provides students who plan to enter business with sufficient knowledge of accounting principles and practices to make use of reports and statements based upon accounting records.

Course ID  Title  Units
ACCT 1A  Financial Accounting  4
ACCT 1B*  Managerial Accounting  4
ACCT 110*  Business Finance  3
ACCT 216  Individual Income Tax  4
ACCT 217*  Partnership and Corporate Taxation  or 3
ACCT 275*  Auditing  or
or
BUS 1  Introduction to Business  3
BUS 12  Business Law  or or
BUS 14  Legal Environment of Business  3
CIM 216A*  Microcomputer Applications: Spreadsheets-Beginning  1.5
CIM 222*  Microcomputer Applications: Finance-Quicken  or or 1.5
CIM 223*  Microcomputer Applications: Finance-Quickbooks

Total 24

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Accounting Assistant

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ACCT 114, 189, 289; BUS 1, 102, 103, 104, 125; CIM 1, 112, 171A, 173A, 174A, 176A, 216C, 218A, 229A; ECON 2, 4; SP 4.

OPTION II—ACCOUNTANT CERTIFICATE PROGRAM

This program option prepares students wishing to obtain an entry-level position as a tax preparer with the State of California.

Course ID  Title  Units
ACCT 1A  Financial Accounting  4
ACCT 1B  Individual Income Tax  4
ACCT 217*  Partnership and Corporate-Taxation  or 3
ACCT 220  Introduction to Financial Planning  or
ACCT 275*  Auditing  or
BUS 12  Business Law  or or
BUS 14  Legal Environment of Business  3
CIM 216B*  Microcomputer Applications: Spreadsheets-Intermediate  1.5
CIM 222*  Microcomputer Applications: Finance-Quicken  or or 1.5
CIM 223*  Microcomputer Applications: Finance-Quickbooks

Total 18.5

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Tax Preparation

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

ANTHROPOLOGY ASSOCIATE DEGREE PROGRAM

The Anthropology Associate Degree program is designed to provide the transfer Anthropology major the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to anthropology, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major sequence for the associate degree:

Course ID | Title                               | Units
---|--------------------------------------|---
ANTH 1  | Physical Anthropology                | 3  
ANTH 2  | Cultural Anthropology               | 3  
ANTH 3* | Culture and Language                 | 3  
ANTH 9  | Introduction to Archeology          | 3  
 or
Select any three courses from below.

Total  | 21

*Course has a prerequisite or recommended preparation; see course description.

Major courses: ANTH 3, 4, 6, 7, 21; BIO 41; HIST 4; PSYC 1; SOC 1.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: ANTH 13; BIO 11, 12; GEOL 2; MATH 10; psychology and sociology courses.

APPLIED COMPUTER TECHNOLOGY

The Applied Computer Technology certificate program prepares the student for entry-level employment as a computer technologist or computer technician in companies involved in the manufacture, installation, repair, maintenance, upgrading, or sales of personal computers and hardware for personal computers and computer networks.

APPLIED COMPUTER TECHNOLOGY CERTIFICATE PROGRAM

Course ID | Title                               | Units
---|--------------------------------------|---
CIM 1A   | Introduction to Computer Systems    | 3  
CS 1A    | Introduction to Computer Science    | 3  
CIM 174A | Computer Operating Systems: Windows 95—Beginning | 1.5 
CIM 216* | Microcomputer Applications: Spreadsheets—Beginning | 1.5 
EST 215  | Electronics for Computer Technologists | 3 
EST 220  | Microcomputer Maintenance and Repair | 3 
EST 225* | Applied Microcomputer Technology    | 3  
EST 230  | Applied Network Technology          | 3  

Total  | 19.5

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Applied Computer Technology

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: CS 10; CIM 216B, 227, 251, 252; ET 114, 120.

ARCHITECTURAL DRAFTING CERTIFICATE PROGRAM

This occupational program is a two-year sequence of courses designed for students who wish to train for employment in architecture or a field related to the construction industry. Transfer students should refer to the Architecture Transfer program. Subject and sequence:

Course ID | Title                                | Units
---|---------------------------------------|---
ARCH 110 | Introduction to Architecture          | 2  
ARCH 124A | Architectural Drawing I               | 4  
ARCH 124B*| Architectural Drawing II              | 4  
ARCH 126  | Materials and Methods of Construction | 3  
ARCH 132* | Residential Planning Principles and Design | 3  
ARCH 142* | Descriptive Drawing and Perspective   | 3  
ARCH 152  | Advanced Computer-Aided Drafting      | 3  
ARCH 151* | Computer-Aided Drafting               | 3  
ARCH 289  | Special Topics                        | 3  

Total  | 40

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Architectural Drafting

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ARCH 134, 136, 144; ART 40, 41, 80

ART ASSOCIATE DEGREE PROGRAM

The Art Associate Degree program is designed to provide the transfer art major the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended for those considering professional careers in art, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major sequence for the associate degree:

Course ID | Title                                | Units
---|---------------------------------------|---
ART 40   | Two-Dimensional Design                | 3  
ART 41*  | Three-Dimensional Design              | 3  
ART 80   | Beginning Drawing                     | 3  
Select three units from options listed below. 3
## ASTRONOMY ASSOCIATE DEGREE PROGRAM

The Astronomy Associate degree program is intended to prepare students to continue in astronomy, astrophysics, space science, and related fields at a four-year institution and beyond. The Associate degree is also intended to support attempts to gain entry-level employment in planetariums, observatories, and other related opportunities.

Suggested major sequence for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 20</td>
<td>General Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 25*</td>
<td>Observational Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>CS 1B*</td>
<td>PASCAL Programming</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>CS 12* FORTRAN Programming</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4A*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>ASTR 145</td>
<td>Life and Intelligence in the Universe</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4B*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4C*</td>
<td>General Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total** 32

*Course has a prerequisite or recommended preparation; see course description.

Refer to the Graduation Requirements for specific information regarding unit, scholarship, residence, and general education requirements.

RECOMMENDED ELECTIVES: ASTR 45

## AUTOMOTIVE TECHNOLOGY

The Automotive Technology program is designed to prepare students for employment as mechanics and automotive technicians. Training is given in both theory and practical skills in the operation, maintenance, and repair of all types of automotive engines. This program has four options: General Automotive Mechanic, Automotive Tune-Up Specialist, Automotive Engine Service Specialist and Automotive Chassis Specialist.

### OPTION I—GENERAL AUTOMOTIVE MECHANICS CERTIFICATE PROGRAM

This option provides a student with a complete knowledge of all operating systems in the modern automobile. Ideal for a student opening a business or working for a dealership.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO 100</td>
<td>Automotive Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 101*</td>
<td>Automotive Electrical System</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 102*</td>
<td>Automotive Tune-up/Ignition Systems</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 103*</td>
<td>Tune-up/Fuel and Emissions Systems</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 104A*</td>
<td>Automotive Engines</td>
<td>4</td>
</tr>
<tr>
<td>AUTO 104B*</td>
<td>Automotive Engines</td>
<td>4</td>
</tr>
<tr>
<td>AUTO 105*</td>
<td>Automotive Power Train</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>AUTO 108*</td>
<td>Automotive Air Conditioning</td>
<td>or</td>
</tr>
<tr>
<td>AUTO 106A*</td>
<td>Automotive Suspension and Alignment</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 106B*</td>
<td>Automotive Brakes</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 107*</td>
<td>Automotive Transmissions</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUTO 109*</td>
<td>California State Smog License Course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total** 33

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—General Automotive Mechanics**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

### OPTION II—AUTOMOTIVE TUNE-UP SPECIALIST CERTIFICATE PROGRAM

This option allows a student to prepare for a career with an emphasis in tune-up and emission controls. The student will be qualified to receive a state certified smog license upon completion of this program.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO 100</td>
<td>Automotive Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 101*</td>
<td>Automotive Electrical System</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 102*</td>
<td>Automotive Tune-up/Ignition System</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 103*</td>
<td>Tune-up/Fuel and Emissions Systems</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 109*</td>
<td>Smog License Course</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 19

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO 108*</td>
<td>Automotive Air Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 189</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>AUTO 220*</td>
<td>Alternative Propulsion Systems</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 230*</td>
<td>Special Projects Automotive Servicing</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 289</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.
Associate Degree—Automotive Tune-up Specialist

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

OPTION III—AUTOMOTIVE ENGINE SERVICE SPECIALIST CERTIFICATE PROGRAM

This option prepares a student for a career as an automotive machinist. Emphasis is on detailed instruction in all phases of engine machining and blue printing procedures. Students will rebuild a complete engine in a two-semester course sequence. Designed for the student considering opening an automotive machine shop.

Course ID | Title | Units
--- | --- | ---
AUTO 100 | Automotive Fundamentals | 3
AUTO 102* | Automotive Tune-up/Ignition Systems | 3
AUTO 103* | Tune-up/Fuel and Emissions Systems | 3
AUTO 104A* | Automotive Engines | 4
AUTO 104B* | Automotive Engines | 4
   | Select one of the Specialty Courses listed below. | 3

**Total** 20

SPECIALTY COURSES:

- AUTO 108* | Automotive Air Conditioning | 3
- AUTO 109* | Smog License Course | 4
- AUTO 189 | Special Topics | 1-3
- AUTO 204* | High Performance Engine Blueprinting | 3
- AUTO 220* | Alternative Propulsion Systems | 3
- AUTO 230* | Special Projects Automotive Servicing | 1-3
- AUTO 289 | Special Topics | 1-3

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Automotive Engine Service Specialist

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

OPTION IV—AUTOMOTIVE CHASSIS SPECIALIST CERTIFICATE PROGRAM

This option allows a student to prepare for a career with under car emphasis. This option is ideal for the small-business owner or the dealership career-oriented technician.

Course ID | Title | Units
--- | --- | ---
AUTO 100 | Automotive Fundamentals | 3
AUTO 105* | Automotive Power Train | 3
AUTO 106A* | Automotive Suspension and Alignment | 3
AUTO 106B* | Automotive Brakes | 3
AUTO 107* | Automatic Transmissions | 3
AUTO 108* | Automotive Air Conditioning | 3
   | Select one of the Specialty Courses listed below. | 3

**Total** 21

SPECIALTY COURSES:

- AUTO 109* | Smog License Course | 4
- AUTO 206 | Electrical/Electronic Systems Training | 1.5
- AUTO 189 | Special Topics | 1-3
- AUTO 220* | Alternative Propulsion Systems | 3
- AUTO 230* | Special Projects Automotive Servicing | 1-3
- AUTO 289 | Special Topics | 1-3

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Automotive Mechanics

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: AUTO 105, 107, 108, 109, 204; MATH 351.

**BIOLOGY ASSOCIATE DEGREE PROGRAM—BIOLOGICAL SCIENCE**

The Biology Associate Degree program is designed to provide the transfer biological science major the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to this field, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment. For advisement regarding additional course preparation for specializations such as biotechnology, preprofessional health programs or ecology, contact the Math, Science and Engineering Division office, (949) 582-4820, for information or referral to appropriate faculty advisors.

Suggested major sequence for the associate degree:

**Course ID** | **Title** | **Units**
--- | --- | ---
**First Year**
BIO1A* | Animal Diversity and Ecology | 5
BIO 1B* | Plant Diversity and Genetics | 5
CHEM 1A*+ | General Chemistry | 5
CHEM 1B* | General Chemistry | 5
**Second Year**
BIO 1C* | Biochemistry and Molecular Biology | 5
CHEM 12A* | Organic Chemistry | 5
CHEM 12B* | Organic Chemistry | 5
**Total** 35

+NOTE: Students who have not successfully completed a year of high school chemistry should enroll in CHEM 3 prior to CHEM 1A.

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of all courses listed in the program above along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BIO 12 or 15; MATH 3A or 11; PHYS 2A, 2B or 4A, 4B.

Refer also to transfer patterns section of this catalog or to the catalog of the intended college of transfer. Consult with a counselor or biology instructor for assistance in planning alternative programs.
BUSINESS ADMINISTRATION
ASSOCIATE DEGREE PROGRAM

OPTION I—BUSINESS ADMINISTRATION—TRANSFER

The Business Administration option is designed to provide the opportunity for the transfer business major to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers in Business Administration, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Suggested major requirements for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1A,B*</td>
<td>Financial/Managerial Accounting</td>
<td>4,4</td>
</tr>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS/LGL 12 or 14</td>
<td>Business Law or Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2*</td>
<td>Principles (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 4*</td>
<td>Principles (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 11*</td>
<td>A Brief Course in Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements. Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. With proper planning, students can complete an associate degree major with courses accepted by both the University of California and the California State University. Consult with a counselor for assistance in planning a program.

Refer also to the Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

RECOMMENDED ELECTIVES: It is suggested that career goals be discussed with a Business Science faculty member and a counselor to determine the optimum elective selection; however, courses appropriate for majors in Business Science are generally recommended.

BUSINESS MANAGEMENT

The Business Management program is designed for the development of a high quality manager for whom there is an ever-growing need. This Business Management curriculum is structured to furnish a broad preparation for careers in business at the mid-management levels. Transfer Business Management majors should refer to the Business Administration Transfer Curriculum.

OPTION I—BUSINESS MANAGEMENT CERTIFICATE PROGRAM

The Business Management option is designed to furnish a broad preparation for careers in business at the entry or mid-management levels of employment.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1A</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 12 or 14</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 110*</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125*</td>
<td>Principles of Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 135</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIM 110</td>
<td>Information Systems: Concepts and Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Business Management

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BUS 102, 103; CIM 112, 121A, 171A; ECON 2, 4; ENG 1A.
OPTION II—SUPERVISION CERTIFICATE PROGRAM

The Supervision option is designed to develop those concepts and skills required for first-line supervisors in business and industry. This program provides students who plan to enter business with sufficient knowledge to enhance their promotion capabilities as well as updating the knowledge of currently employed supervisors.

Course ID Title Units
ACCT 215 General Accounting or 3-4
ACCT 1A or Financial Accounting 3
BUS 1 Introduction to Business 3
BUS 12 Business Law or 3
BUS 14 Legal Environment of Business 3
BUS 102 Oral Business Techniques (meets AA Oral Communication requirement) 3
BUS 104* Business Communication 3
BUS 125 Human Relations in Business 3
CWE 168/169 Cooperative Work Experience: Business Management 1.5
CIM 1 Introduction to Computer Information Systems or 3
CIM 110 Information Systems: Concepts and Applications Total 22-26

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Supervision

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ACCT 1A, 110, 114, 215; BUS 12, 102, 103, 104, 110, 289; CIM 20, 121A, 214A, 216A, 218A; ECON 4; LGL 12, SP 4.

OPTION III—PROFESSIONAL MANAGEMENT PREPARATION CERTIFICATE PROGRAM

This program option is designed to give the professional in any business field the required skills to deal effectively in a technologically changing business environment.

Course ID Title Units
BUS 102 Oral Business Techniques (meets AA Oral Communication requirement) 3
BUS 103 Business English 3
BUS 104* Business Communication 3
CIM 121A Keyboarding for Computers: Beginning 1.5
CIM 214A* Microcomputer Applications: Word Processing Select 9 units from Selective Electives below. 9

Total 21

Selective Electives

ACCT 215 General Accounting 3
BUS 1 Introduction to Business 3
BUS 110* Business Finance 3
BUS 120* Principles of Business Management 3
BUS 125 Human Relations in Business 3
CIM 110 Information Systems: Concepts and Applications 3
CIM 176A* Windows NT Workstation—Beginning 1.5
CIM 214B* Microcomputer Applications: Spreadsheets—Beginning 1.5
CIM 218A* Microcomputer Applications: Database 1.5

Total 35.5

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Professional Management Preparation

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BUS 12, 14; CIM 228A, 229A, 230; LGL 12, 14.

OPTION IV—LAW OFFICE ADMINISTRATION CERTIFICATE PROGRAM

The Law Office Administration option prepares individuals for employment as administrators or managers in law offices. The curriculum emphasizes the management and technical skills necessary to run the business. This program differs from the Legal Assisting degree program in that its focus is management-oriented, whereas the Legal Assisting program emphasis is on the procedures necessary to provide legal services to law office clients. A grade of “C” or better is required for satisfactory completion of each course in this option.

Course ID Title Units
ACCT 1A Financial Accounting 4
BUS 12 Business Law or 3
BUS 14 Legal Environment of Business or 3
BUS 103 Business English 3
BUS 104* Business Communication 3
BUS 125 Human Relations in Business 3
CIM 173A* Computer Operating Environment: Windows—Beginning 1.5
CIM 176A* Windows NT Workstation—Beginning 1.5
CIM 214A* Microcomputer Applications: Word Processing (Word Perfect) 1.5
CIM 214B* Microcomputer Applications: Word Processing (Word Perfect) 1.5
CIM 216* Microcomputer Applications: Spreadsheets—Beginning 1.5
CIM 218A* Microcomputer Applications: Database 1.5
LGL 222 Law Office Organization and Ethics 1.5
LGL 223* Law Office Administration 1.5
LGL 280* Law Office Computer Applications 3
LGL 290* Internship 1
and CWE 168/169 Cooperative Work Experience: Legal Studies 2

Total 45

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Law Office Administration

Refer to the graduation requirement for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.
### Option V—Business Leadership Certificate Program

The Business Leadership option is designed to increase the ability to succeed in a highly competitive work environment.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160</td>
<td>Introduction to Small Business Management</td>
<td></td>
</tr>
<tr>
<td>BUS 102</td>
<td>Oral Business Techniques (meets AA Oral Communication requirement)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 120*</td>
<td>Principles of Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 135</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

### Associate Degree—Business Leadership

Refer to the graduation requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of all courses listed in the program above along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

### Chemistry Associate Degree Program

The Chemistry Associate Degree program is designed to provide the transfer chemistry major the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to chemistry, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment at the technician level in government agencies and many areas of industry and manufacturing such as petroleum, foods, pharmaceuticals, plastics, and textiles.

Suggested major sequence for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1A*+</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1B*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 12A*</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>and</td>
<td>and/or</td>
<td></td>
</tr>
<tr>
<td>CHEM 12B*</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>and</td>
<td>and/or</td>
<td></td>
</tr>
<tr>
<td>CHEM 5A*</td>
<td>Quantitative Analysis</td>
<td>5</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CHEM 5B*</td>
<td>Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CHEM 2B*</td>
<td>Introduction to Organic and Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21-33</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**NOTE:** Students who have not successfully completed a year of highschool chemistry must complete CHEM 3 prior to enrolling in CHEM 1A. NOTE: MATH prerequisite for both CHEM 3 and 1A.

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of all courses listed in the program above along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

### Recommended Electives:
- BIO 1A and/or BIO 1B; MATH 3A, 3B; PHYS 2A, 2B or 4A, 4B.

### Child Development

The purpose of the Child Development program is to provide a foundation of understanding and skills for those interested in pursuing careers which provide services to children and families such as infant/toddler programs, early childhood programs, school age programs, community agencies, health programs, and marketing children’s books, toys, magazines, and educational software. The program is relevant for child development specialists, early childhood teachers, elementary school teachers, directors, recreation leaders, parents and potential parents. (PSYC 7 replaces HD 7; SOC 15 replaces HD 15.)

The Child Development program offers three options: Early-Childhood Studies, Infant/Toddler, School-Age Child.

A minimum grade of “C” in each course is required to receive the certificate.

### Option I—Early-Childhood Certificate Program

The goals of this course of study are to help the student develop an understanding and philosophy of early childhood programs and to develop the necessary skills to become competent teachers for children two to five years of age.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 29</td>
<td>First Aid and Health for Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>HD 101*</td>
<td>Observation of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 110</td>
<td>Principles and Programs for Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>HD 120</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>HD 131</td>
<td>Creative Activities in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>HD 145</td>
<td>Young Children, Language, Arts and Literature</td>
<td>3</td>
</tr>
<tr>
<td>HD 150</td>
<td>Science, Safety and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>HD 160*</td>
<td>Curriculum in Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>HD 181*</td>
<td>Practicum/Field Work</td>
<td>2</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Child Development</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology: Child Development</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

### Recommended Electives:
- PSYC 1; HLTH 2; HSC 224; HD 106, 170.
Note: HD 190 and 191 Administration of Schools for Young Children are required by the State for those interested in becoming directors of Early-Childhood Programs and should be taken in addition to the Early Childhood option of the Human Development Certificate Program.

**OPTION II—INFANT/TODDLER CERTIFICATE PROGRAM**

The Infant/Toddler option is designed to foster understanding and develop skills required to work with infants to two-year olds.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 229</td>
<td>First Aid and Health for Early Childhood Teachers</td>
<td>1</td>
</tr>
<tr>
<td>HD 104</td>
<td>Infant and Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>HD 105</td>
<td>Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>HD 112</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE 112</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 120</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>HD 170</td>
<td>Introduction to Perceptual-Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE 170</td>
<td>Introduction to Perceptual-Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>HD 281*</td>
<td>Practicum/Field Work (Infant/Toddler)</td>
<td>2</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Child Development</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**RECOMMENDED ELECTIVES: PSYC 1; HLTH 2; HSC 224**

**OPTION III—SCHOOL-AGE CHILD CERTIFICATE PROGRAM**

The School-Age Child option is designed to foster understanding and develop skills required to work with children age six through twelve.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 229</td>
<td>First Aid and Health for Early Childhood Teachers</td>
<td>1</td>
</tr>
<tr>
<td>HD 106</td>
<td>Teaching the Culturally Diverse Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 112</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE 112</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 150</td>
<td>Science, Safety and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>HD 175</td>
<td>Adult Supervision in Early Childhood/School-Age Centers</td>
<td>2</td>
</tr>
<tr>
<td>HD 265</td>
<td>School-Age Programming</td>
<td>3</td>
</tr>
<tr>
<td>HD 282*</td>
<td>Practicum/Field Work (School-Age Children)</td>
<td>2</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Child Development</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Child Development**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

**RECOMMENDED ELECTIVES: ED 100; HLTH 2; HSC 224**

Students desiring to develop proficiencies and skills necessary for paraprofessional work in family service fields (such as child care programs, juvenile homes for the developmentally disabled or physically handicapped, halfway homes, homes for unwed mothers, crisis centers, recreation programs, Red Cross, hospitals, and mental and penal institutions) are also advised to take the following courses: HS 120, 191; BUS 120; PSYC 106; SOC 10.

A major in Child Development (24 units—including HD 181) plus 16 additional general education courses is required for the Regular Children’s Center Permit (state permit to teach in a state or federally funded preschool).

**COMPUTER AND INFORMATION MANAGEMENT**

The Computer and Information Management program includes four options which prepare students with entry-level skills for careers as knowledge workers, positions in high demand in the business workplace. The options are: I-Microcomputer Software Specialist with seven areas of concentration; II-Network Systems Specialist; III Applications Developer; and IV-Business Systems Analyst.

**OPTION I—MICROCOMPUTER SOFTWARE SPECIALIST CERTIFICATE PROGRAM**

The Microcomputer Software Specialist certificate program prepares the student for an entry-level position as a microcomputer specialist from a group of core courses and a selection of one of seven concentrations to obtain each certificate: Operating Systems, Spreadsheet, Database, Generalist, Word Processing, Desktop Publishing, and Multimedia Authoring. The core consists of four courses (7.5 units) that must be taken along with one area of concentration. A student may complete one or more concentrations in the Microcomputer Software Specialist Certificate Program. When sequential courses are required, both courses must use the same software program (e.g., CIM 214A and CIM 214B for both courses must be either WordPerfect or Word). If a second set of CIM 214A and 214B is required, then the second software must be different from the first.

**Core Courses:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 1</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 110</td>
<td>Information Systems: Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 112</td>
<td>Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIM 121A</td>
<td>Keyboarding for Computers: Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 174A</td>
<td>Computer Operating Systems: Windows 95—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 176A</td>
<td>Windows NT Workstation—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 227*</td>
<td>Microcomputer Communications: Internet</td>
<td>1.5</td>
</tr>
<tr>
<td>Select one concentration from below.</td>
<td>10.5-13.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18-21</td>
</tr>
</tbody>
</table>

**Operating Systems Concentration (12 Units):**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 171A</td>
<td>Computer Operating Systems: DOS</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 171B*</td>
<td>Computer Operating Systems: DOS</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 172A</td>
<td>Computer Operating Systems: UNIX</td>
<td>1.5</td>
</tr>
</tbody>
</table>
CIM 172B*  Computer Operating Systems: UNIX  1.5
CIM 173A*  Computer Operating Environment: Windows—Beginning  1.5
CIM 173B*  Computer Operating Environment: Windows—Intermediate  1.5
CIM 176B*  Windows NT Workstation—Intermediate  1.5

Spreadsheet Concentration (10.5 Units):
CIM 216A*  Microcomputer Applications: Spreadsheets—Beginning  1.5
CIM 216B*  Microcomputer Applications: Spreadsheets—Intermediate  1.5
CIM 216C*  Microcomputer Applications: Spreadsheets—Advanced  1.5
CIM 222*  Microcomputer Applications: Finance—Quicken or  1.5
CIM 223*  Microcomputer Applications: Finance—Quickbooks or  1.5
CIM 246*  Application Development for Excel with Visual Basic  3

Database Concentration (12 Units):
CIM 172B*  Computer Operating Systems: UNIX  1.5
CIM 218A*  Microcomputer Applications: Database  1.5
CIM 218B*  Microcomputer Applications: Database  1.5
CIM 246*  Application Development for Access with Visual Basic  3

Generalist Concentration (10.5 Units):
CIM 121B*  Keyboarding for Computers: Intermediate  1.5
CIM 214A*  Microcomputer Applications: Word Processing  1.5
CIM 214B*  Microcomputer Applications: Word Processing  1.5
CIM 216B*  Microcomputer Applications: Spreadsheets—Beginning  1.5
CIM 216B*  Microcomputer Applications: Spreadsheets—Intermediate  1.5
CIM 218A*  Microcomputer Applications: Database  1.5
CIM 228A*  Microcomputer Applications: Desktop Publishing—Business or  1.5
CIM 229A*  Microcomputer Applications: Desktop Publishing—Business or  1.5
CIM 230*  Microcomputer Applications: Desktop Presentation for Business or  1.5

Word Processing Concentration (12 Units):
CIM 121B*  Keyboarding for Computers: Intermediate  1.5
CIM 121C*  Keyboarding for Computers: Advanced  1.5
CIM 207*  Document Imaging and Management  1.5
CIM 214A*  Microcomputer Applications: Word Processing (WordPerfect)  1.5
CIM 214B*  Microcomputer Applications: Word Processing (WordPerfect)  1.5
CIM 214B*  Microcomputer Applications: Word Processing (Word)  1.5
CIM 214B*  Microcomputer Applications: Word Processing (Word)  1.5
CIM 214C*  Microcomputer Applications: Word Processing (Word or WordPerfect)  1.5

Desktop Publishing Concentration (13.5 Units):
CIM 214A*  Microcomputer Applications: Word Processing  1.5
CIM 214B*  Microcomputer Applications: Word Processing  1.5
CIM 214C*  Microcomputer Applications: Word Processing  1.5
CIM 228A*  Microcomputer Applications: Desktop Publishing—Business  1.5
CIM 229B*  Microcomputer Applications: Desktop Publishing—Business  1.5
CIM 229A*  Microcomputer Applications: Desktop Publishing—Business  1.5
CIM 230*  Microcomputer Applications: Desktop Presentation for Business  1.5
CIM 272A  Web Design for Business—Beginning  1.5

Multimedia Authoring Concentration (10.5 Units):
CIM 174B*  Computer Operating Systems: Windows 95—Intermediate or  1.5
CIM 176B*  Windows NT Workstation—Intermediate or  1.5
CIM 229B*  Microcomputer Applications: Multimedia Development  3
CIM 272A  Web Design for Business—Beginning  1.5
CIM 272B*  Web Design for Business—Advanced  1.5
Select a minimum of 3 units from Specialty Courses listed below.  3

SPECIALTY COURSES:
CIM 229A*  Microcomputer Applications: Business Graphics—Beginning  1.5
CIM 229B*  Microcomputer Applications: Business Graphics—Advanced  1.5
GD 140*  Graphic Design A  3
GD 141*  Graphic Rendering Techniques  3
*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Microcomputer Software Specialist

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.


OPTION II—NETWORK SYSTEMS SPECIALIST CERTIFICATE PROGRAM

This option prepares the student for an entry-level position as an information systems network systems specialist.

Course ID  Title  Units
CIM 1  Introduction to Computer Information Systems  3
CIM 110  Information Systems: Concepts and Applications  3
CIM 171A  Computer Operating Systems: DOS  1.5
CIM 171B*  Computer Operating Systems: DOS  1.5
CIM 172A  Computer Operating Systems: UNIX  1.5
CIM 172B*  Computer Operating Systems: UNIX  1.5
CIM 174A  Computer Operating Systems: Windows 95—Beginning  1.5
CIM 174B*  Computer Operating Systems: Windows 96—Intermediate  1.5
CIM 174B*  Computer Operating Systems: Windows 96—Beginning  1.5
CIM 174B*  Computer Operating Systems: Windows 96—Intermediate  1.5
CIM 176A  Windows NT Workstation—Beginning  and  
CIM 176B* Windows NT Workstation—Intermediate  and  
CIM 251* Introduction to Networking  3  
CIM 252* Networking Essentials and Technologies  3  
CIM 259* Internetworking TCP/IP on Windows NT  3  
Select one specialty area listed below. 6-7.5  
Total  27-28.5  

SPECIALTY AREAS:  

NOVELL:  
CIM 265* Microcomputer Applications:  
NetWare Administration: Novell  3  
CIM 266* Microcomputer Applications:  
NetWare Advanced Administration: Novell  3  

MICROSOFT:  
CIM 253* Supporting Windows NT Core Technologies  3  
CIM 254* Supporting Windows NT Enterprise Technologies  3  

TELECOMMUNICATIONS:  
CIM 7* Business Programming: JAVA  3  
CIM 227* Microcomputer Applications: Internet  1.5  
CIM 272A* Web Design for Business—Beginning  1.5  
CIM 272B* Web Design for Business—Advanced  1.5  

*Course has a prerequisite or recommended preparation; see course description.  

Associate Degree—Network Systems Specialist  
Refer to the Graduation Requirements for specific information regarding general education, unit and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.  

OPTION III—APPLICATIONS DEVELOPER CERTIFICATE PROGRAM  
This option is designed to prepare the student for an entry-level job as an Applications Developer.  
Course ID  Title  Units  
CIM 1 Introduction to Computer Information Systems  or 3  
CIM 110 Information Systems: Concepts and Applications  
CIM 174A Computer Operating Systems:  
Windows 95—Beginning  and  
CIM 174B* Computer Operating Systems:  
Windows 95—Intermediate  or 1.5, 1.5  
CIM 176A Windows NT Workstation—Beginning  and  
CIM 176B* Windows NT Workstation—Intermediate  and  
CIM 205* Application Development for Excel  with Visual Basic  3  
CIM 248* Application Development for Access  with Visual Basic  3  
CIM 251* Introduction to Networking  3  
Select six units of one language  
from Programming courses listed below. 6  
Select three units from Specialty Courses listed below. 3  
Total  27  

Programming Courses:  
CIM 2A* Business Programming I: Visual Basic  and  
CIM 2B* Business Programming II: Visual Basic  
or  
CIM 6A* Business Programming I: C++  and  
CIM 6B* Business Programming II: C++  
or  
CIM 204A* Business Programming I: Powerbuilder  and  
CIM 204B* Business Programming II: Powerbuilder  

SPECIALITY COURSES:  
CIM 172A Computer Operating Systems: UNIX  and  
CIM 172B* Computer Operating Systems: UNIX  
or  
CIM 207* Document Imaging and Management  and  
CIM 208 Managing the Client/Server Environment  
*Course has a prerequisite or recommended preparation; see course description.  

Associate Degree—Applications Developer  
Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.  
RECOMMENDED ELECTIVES: ACCT 1A, 1B, BUS 1, 12A; CIM 110, 121A, 142, 189, 206, 227, 251, 252, 265, 289, ECON 2, 4; LGL 12A; MATH 9, 10.  

OPTION IV—BUSINESS SYSTEMS ANALYST CERTIFICATE PROGRAM  
This option is designed to prepare the student for an entry-level trainee as a Business Systems Analyst.  
Course ID  Title  Units  
BUS 1 Introduction to Business  3  
BUS 104* Business Communication  3  
CIM 1 Introduction to Computer Information Systems  or 3  
CIM 110 Information Systems: Concepts and Applications  
CIM 2A* Business Programming I: Visual Basic  
or  
CIM 204A* Business Programming I: Powerbuilder  
CIM 112 Microcomputer Applications  3  
CIM 142 Systems Analysis Methodologies  3  
CIM 171A Computer Operating Systems: DOS  and  
CIM 173A* Computer Operating Environment: Windows  and  
or  
CIM 174A Computer Operating Systems:  
Windows 95—Beginning  and  
CIM 174B* Computer Operating Systems:  
Windows 95—Intermediate  or  
CIM 176A Windows NT Workstation—Beginning  and  
CIM 176B* Windows NT Workstation—Intermediate  and  
CIM 205* SQL and Client/Server Database Design  3  
CIM 208 Managing the Client/Server Environment  1.5  
CIM 218A Microcomputer Applications:Database  1.5
### COMPUTER SCIENCE ASSOCIATE DEGREE PROGRAM

The Computer Science Associate Degree program is designed to prepare the student for junior-level standing in a computer science program at a four-year institution. Students should refer to the transfer programs section of this catalog as well as to the catalog of the intended transfer institution for specific requirements.

Suggested major sequence for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 1A</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CS 1B*</td>
<td>Pascal Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 2A*</td>
<td>Ada Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 2B*</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 3A*</td>
<td>Computer Organization and Machine Language</td>
<td>3</td>
</tr>
<tr>
<td>CS 3B*</td>
<td>Computer Organization and Assembly Language</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 28-30

### COMPUTER LANGUAGE SPECIALTY:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 13 (I)*</td>
<td>Assembly Languages/Intel Processors</td>
<td>2</td>
</tr>
<tr>
<td>CS 13 (M)*</td>
<td>Assembly Languages/Motorola Processors</td>
<td>2</td>
</tr>
<tr>
<td>CS 14*</td>
<td>C Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 15*</td>
<td>C++ Programming</td>
<td>3</td>
</tr>
<tr>
<td>ET 114*</td>
<td>Digital Electronic Circuits</td>
<td>4</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

### Associate Degree—Computer Science

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of all courses listed in the program above along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: CS 10, 12, 121, 150C, 150D, 150U, 150V; MATH 3C, 24, 26.

### CONSTRUCTION TECHNOLOGY

The Construction Technology program is designed to instruct students in the basics of the construction industry. Students who complete this program successfully will be well-prepared for gainful employment in the construction industry. It may be suggested that a few basic tools be provided by students in order to maintain an orderly lab schedule.


### OPTION I—BUILDING CONSTRUCTION CERTIFICATE PROGRAM

The Building Construction Certificate program option is a pre-apprenticeship program for the student who seeks specific skills to enter the carpentry apprenticeship or who seeks a background in basic construction knowledge and techniques necessary for a job in many of the other areas of construction. The program will require four semesters to complete. The student specializing in Building Construction should be proficient in general mathematics and basic communication skills.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 110</td>
<td>Carpentry—Steel and Wood Framing</td>
<td>4</td>
</tr>
<tr>
<td>CON 115*</td>
<td>Advanced Carpentry</td>
<td>4</td>
</tr>
<tr>
<td>CON 120</td>
<td>Concrete Construction</td>
<td>3</td>
</tr>
<tr>
<td>CON 121</td>
<td>Masonry Construction</td>
<td>4</td>
</tr>
<tr>
<td>CON 125</td>
<td>Construction Finishing</td>
<td>4</td>
</tr>
<tr>
<td>CON 130</td>
<td>Blueprint Plans and Specification Reading</td>
<td>3</td>
</tr>
<tr>
<td>CON 135</td>
<td>Uniform Building Code Inspection</td>
<td>4</td>
</tr>
<tr>
<td>CON 140</td>
<td>Construction Estimating</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 29

*Course has a prerequisite or recommended preparation; see course description.

### Associate Degree—Building Construction

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: MATH 351.

### OPTION II—CONSTRUCTION INSPECTION CERTIFICATE PROGRAM

This option is designed to provide technical and theoretical knowledge of construction and secure employment as in-house, agency, city, county, or state building safety inspectors.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 130</td>
<td>Blueprint Plans and Specification Reading</td>
<td>3</td>
</tr>
<tr>
<td>CON 135</td>
<td>Uniform Building Code Inspection</td>
<td>4</td>
</tr>
<tr>
<td>CON 145*</td>
<td>Combination Residential Dwelling Inspection</td>
<td>2</td>
</tr>
<tr>
<td>CON 151</td>
<td>Electrical Code</td>
<td>2</td>
</tr>
<tr>
<td>CON 210</td>
<td>Concrete Inspection</td>
<td>3</td>
</tr>
<tr>
<td>CON 212A</td>
<td>Plumbing Codes—Drains, Waste, Vents, Water and Gas</td>
<td>3</td>
</tr>
<tr>
<td>CON 212B</td>
<td>Mechanical Codes: Heating, Air Conditioning, Refrigeration and Ductwork</td>
<td>3</td>
</tr>
<tr>
<td>CON 214</td>
<td>Code Enforcement and Disabled Access</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 23

### Associate Degree—Construction Inspection

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: MATH 351.
OPTION III—MILLWORK AND CABINETMAKING CERTIFICATE PROGRAM

This program is designed to give those students going into the woodworking industry at the mechanic or supervisory level a chance to upgrade their skills and prepare themselves for a career in cabinetmaking. Depending on the particular skill level of the individual students, the courses which should be taken are:

Course ID | Title | Units
--- | --- | ---
MCT 110 | Basic Handtool Woodworking and Design or MCT 260 | Basic Handtool Woodworking and Designs (EI) | 1-3
MCT 115* | Basic Machine Woodworking Processes and Materials or MCT 255*# | Basic Machine Woodworking Processes and Materials (EI) | 3 or 1-1
MCT 120* | Advanced Machine Woodworking Processes and Materials (EI) or MCT 270* | Advanced Machine Woodworking (EI) | 2 or 1
MCT 125* | Furniture and Cabinetmaking or MCT 275*# | Furniture and Cabinetmaking (EI) | 3 or 1-1
MCT 200 | Special Projects in Millwork and Cabinetmaking or MCT 271# | Special Projects in Millwork and Cabinetmaking (EI) | 2 or 1-1
MCT 210 | Industrial Coatings for Millwork or MCT 280 | Industrial Coatings for Millwork (EI) | 2 or 1
CON 130 | Blueprint Plans and Specification Reading or CON 140 | Construction Estimating | 3 or 1-3
MCT 201* | Advanced Individual Projects | 2

Total 18-23

*Course has a prerequisite or recommended preparation; see course description.

#Course must be repeated for a total of 2 units.

ASSOCIATE DEGREE—MILLWORK AND CABINETMAKING

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ARCH 126; DR 100; MATH 351.

COSMETOLOGY

The following program is designed to prepare students for the State Board of Cosmetology examination and with successful completion of the program, students should be able to enter careers as cosmetologists. This program is offered on an open enrollment basis and a waiting list may be maintained for those students who desire to enroll. Interested students should contact the Technology and Applied Science Division office.

This program has a minimum requirement of 1,600 hours with 400 hours required for each course.

COSMETOLOGY CERTIFICATE PROGRAM

Course ID | Title | Units
--- | --- | ---
COS 400A | Comprehensive Cosmetology I (400 hours) | 12
COS 400B* | Comprehensive Cosmetology II (400 hours) | 12
COS 400C* | Comprehensive Cosmetology III (400 hours) | 12
COS 400D* | Comprehensive Cosmetology IV (400 hours) | 12

Total (1,600 hours) 48

*Course has a prerequisite or recommended preparation; see course description.

The Cosmetology Certificate Program is a non-degree-granting program; the courses in this program may not be used to satisfy associate degree major elective unit requirements.
CROSS CULTURAL STUDIES ASSOCIATE DEGREE PROGRAM

The Cross Cultural Studies Associate Degree program provides the transfer cross cultural major the opportunity to achieve an associate degree in this area of study. While a baccalaureate degree is recommended for career advancement, completion of the program will demonstrate commitment to the field, provide preparation for upper-division work in Ethnic Studies, and/or attainment of a degree supportive of entry-level employment.

The Cross Cultural Studies program is interdisciplinary in scope and will begin with a focus on the history, literature and cultures of African-Americans, Asian Americans, Chicano/Latinos, and Native Americans. Courses also explore the relations of these cultures to each other and their relations to the dominant American culture in order to foster understanding about such topics as ethnicity, race, gender, sexuality/sexual orientation, class and religion. In the future, other groups which have been isolated in a similar manner from dominant American culture will be included in the Cross Cultural Studies Program.

Select a minimum of 21 units from the following list of required Cross Cultural Studies classes. Many of these courses also fulfill general education course requirements.

CORE REQUIREMENTS:
(Both courses are required for a major)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCS 1</td>
<td>Multicultural America: The One and The Many</td>
<td>3</td>
</tr>
<tr>
<td>CCS 2</td>
<td>Multicultural America: Turning Points</td>
<td>3</td>
</tr>
</tbody>
</table>

BREADTH REQUIREMENTS:

Social and Behavioral Sciences
(Choose 6 units from the following courses)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 4</td>
<td>Native American Indian Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 7</td>
<td>Indians of Southern California</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 21</td>
<td>Women and Culture: Cross-Cultural Perspective</td>
<td>3</td>
</tr>
<tr>
<td>HIST 81</td>
<td>African-American History</td>
<td>3</td>
</tr>
<tr>
<td>SOC 4</td>
<td>Introduction to Chicano/a Studies in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 5*</td>
<td>The Sociological Analysis of the African-American</td>
<td>3</td>
</tr>
<tr>
<td>SOC 6</td>
<td>Introduction to Asian Cultures in the United States</td>
<td>3</td>
</tr>
<tr>
<td>SOC 20</td>
<td>Ethnic Culture of the United States</td>
<td>3</td>
</tr>
<tr>
<td>WS 20</td>
<td>Ethnic Women's Issues in Contemporary America</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities Perspective
(Choose 3 units from the following courses)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 23B*</td>
<td>American Ethnic Writing: Chicano Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 24*</td>
<td>Ethnic Voices in Literature: The American Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Arts Perspective
(Choose 3 units from the following courses)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 27</td>
<td>History of Jazz</td>
<td>3</td>
</tr>
<tr>
<td>TA 110</td>
<td>Chicano/Latino Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

Restricted Electives
(Choose 3 units from the following courses)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 22</td>
<td>Survey of Asian Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 23</td>
<td>African and Oceanic Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 24</td>
<td>Indigenous Arts of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>CHI 21*</td>
<td>Introduction to Chinese Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENG 21C*</td>
<td>World Literature: Introduction to Asian Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 21D*</td>
<td>World Literature: Introduction to Latin America</td>
<td>3</td>
</tr>
<tr>
<td>ENG 21E*</td>
<td>World Literature: Introduction to Africa and the Caribbean</td>
<td>3</td>
</tr>
<tr>
<td>HIST 30*</td>
<td>History of Mexico</td>
<td>3</td>
</tr>
<tr>
<td>HIST 31*</td>
<td>Mexican Civilization</td>
<td>4</td>
</tr>
<tr>
<td>HIST 70</td>
<td>History of Asia to 1800</td>
<td>3</td>
</tr>
<tr>
<td>HIST 72</td>
<td>History of China</td>
<td>3</td>
</tr>
<tr>
<td>HIST 80</td>
<td>Introduction to Contemporary Africa</td>
<td>3</td>
</tr>
<tr>
<td>JA 21*</td>
<td>Introduction to Japanese Culture</td>
<td>3</td>
</tr>
<tr>
<td>KOR 21*</td>
<td>Introduction to Korean Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 21</td>
<td>Music Appreciation: Music Cultures of China, Korea and Japan</td>
<td>3</td>
</tr>
<tr>
<td>MUS 23</td>
<td>Introduction to World Music</td>
<td>3</td>
</tr>
<tr>
<td>PE 64</td>
<td>History of Dance</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 10*</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 16*</td>
<td>Psychology of Prejudice</td>
<td>3</td>
</tr>
<tr>
<td>PS 17</td>
<td>Latin American Politics and Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 21

Other Electives
(Although the following courses are not required for the Cross Cultural Studies major, they are recommended for further cultural enrichment.)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 105A</td>
<td>Southwestern Indian Cultures</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 105B*</td>
<td>Southwestern Indian Cultures</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 108*</td>
<td>Archaeology of Mexico, Central or South America</td>
<td>4</td>
</tr>
<tr>
<td>FASH 144</td>
<td>Fashion Trends and Cultural Costumes</td>
<td>3</td>
</tr>
<tr>
<td>PE 28</td>
<td>Yoga</td>
<td>1 or 1.5</td>
</tr>
<tr>
<td>PE 29</td>
<td>Tai Chi Ch’ Uan</td>
<td>1 or 1</td>
</tr>
</tbody>
</table>

DRAFTING TECHNOLOGY

The Drafting Technology program includes courses designed to provide a general background and specialized skills to help the student find employment in government and private enterprise, especially where drafting skills are required.

DRAFTING TECHNOLOGY CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR 23*</td>
<td>Engineering Graphics and Descriptive Geometry</td>
<td>3</td>
</tr>
<tr>
<td>DR 100</td>
<td>Fundamentals of Mechanical Drafting</td>
<td>3</td>
</tr>
<tr>
<td>DR 101*</td>
<td>Mechanical Drafting</td>
<td>3</td>
</tr>
<tr>
<td>DR 102*</td>
<td>Mechanical Drafting and Design</td>
<td>3</td>
</tr>
<tr>
<td>DR 120*</td>
<td>Fundamentals of Technical Illustration</td>
<td>3</td>
</tr>
<tr>
<td>DR 150*</td>
<td>Introduction to Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>DR 151*</td>
<td>Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>DR 152*</td>
<td>Advanced Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ET 101</td>
<td>Survey of Electronics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 26

*Course has a prerequisite or recommended preparation; see course description

Students who have completed one year of high school mechanical drafting, or equivalent, are exempt from taking DR 100.
**Associate Degree—Drafting Technology**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ARCH 124A; CIM 1A, 105, 175A; CS 1A; GEOL 23; MATH 124, 251, 253, PHYS 20.

**ECOLOGICAL RESTORATION**

**PENDING STATE APPROVAL**

The certificate in Ecological Restoration trains students for a practical ecological application of appropriate techniques for a variety of ecological restoration projects. The projects may be carried out by industry or government agencies and may have specific legal requirements for implementation and proof of success. Students completing the certificate may be hired by local, county or state or federal government, private consulting firms, or subcontractors hired by any of these agencies.

**ECOLOGICAL RESTORATION CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 1</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENV 18</td>
<td>Introduction to Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ENV 24</td>
<td>Natural History of California</td>
<td>3</td>
</tr>
<tr>
<td>ENV 105</td>
<td>Environmental Studies Internship</td>
<td>2</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWE 188/169</td>
<td>Cooperative Work Experience:Ecological Restoration</td>
<td>1</td>
</tr>
<tr>
<td>ECOL 201</td>
<td>Ecological Restoration Techniques</td>
<td>4</td>
</tr>
<tr>
<td>ECOL 202*</td>
<td>Advanced Ecological Restoration Techniques</td>
<td>4</td>
</tr>
<tr>
<td>HORT 29</td>
<td>Ornamental Native Plants</td>
<td>3</td>
</tr>
<tr>
<td>HORT 113</td>
<td>Soils and Fertilizer</td>
<td>3</td>
</tr>
<tr>
<td>HORT 116</td>
<td>Irrigation Systems</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

RECOMMENDED ELECTIVES: DR 150; ENV 106; GIS 201; GEOL 23.

**ECONOMICS ASSOCIATE DEGREE PROGRAM**

The Economics Associate Degree program is designed to provide the transfer economics major the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to economics, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 4*</td>
<td>Principles (Micro)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2*</td>
<td>Principles (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1 or</td>
<td>Introduction to Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CS 1A or</td>
<td>Introduction to Computer Science</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 10*</td>
<td>BASIC Programming</td>
<td></td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytical Geometry and Calculus</td>
<td></td>
</tr>
</tbody>
</table>

**EDUCATIONAL ASSISTANT**

The purpose of the Educational Assistant program is to promote a system of training and certification for individuals working as educational assistants in a regular elementary classroom setting, a bilingual/multicultural setting or with exceptional individuals having special needs. It is also designed to provide in-service for those already employed.

The Educational Assistant program offers a core with three options: Teacher Assistant-General, Bilingual/Multicultural Assistant, and Special Education Assistant. It provides an understanding of human development and socialization and philosophy of education as well as giving students practical experience. (PSYC 7 replaces HD 7; SOC 15 replaces HD 15.)

**OPTION I—TEACHER ASSISTANT-GENERAL CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 100</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 110</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 240</td>
<td>Teacher Aide</td>
<td>3</td>
</tr>
<tr>
<td>HD 131</td>
<td>Creative Activities in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>HD 145</td>
<td>Young Children, Language Arts and Literature</td>
<td>3</td>
</tr>
<tr>
<td>HD 150</td>
<td>Science, Safety and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology—Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

**Associate Degree—Teacher Assistant**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

NOTE: Students seeking a Standard Teaching Credential (Multiple Subjects) at a four-year college or university should refer to liberal studies requirements in this catalog or appropriate multiple-subjects degree waiver program in the catalog of the intended transfer institution.
OPTION II—BILINGUAL/MULTICULTURAL ASSISTANT CERTIFICATE PROGRAM

The Bilingual/Multicultural Assistant option is designed to provide an understanding of Spanish culture and experience in working in a bilingual/multicultural setting. It is recommended that the student have or develop competency in a language other than English.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 100</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 110</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 240</td>
<td>Teacher Aide</td>
<td>3</td>
</tr>
<tr>
<td>HD 106</td>
<td>Teaching Culturally Diverse Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 145</td>
<td>Young Children, Language Arts and Literature</td>
<td>3</td>
</tr>
<tr>
<td>HD 150</td>
<td>Science, Safety and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology—Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

**Associate Degree—Bilingual Multicultural Assistant**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

NOTE: Students seeking a Standard Teaching Credential (Multiple Subjects) at a four-year college or university should refer to liberal studies requirements in this catalog or appropriate multiple-subjects degree waiver program in the catalog of the intended transfer institution.

OPTION III—SPECIAL EDUCATION ASSISTANT CERTIFICATE PROGRAM

The Special Education Assistant option is designed to provide understanding of and experience with exceptional children and the specific skills required to work with specific disabilities.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 100</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 110</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 240</td>
<td>Teacher Aide</td>
<td>3</td>
</tr>
<tr>
<td>HD 112</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>SE 112</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 150</td>
<td>Science, Safety and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>HD 170</td>
<td>Introduction to Perceptual-Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>SE 142</td>
<td>Introduction to Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>HD 155</td>
<td>The Gifted and Talented Child</td>
<td></td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology—Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

**Associate Degree—Special Education Assistant**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

NOTE: Students seeking a Standard Teaching Credential (Multiple Subjects) at a four-year college or university should refer to liberal studies requirements in this catalog or appropriate multiple-subjects degree waiver program in the catalog of the intended transfer institution.

OPTION IV—INTERPRETER FOR THE DEAF - SEE INTERPRETER FOR THE DEAF

**ELECTRONIC TECHNOLOGY**

The Electronic Technology program serves three main purposes: (1) provide four occupational certificate options to prepare the student for a multitude of careers as an electronic technician; (2) provide electronics skill upgrading or updating for improved job-related technical competency; and (3) prepare students for transfer to university Engineering Technology or Industrial Technology programs.

The program curriculum and equipment are reviewed regularly by local electronics companies to ensure that the graduate can work effectively in the current electronics industry and adapt to new electronic products and technologies.

The five core courses in the program are offered in both a vocational version (ET 102, 104, 106, 108, and 114), appropriate for employment as an electronic technician, and also a university transferable version (ET 152, 154, 156, 158, and 164) for students preparing to obtain a four-year degree. All courses in either option are applicable to the certificates.


**OPTION I—GENERAL ELECTRONIC TECHNOLOGY CERTIFICATE PROGRAM**

This option provides the student an education in the fundamentals of electronics and maximum flexibility to take elective courses of personal interest and complete a certificate in the shortest period of time. This certificate prepares the student for entry-level employment as an Electronic Technician at many companies.

**Core Courses:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET 102</td>
<td>D.C. Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>ET 162*</td>
<td>D.C. Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ET 104*</td>
<td>A.C. Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>ET 154*</td>
<td>A.C. Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ET 106*</td>
<td>Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td>ET 156*</td>
<td>Electronic Devices and Circuits I</td>
<td>4</td>
</tr>
<tr>
<td>ET 108*</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 158*</td>
<td>Electronic Devices and Circuits II</td>
<td>4</td>
</tr>
<tr>
<td>ET 114*</td>
<td>Digital Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 164*</td>
<td>Digital and Logic Circuits</td>
<td>4</td>
</tr>
</tbody>
</table>

Select a minimum of 6 units from Restricted Electives below.

**Total** 26-28

**RESTRICTED ELECTIVES:**

- ET 110* Linear Integrated Circuits 4
- ET 116* Industrial Electronics 4
- ET 118* Electronic Communication Systems 4
- ET 120* Introduction to Microcomputers 4
- ET 189 Special Topics 2-4
**Associate Degree—General Electronic Technology**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: Any Electronic Technology course not taken in certificate program; CS 1A, 10; EST 220; MATH 8, 124, 251, 253; PHYS 2A, 20.

**OPTION II—INDUSTRIAL ELECTRONIC TECHNOLOGY CERTIFICATE PROGRAM**

This option prepares the student for entry-level employment as an Electronic Technician in companies involved in electronic power distribution, motor and power controls, industrial process and factory controls, and robotics.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ET 110*</td>
<td>Linear Integrated Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 116*</td>
<td>Industrial Electronics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Industrial Electronic Technology**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: Any Electronic Technology course not taken in certificate program; CS 1A, 10; EST 220; MATH 8, 124, 251, 253; PHYS 2A, 20.

**OPTION III—ANALOG AND DIGITAL CIRCUIT ELECTRONIC TECHNOLOGY CERTIFICATE PROGRAM**

This option prepares the student for entry-level employment as an Electronic Technician in companies involved in the manufacture, test, troubleshooting, and repair of analog and digital circuit hardware. Courses cover a wide variety of discrete and integrated circuits with many functions, technologies, physical implementations, frequency bands, and complexities, to provide maximum flexibility for employment within the electronics industry.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option I</td>
<td>Core Courses</td>
<td>20</td>
</tr>
<tr>
<td>ET 110*</td>
<td>Linear Integrated Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 118*</td>
<td>Electronic Communication Systems</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Analog and Digital Circuit Electronic Technology**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: Any Electronic Technology course not taken in certificate program; CS 1A, 10; EST 220; MATH 8, 124, 251, 253; PHYS 2A, 20.

**OPTION IV—DIGITAL ELECTRONIC TECHNOLOGY CERTIFICATE PROGRAM**

This option prepares the student for entry-level employment as an Electronic Technician in companies involved in electronic power distribution, motor and power controls, industrial process and factory controls, and robotics. Courses cover a wide variety of discrete and integrated circuits with many functions, technologies, physical implementations, frequency bands, and complexities, to provide maximum flexibility for employment within the electronics industry.

**EMERGENCY MEDICAL TECHNICIAN**

The Paramedic program is designed to prepare the student for licensure as a Paramedic. It is an intense, full-time program consisting of lecture, skills lab, clinical practice, and field internship. Students must possess a current CPR-Health Care Provider Card and are also required to have a current EMT-I certification and one-year recent work experience. Students must have or purchase malpractice insurance for the cost of $107 per year prior to taking EMT 230.

**EMERGENCY MEDICAL TECHNICIAN—PARAMEDIC CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 220*</td>
<td>Paramedic Theory</td>
<td>14</td>
</tr>
<tr>
<td>EMT 230*</td>
<td>Paramedic Clinical Experience</td>
<td>6.5</td>
</tr>
<tr>
<td>EMT 240*</td>
<td>Paramedic Field Internship</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Emergency Medical Technician—Paramedic**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BIO 113; ENG 1A, 200, 220; HSC 217; N 160.
**ENGINEERING ASSOCIATE IN SCIENCE DEGREE PROGRAM**

The Engineering curriculum is designed to provide the transfer student the opportunity to achieve an Associate in Science degree in the student's area of interest. While a baccalaureate degree is recommended preparation for those considering professional careers in this field, the completion of the suggested program will provide comprehensive preparation for upper-division work. Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1A*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1B*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CS 1B* or</td>
<td>Pascal Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 12*</td>
<td>FORTRAN Programming</td>
<td></td>
</tr>
<tr>
<td>DR 23*</td>
<td>Engineering Graphics and Descriptive Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4A*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>53</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Completion of all courses in the program above, along with general education, unit and scholarship requirement, qualifies the student for the Associate in Science degree. The Associate in Arts degree is not available in the engineering program.

**ENGLISH LITERATURE ASSOCIATE DEGREE PROGRAM**

The associate degree in English Literature is designed to provide the transfer English major the opportunity to achieve an associate degree in the student's areas of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers related to this field, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Suggested major requirements for the associate degree:

<table>
<thead>
<tr>
<th>Subject and Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1A*</td>
<td>Principles of Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1B*</td>
<td>Principles of Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course may have a prerequisite or recommended preparation, see course description.


RECOMMENDED ELECTIVES: ENGL 21C, 21D, 21E, 23A, 23B, 29, 33, 40, 41, 44, 46, 50, 52, 54, 110; HIS 4, 5; PHIL 1, 12. Completion of four college semesters, or the equivalent, of a foreign language is strongly recommended; ENGL 110.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

**ENVIRONMENTAL STUDIES ASSOCIATE DEGREE PROGRAM**

The Environmental Studies Associate Degree program is designed to provide the transfer student with relevant general education courses and electives as well as the opportunity to achieve an associate degree in the student's area of interest. While a baccalaureate degree is recommended for those considering professional careers related to environmental studies, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major requirements for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 1</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENV 18*</td>
<td>Introduction to Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Select a minimum of 13 units from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENV 6*</td>
<td>Scarcity and Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 19*</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>ENV 23</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>ENV 24*</td>
<td>Natural History of California</td>
<td>3</td>
</tr>
<tr>
<td>ENV 25</td>
<td>Environmental Hazards to Health</td>
<td>3</td>
</tr>
<tr>
<td>ENV 105*</td>
<td>Environmental Studies Internship</td>
<td>2</td>
</tr>
<tr>
<td>ENV 106</td>
<td>Natural Resource Conservation</td>
<td>3</td>
</tr>
<tr>
<td>ENV 120</td>
<td>Chemistry of Everyday Life</td>
<td>4</td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Environmental Studies</td>
<td>1</td>
</tr>
</tbody>
</table>

*Course has prerequisite or recommended preparation, see course description.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

Preprofessional transfer students who plan to work in an environmentally related field are advised to select a major in another academic discipline such as natural sciences, social sciences or business administration. Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: ANTH 2; ARCH 112; BIO 1A, 1B; CHEM 1A, 1B; CIM 1; CS 1A, 1B or higher programming course; GEOG 1; GEOL 1; HORT 29; PHYS 2A, 2B.
FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences program is designed to develop those skills necessary for gainful employment in the field of Home Economics. Combined with courses such as business, journalism, television or advertising, the Family and Consumer Sciences curriculum can also fulfill the vocational objectives of those who want to use their Family and Consumer Sciences background in business or communications. Those wishing to transfer to a four-year college and receive a Bachelor's Degree in Family and Consumer Sciences/Home Economics should refer to the transfer program in the catalog and in the catalog of the intended college of transfer.

ASSOCIATE DEGREE—FAMILY AND CONSUMER SCIENCES CERTIFICATE PROGRAM

Course ID  Title  Units

FCS 115  Consumer Issues  3
FASH 31  Textiles  3
FASH 110*  Contemporary Clothing Construction  3
FN 50  Fundamentals of Nutrition  3
FN 110  Modern Food Preparation  3
ID 110  Fundamentals of Interior Design  3
ID 120  Space Planning  3
FN 120  Contemporary Meals  3
FN 64  Nutrition Issues  3
FN 110  Modern Food Preparation  3
ID 140  History of Interior Furnishings I  3
ID 141*  History of Interior Furnishings II  2
ID 142  Life Management  3
ID 143  History of Interior Furnishings II  3
ID 144  Fashion Trends and Cultural Costumes  3
FN 64  Nutrition Issues  3
ID 120  Contemporary Meals  3
ID 140  History of Interior Furnishings I  3
ID 141*  History of Interior Furnishings II  2

SPECIALTIES COURSES:

FCS 134  Consumer Behavior  3
FCS 140  Fashion Image and Apparel Selection  3
FCS 142  Life Management  3
FASH 110*  Fashion Sewing—Advanced  3
FASH 144  Fashion Trends and Cultural Costumes  3
FN 64  Nutrition Issues  3
FN 120  Contemporary Meals  3
ID 140  History of Interior Furnishings I  3
ID 141*  History of Interior Furnishings II  2

SPECIAL TOPICS COURSES:

FCS 189  Special Topics  .5-3
FCS 289  Special Topics  .5-3
FASH 189  Special Topics  .5-3
FASH 289  Special Topics  .5-3
FN 189  Special Topics  .5-3
FN 289  Special Topics  .5-3
ID 189  Special Topics  .5-3
ID 289  Special Topics  .5-3

*Course has a prerequisite or recommended preparation; see course description.

ASSOCIATE DEGREE—FAMILY AND CONSUMER SCIENCES

Refer to Graduation Requirements for specific information regarding unit, scholarship, and general education requirements. Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: FCS 101; FASH 115, 120, 130, 140; FN 140, 142, 162, 171.

FASHION DESIGN

The Fashion Design and Custom Dressmaking/Tailoring program prepares individuals for immediate employment in the design and dressmaking/tailoring field. Dressmaking and tailoring skills are utilized for positions in department stores, tailor shops, specialty shops and for self-employment. Many of the clothing courses can be utilized as transfer courses for those pursuing a Bachelor's Degree in Home Economics with a Clothing and Textiles emphasis. Refer also to transfer patterns section of this catalog or of the intended college of transfer.


OPTION I—FASHION DESIGN CERTIFICATE PROGRAM

This Fashion Design option prepares the student for entry-level positions in the field of Fashion Design. He/she will be able to design clothing using the three major design procedures: making patterns, draping on a dress form, and designing by sketching.

Course ID  Title  Units

FASH 31  Textiles  3
FASH 111*  Fashion Sewing—Intermediate  3
FASH 112*  Fashion Sewing—Advanced  2-3
FASH 124*  Wearable Art  3
FASH 130*  Flat Pattern Design  3
FASH 132*  Draping Fashion Designs  3
FASH 140  Fashion Image  3
FASH 144  Fashion Trends and Cultural Costumes  3
FASH 150  Fashion Apparel and Professional Techniques  3
FASH 154  Fashion Illustration  2
CWE 169*/169**  Cooperative Work Experience: Fashion Design  1

Total 29.5-31.5

*Course has a prerequisite or recommended preparation; see course description.
+Recommended to be taken in last semester of program.

ASSOCIATE DEGREE—FASHION DESIGN

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ACCT 114, 215; BUS 136, 138, 160; FCS 115; FASH 115, 120, 142, 147, 201, 209, 221, 222, 230, 235, 236, 255.
OPTION II—SEWING FASHION APPAREL CERTIFICATE PROGRAM

The Sewing Fashion Apparel option prepares students to work in a dressmaking, alteration or tailoring establishment as well as to start their own business. Such skills as tailoring, garment and pattern design, alterations and needlework will enable the students to serve the widest variety of clientele in the custom dressmaking/tailoring field.

Course ID
Title
Units
FASH 31  Textiles 3
FASH 110*  Contemporary Clothing Construction or 3
FASH 111*  Fashion Sewing—Intermediate or 3
FASH 130*  Flat Pattern Design 3
FASH 140  Fashion Image 3
FASH 144  Fashion Trends and Cultural Costumes 3
FASH 150  Fashion Apparel and Professional Techniques 3
FASH 154  Fashion Illustration 2
CWE 168*/169*+  Cooperative Work Experience: Fashion Design and Work Experience 1
FASH 160+  Fashion Field Work or 1-2
FASH 145  Internship or 1-2
FASH 229  Sewing on Sergers 2
FASH 260*  Computer Applications in Fashion 2
Select one course from each of the three groups below. 4.5-6.5
Group 1
FASH 113*  Couture Sewing 2
FASH 115*  Sewing Knit Garments 3
FASH 136*  Apparel Design 2
FASH 210  Clothing Construction Studio 2
FASH 234*  Advanced Pattern and Design Techniques or 2
FASH 238*  Advanced Draping and Fashion Design or 2
FASH 235*  Designing for the Fashion Industry 2
FASH 240  Dye Process on Fabrics or 2-3
FASH 124*  Wearable Art
Total  30.5-33.5

*Course has a prerequisite or recommended preparation; see course description.

OPTION III—ADVANCED FASHION DESIGN AND APPAREL MANUFACTURING CERTIFICATE PROGRAM

The Advanced Fashion Design and Apparel Manufacturing option prepares the design student to enter the apparel manufacturing field. It explores the fashion industry, studying the many career options available beyond design. It then goes deeply into pattern and clothing manufacturing. The student who completes Option I and then chooses this option will not only be able to design clothing but will be able to participate in many of the manufacturing processes.

Course ID
Title
Units
Option I Courses
FASH 113*  Couture Sewing 2
FASH 115*  Sewing Knit Garments 3
FASH 136*  Apparel Design 2
FASH 142  Careers in Fashion 3
FASH 210  Clothing Construction Studio 2
FASH 234*  Advanced Pattern and Design Techniques or 2
FASH 238*  Advanced Draping and Fashion Design or 2
FASH 235*  Designing for the Fashion Industry 2
FASH 240  Dye Process on Fabrics or 2-3
FASH 124*  Wearable Art
Total  46-49

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Advanced Fashion Design and Apparel Manufacturing

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ACCT 114, 215; ART 42; CIM 1A, 105, 214AB; FASH 120, 143, 147, 201, 209, 221, 222, 255; GC 101.

OPTION IV—DRESSMAKER(COLOR/IMAGE CONSULTANT CERTIFICATE PROGRAM

The students whose career goals are to combine Image Consulting, Wardrobe Planning and Custom Dressmaking can use this option as a basis for their own Image Consulting businesses. They will learn the fine art of dressmaking, the newest techniques of construction, personal color, line and design.

Course ID
Title
Units
FASH 31  Textiles 3
FASH 111*  Fashion Sewing—Intermediate or 3
FASH 112*  Fashion Sewing—Advanced or 3
FASH 130*  Flat Pattern Design 3
FASH 140  Fashion Image 3
FASH 144  Fashion Trends 3
FASH 150  Fashion Apparel and Professional Techniques 3
FASH 154  Fashion Illustration 2
CWE 168*/169*+  Cooperative Work Experience: Fashion Design and Work Experience 1
FASH 160+  Fashion Field Work or 1-2
FASH 145  Internship or 1-2
FASH 189  Special Topics: Fashion or .5
FASH 289  Special Topics: Fashion

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.


Associate Degree—Sewing Fashion Apparel

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

FASH 201 Color and Wardrobe Consulting or Image Consulting 3
FASH 202 Image Consulting or Alterations and Fitting 2
FASH 230* Alterations and Fitting or Professional Alterations and Pants Fitting 2
FASH 231* Professional Alterations and Pants Fitting
FASH 260 Computer Applications in Fashion 2

Total 29.5-30.5

*Course has prerequisite or recommended preparation, see course description.

+Recommended to be taken in last semester of program.

**Associate Degree—Professional Sewing of Home Furnishings**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: FASH 124, 142, 143, 154; ID 121; BUS 160, 206.

**FASHION MERCHANDISING**

The Fashion Merchandising program is designed to prepare professionally trained individuals for the fashion industry. The program places emphasis on developing the fashion sense and the unique creativity of each student. The curriculum offers a comprehensive analysis of such subject areas as the manufacture, distribution, buying and merchandising of fashion apparel.


**OPTION I—FASHION MERCHANDISING CERTIFICATE PROGRAM**

The Fashion Merchandising option emphasizes all aspects of fashion merchandising including techniques of buying and selling, distributing and marketing and promoting fashion goods. This option combines a general merchandising background with training in specialized skills in order for students to find employment in today’s fashion industry.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 31</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FASH 100</td>
<td>Basic Sewing</td>
<td>3</td>
</tr>
<tr>
<td>FASH 140</td>
<td>Fashion Image</td>
<td>3</td>
</tr>
<tr>
<td>FASH 144</td>
<td>Fashion Trends</td>
<td>3</td>
</tr>
<tr>
<td>FASH 147</td>
<td>The Fashion Show</td>
<td>2</td>
</tr>
<tr>
<td>FASH 150</td>
<td>Fashion Apparel and Professional Techniques</td>
<td>3</td>
</tr>
<tr>
<td>FASH 154</td>
<td>Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FASH 189</td>
<td>Special Topics: Fashion</td>
<td>.5</td>
</tr>
<tr>
<td>FASH 289</td>
<td>Special Topics: Fashion</td>
<td>.5</td>
</tr>
<tr>
<td>ID 110</td>
<td>Fundamentals of Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>CWE 168+</td>
<td>Cooperative Work Experience: Fashion Design</td>
<td>1</td>
</tr>
<tr>
<td>and</td>
<td>Fashion in Southern California</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>FASH 160+</td>
<td>Select one restricted elective from those listed below</td>
<td>1-2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH 145</td>
<td>Internship</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Total 21-26.5

RESTRICTED ELECTIVES:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 243</td>
<td>The American Quilt</td>
<td>1-2</td>
</tr>
<tr>
<td>FASH 244</td>
<td>Creating and Marketing Quilted Boutique Items</td>
<td>1-2</td>
</tr>
<tr>
<td>FASH 245</td>
<td>Creating and Marketing Fabric Art</td>
<td>1-2</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

+Recommended to be taken in last semester of program.
Associate Degree—Fashion Merchandising

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ACCT 114; ART 40, 42, 80; BUS 102, 103, 125, 160; CIM 228A, 228B; FCS 115; FASH 154, 255; GC 151.

OPTION III—FASHION MODELING CERTIFICATE PROGRAM

The Fashion Modeling option prepares the student for the professional and personal responsibilities in the highly specialized field of modeling.

Course ID Title Units
FASH 140 Fashion Image 3
FASH 142 Careers in Fashion 3
FASH 144 Fashion Trends 3
FASH 147 The Fashion Show 2
FASH 150 Fashion Apparel 3
FASH 189 Special Topics: Fashion or or .5
FASH 289 Special Topics: Fashion or or 
FASH 254 Fashion in Southern California 2
FASH 256A Fashion Modeling 2
FASH 256B Fashion Modeling 2
FN 50 Fundamentals of Nutrition or or 3
FN 160 Nutrition and Weight Control
PE 2 Fitness Testing and Circuit Training 2

Total 23.5

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Fashion Modeling

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.


OPTION IV—VISUAL FASHION MERCHANDISING CERTIFICATE PROGRAM

The Visual Fashion Merchandising option explores interior and exterior displays with an emphasis on presentation of the products and on lighting and window designs. Techniques and utilization of specialized materials in a diverse range of retail options are examined as are the development of major presentations and overall store design.

Course ID Title Units
FASH 31 Textiles 3
FASH 101 Introduction to Fashion Merchandising or or 3
FASH 142 Careers in Fashion
FASH 143 Fashion Buying and Merchandising 3
FASH 144 Fashion Trends 3
FASH 147 The Fashion Show 2
FASH 148 Fashion Display 1
FASH 150 Fashion Apparel and Professional Techniques 3
FASH 154 Fashion Illustration 2
FASH 160 Fashion Field Work 2
FASH 200 Color and Wardrobe Consulting or or 
FASH 203 Professional Personal Shopping or or 
FASH 260 Computer Applications in Fashion 2

Total 30.5-31.5

*Course has a prerequisite or recommended preparation; see course description.

+Recommended to be taken with Cooperative Work Experience in last semester of program.

Associate Degree—Color and Wardrobe Consulting

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.
FINE ARTS ASSOCIATE DEGREE PROGRAMS

The Fine Arts curricula are designed to provide the student the opportunity to achieve an associate degree in his or her area of specialization. While a bachelor’s degree is recommended preparation for those considering professional careers in these or related fields, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

FINE ARTS GENERAL ASSOCIATE DEGREE

Select a minimum of 20 units of courses intended for majors in fine arts programs dependent upon career goals and transfer requirements, including FA 27.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

Associate degree majors in Fine Arts are offered for the following disciplines: Art, Communication Arts, Music, Speech, Theatre Arts. Please refer to the Table of Contents for the page listing for each.

FOODS

The Foods program prepares students for a wide variety of employment opportunities involving the preparation, service, promotion, display and sale of food. Courses are designed to train students for careers related to Culinary Arts: catering, chef training, and restaurant operations as well as for promotion of foods and equipment and products. The program offers course work for professional improvement, and some courses can be utilized as transfer courses for students pursuing a bachelor’s degree in Family and Consumer Sciences/Home Economics with a foods emphasis. Refer to the appropriate transfer section of the catalog as well as the catalog of the intended college of transfer.

ASSOCIATE DEGREE—VISUAL FASHION MERCHANDISING

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ART 20, 40, 42, 50, 80; FASH 110, 154, 160, 254; GC 101, GD 141, 144; ID 110, 130, 135, 140, 141.

OPTION I—FOODS CERTIFICATE PROGRAM

This Foods option prepares students for many current employment opportunities. These include Appliance and Equipment Demonstrator; Food Demonstrator; Food Journalism; Food Stylist for Photography; Gourmet and Specialty Shops; Cooking School Instructor; Food Consultant; Microwave Oven Demonstrator; Sales Representative and Instructor; Product Development; Product Promotion; Sales Representative for Food Company and Test Kitchen Work.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FN 110</td>
<td>Modern Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>FN 140</td>
<td>International Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 142</td>
<td>Classical Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 171</td>
<td>Sanitation and Safety</td>
<td>3</td>
</tr>
<tr>
<td>FN 189</td>
<td>Special Topics: Foods and Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>FN 289</td>
<td>Special Topics: Foods and Nutrition</td>
<td></td>
</tr>
<tr>
<td>CWE 168/169+</td>
<td>Cooperative Work Experience: Foods and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select three Specialty Courses from below.</td>
<td>6</td>
</tr>
</tbody>
</table>

*Course has prerequisite or recommended preparation, see course description.

OPTION II—CATERING CERTIFICATE PROGRAM

The Catering option is designed to prepare students for a wide variety of employment opportunities within catering operations as well as for developing and owning their own catering business.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 110</td>
<td>Modern Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FN 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>FN 142</td>
<td>Classical Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 171</td>
<td>Sanitation and Safety</td>
<td>3</td>
</tr>
<tr>
<td>FN 172</td>
<td>Catering</td>
<td>2</td>
</tr>
<tr>
<td>FN 173</td>
<td>Catering and Banquets</td>
<td>2</td>
</tr>
<tr>
<td>FN 189</td>
<td>Special Topics: Foods and Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>FN 289</td>
<td>Special Topics: Foods and Nutrition</td>
<td></td>
</tr>
<tr>
<td>BUS 160</td>
<td>Introduction to Small-Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>

*Recommended to be taken in last semester of program.

SPECIALTY COURSES:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 220</td>
<td>Country French Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 221*</td>
<td>French Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 222</td>
<td>Chinese Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 223</td>
<td>Asian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 226</td>
<td>Mexican Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 227</td>
<td>Mediterranean Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 228</td>
<td>Italian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 230</td>
<td>Vegetarian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 236</td>
<td>American Regional Foods</td>
<td>2</td>
</tr>
</tbody>
</table>

+FN 110 and 142 recommended prior to CWE 168/169.
Associate Degree—Food Service

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 140</td>
<td>International Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 220</td>
<td>Country French Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 221*</td>
<td>French Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 222</td>
<td>Chinese Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 223</td>
<td>Asian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 226</td>
<td>Mexican Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 227</td>
<td>Mediterranean Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 228</td>
<td>Italian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 230</td>
<td>Vegetarian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 232</td>
<td>Life Cuisine Strategies</td>
<td>2</td>
</tr>
<tr>
<td>FN 236</td>
<td>American Regional Foods</td>
<td>2</td>
</tr>
<tr>
<td>Span 262</td>
<td>Spanish for Hotels and Restaurants</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 29-30

*Course has prerequisite or recommended preparation, see course description.

Associate Degree—Catering

Refer to the Graduation Requirements for specific information regarding the Associate in Arts degree major. Completion of the certificate program along with general education, unit, and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BUS 201, 202; FCS 101, 115, 134, 142; FN 64, 160, 162, 170.

**OPTION III—FOOD SERVICE CERTIFICATE PROGRAM**

The Food Service option prepares students for many contemporary employment opportunities. These include: Chef; Cook; Specialty and Ethnic Restaurant Operations; Food and Beverage Service; Fast Foods Operations; and Food Service in schools and day-care centers for the young and elderly.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FN 110</td>
<td>Modern Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>FN 170</td>
<td>Food Service Orientation</td>
<td>3</td>
</tr>
<tr>
<td>FN 171</td>
<td>Sanitation and Safety</td>
<td>3</td>
</tr>
<tr>
<td>FN 174</td>
<td>Principles of Quantity Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 175</td>
<td>Quantity Food Preparation</td>
<td>2</td>
</tr>
<tr>
<td>FN 272</td>
<td>Fast Food Service</td>
<td>.5-1</td>
</tr>
</tbody>
</table>

Select two Specialty Courses from below. 3-4

Total 26.5-28

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 220</td>
<td>Country French Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 222</td>
<td>Chinese Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 226</td>
<td>Mexican Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 227</td>
<td>Mediterranean Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 230</td>
<td>Vegetarian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 236</td>
<td>American Regional Foods</td>
<td>2</td>
</tr>
<tr>
<td>Span 262</td>
<td>Spanish for Hotels and Restaurants</td>
<td>1</td>
</tr>
</tbody>
</table>

Associate Degree—Culinary Arts

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.


**OPTION IV—CULINARY ARTS CERTIFICATE PROGRAM**

The Culinary Arts option prepares students for many contemporary employment opportunities.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 140</td>
<td>International Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 189</td>
<td>Special Topics: Foods and Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>FN 220</td>
<td>Country French Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 221*</td>
<td>French Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 222</td>
<td>Chinese Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 223</td>
<td>Asian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 226</td>
<td>Mexican Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 227</td>
<td>Mediterranean Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 228</td>
<td>Italian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 230</td>
<td>Vegetarian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 232</td>
<td>Lite Cuisine Strategies</td>
<td>2</td>
</tr>
<tr>
<td>FN 236</td>
<td>American Regional Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 238</td>
<td>Special Topics: Foods and Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>Span 262</td>
<td>Spanish for Hotels and Restaurants</td>
<td>1</td>
</tr>
</tbody>
</table>

*FN 110 and 142 recommended prior to CWE 168/169.

Total 28-29

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 140</td>
<td>International Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 110</td>
<td>Modern Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 142</td>
<td>Classical Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 171</td>
<td>Sanitation and Safety</td>
<td>3</td>
</tr>
<tr>
<td>FN 172</td>
<td>Catering</td>
<td>2</td>
</tr>
<tr>
<td>FN 174</td>
<td>Principles of Quantity Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 175</td>
<td>Quantity Food Preparation</td>
<td>2</td>
</tr>
<tr>
<td>FN 240</td>
<td>Intro to Culinary Arts</td>
<td>2</td>
</tr>
<tr>
<td>FN 242</td>
<td>Breakfasts, Lunches and Garde-Manger</td>
<td>1</td>
</tr>
<tr>
<td>FN 244</td>
<td>Principles of Baking I</td>
<td>2</td>
</tr>
<tr>
<td>CWE 168+/169+</td>
<td>Cooperative Work Experience: Food and Nutrition</td>
<td>2</td>
</tr>
</tbody>
</table>

Select two Specialty Courses from below. 3-4

Total 28-29

Associate Degree—Catering

Refer to the Graduation Requirements for specific information regarding the Associate in Arts degree major. Completion of the certificate program along with general education, unit, and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BUS 201, 202; FCS 101, 115, 134, 142; FN 64, 160, 162, 170.

**OPTION V—ADVANCED CULINARY ARTS CERTIFICATE PROGRAM**

The Advanced Culinary Arts option prepares students for a wide variety of employment opportunities within the restaurant, hotel, and leisure industries.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 173</td>
<td>Catering and Banquets</td>
<td>2</td>
</tr>
<tr>
<td>FN 245*</td>
<td>Principles of Baking II</td>
<td>2</td>
</tr>
<tr>
<td>FN 260</td>
<td>Facilities and Equipment Planning for the Culinary Industry</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 35

*Course has prerequisite or recommended preparation, see course description.
**Associate Degree—Advanced Culinary Arts**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.


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**FOREIGN LANGUAGE ASSOCIATE DEGREE PROGRAM**

The associate degree curriculum in Foreign Language is designed to provide the transfer foreign language major the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers based on a foreign language major, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Suggested major requirements for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Foreign Language 1-2*</td>
<td>Elementary Chinese, French, German, Hebrew, Italian, Japanese or Spanish</td>
<td>5-5</td>
</tr>
<tr>
<td>Major Foreign Language 3*-4*</td>
<td>Intermediate French, German, ItalianJapanese or Spanish</td>
<td>5-5</td>
</tr>
<tr>
<td>Major Foreign Language 10*</td>
<td>Intermediate Conversational French, German, Italian, Japanese, or Spanish</td>
<td>3-3</td>
</tr>
</tbody>
</table>

*Course has prerequisite or recommended preparation, see course description.

NOTE: Students who have completed equivalent courses or who have acquired equivalent fluency may substitute a second foreign language.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: ENG 110; HIST 4, 5; PHIL 1.

---

**FOREIGN LANGUAGE, GENERAL ASSOCIATE DEGREE PROGRAM**

A student in the Foreign Language General Associate Degree program takes a total of at least 12 units in one language and six in another. The student may choose the language of major and minor emphasis from any of the languages offered: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian, Spanish, or Vietnamese.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

---

**GENERAL STUDIES ASSOCIATE DEGREE PROGRAM**

Option I: Interdisciplinary Studies

In some cases, the transfer student’s educational goals and transfer program are such that there is little opportunity for specialization at the lower-division level. In other cases, the student’s career goal is such that an interdisciplinary associate degree indicative of a general education without specialization in a specific field can meet his/her needs. It is suggested that such goals be discussed with a counselor. The general studies major is defined as follows: 20 additional units selected from the courses on the approved associate degree general education list in addition to those used to meet the general education requirements for graduation. Courses selected for the major, then, may not also apply to general education graduation requirements. Assistance with program planning is available in the Counseling Services office.

Option II: Emeritus Institute/Lifelong Learning

In some cases, students’ interests and educational goals may be related to a number of disciplines and they may seek an interdisciplinary associate degree indicative of personal achievement or as preparation for a second career. This degree option may be of interest to students of all ages, but particularly to mid-life and older adults. The major includes courses from the general education list as indicated for Option I as well as courses offered in the Emeritus Institute.

Option III: Transfer General Education Certification

Refer to Associate in Arts Degree-Transfer Option in this catalog. Requirements must be completed prior to transfer.

---

**GEOGRAPHY ASSOCIATE DEGREE PROGRAM**

The Geography Associate Degree program is designed to provide the transfer geography major the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to this field, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major sequence for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 1</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 2</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 1</td>
<td>Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2*</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 38</td>
<td>California Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1</td>
<td>Introduction to Physical Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

RECOMMENDED ELECTIVES: HIST 4, 5, 32; PS 11, 14.
Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

**GEOGRAPHIC INFORMATION SYSTEMS**

**PENDING STATE APPROVAL**

The Geographic Information Systems (GIS) certificate program is a new technology that has applications in many fields. Successful completion of this program will prepare the student to use this new technology in his/her chosen area of specialization. GIS is an innovative way to organize large amounts of data by geographic area and to present the information in map (spatial) form. Many business organizations and governmental entities are requesting that their employees be trained in this field.

Consult with a counselor for assistance in planning a program.

Suggested major sequence for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 15*</td>
<td>C++ Programming</td>
<td>3</td>
</tr>
<tr>
<td>or CIM 6A*</td>
<td>Business Programming I C++</td>
<td></td>
</tr>
<tr>
<td>or CIM 6B*</td>
<td>Business Programming II C++ (for Business Majors)</td>
<td></td>
</tr>
<tr>
<td>DR 151*</td>
<td>Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>GIS 201</td>
<td>Introduction to Geographic Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>GIS 202*</td>
<td>Intermediate Geographic Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>GIS 203*</td>
<td>GIS: Advanced Vector and Raster</td>
<td></td>
</tr>
<tr>
<td>GIS 204*</td>
<td>GIS: Advanced Applications: Internship and Fieldwork</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one course from each Specialty Course Category below</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

**SPATIAL COURSE CATEGORIES:**

**SPATIAL ELEMEENTS COURSE (select one):**
- GEOG 1 Physical Geography 3
- GEOG 2 Cultural Geography 3
- GEOG 3 World Regional Geography 3

**SPATIAL RELATED COURSES (select one):**
- ANTH 2 Cultural Anthropology 3
- ANTH 9 Introduction to Archaeology 3
- GEOL 3 Geology of California 3
- GEOL 110 Geology of the National Parks 3
- ENV 6 Scarcity and Environment 3
- BUS 135 Introduction to Marketing 3

**SPATIAL ELEMENT COURSES WITH LAB (select one):**
- GEOL 1 Introduction to Physical Geology 4
- GEOL 20 Introduction to Earth Science 4
- ENV 23 Environmental Geology 4
- GEOG 1L Physical Geography Lab (Taken within one year of GEOG 1) 4

*Course has a prerequisite or recommended preparation; see course description.

**ASSOCIATE DEGREE PROGRAM**

The Geology Associate Degree program is designed to provide the transfer geology/earth science major the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended for those considering professional careers in geological sciences, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment as a technician in a number of settings. Information on related careers is available in the Center for Career/Life Development.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year—Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1A*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>or GEOL 1</td>
<td>Introduction to Physical Geology</td>
<td></td>
</tr>
<tr>
<td>or GEOL 20</td>
<td>Introduction to Earth Science</td>
<td></td>
</tr>
<tr>
<td>MATH 2*</td>
<td>Pre-Calculus (required of students unprepared for MATH 3A)</td>
<td>(4)</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1B*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>or GEOL 2*</td>
<td>Historical Geology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>Second Year—Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus (depends on school of choice)</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 2A*</td>
<td>Introduction to Physics (depends on school of choice)</td>
<td></td>
</tr>
<tr>
<td>or PHYS 4A*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 4B*</td>
<td>Animal Diversity and Ecology</td>
<td>5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 6*</td>
<td>Principles of Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 2B*</td>
<td>Introduction to Physics</td>
<td></td>
</tr>
<tr>
<td>or PHYS 4B*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>43-47</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Refer to the Graduation Requirement for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of all courses listed in the program above along with general education, unit and scholarship requirements qualifies the student for all Associate in Science degree.

RECOMMENDED ELECTIVES: GEOL 3, 5, 23; ENG 109 strongly recommended; DR 100 (if mechanical drafting not taken in high school).

**GERONTOLGY**

The Gerontology program is comprehensive in scope. It is designed to meet the needs of career-oriented students who wish career preparation at the certificate/associate-degree level.

**OPTION I—ACTIVITY LEADERSHIP CERTIFICATE PROGRAM**

This option is designed to prepare a student for an entry-level career in the field of Gerontology with an emphasis on Activity Leadership.
### Associate Degree—Activity Leadership

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with the general education, unit, and scholarship requirements qualifies the student for the Associate in Science degree.

**OPTION II—CAREGIVER TRAINING CERTIFICATE PROGRAM**

This option is designed to prepare a student for an entry-level career in the field of Gerontology with an emphasis on Caregiving.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 101</td>
<td>Fundamentals of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GERO 110</td>
<td>Psychology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GERO 115</td>
<td>Sociology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GERO 120</td>
<td>Physiology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GERO 145</td>
<td>Activity Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110*</td>
<td>Field Instruction and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 140</td>
<td>Applied Group Leadership and Group Process</td>
<td></td>
</tr>
<tr>
<td>HS 174*</td>
<td>Intervention and Referral Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HS 150*</td>
<td>Field Instruction and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HSC 222</td>
<td>Basic Life Support/CPR for Health Care Providers</td>
<td>.75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>24.75</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

### Associate Degree—Caregiver Training

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with the general education, unit, and scholarship requirements qualifies the student for the Associate in Science degree.

**Option II—Graphic Communications Certificate Program**

This program option prepares students for careers typically found in the graphic communications field such as Printshop Manager, Press Operator, Silkscreen Production Technician, Camera Operator, Darkroom Technician, Color Separator, Camera Stripper, and Computer Pre-press/Desktop Publisher.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC 101</td>
<td>Introduction to Graphic Communications</td>
<td>3</td>
</tr>
<tr>
<td>GC 102</td>
<td>Introduction to Offset Lithography</td>
<td>3</td>
</tr>
<tr>
<td>GC 151</td>
<td>Desktop Electronic Publishing</td>
<td>3</td>
</tr>
<tr>
<td>GC 154*</td>
<td>Desktop Pre-press</td>
<td>3</td>
</tr>
<tr>
<td>GC 163</td>
<td>Commercial Art Production</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.
**Associate Degree—Graphic Communications**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: GC 162, 164, 168, 169, 171, 172, 185, 187, 189, 190, 192, 280.

**OPTION III—COMPUTER GRAPHICS CERTIFICATE PROGRAM**

This program option is designed to prepare students for employment in the computer graphics field. Training is provided in both theory and practical skills. This option relies on the student's basic understanding of Option I—Graphic Design—and/or Option II—Graphic Communications principles as they relate to industry standards. Students are encouraged to adhere to electives noted for a rounded educational experience.

Some of the careers that are found within the computer graphics field are: Computer Graphics Artist, Desktop Publisher, Prepress Technician, Computer Animator, and Multi-Media Producer.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC 151</td>
<td>Desktop Electronic Publishing</td>
<td>3</td>
</tr>
<tr>
<td>GC 152*</td>
<td>Advanced Desktop Electronic Publishing</td>
<td>3</td>
</tr>
<tr>
<td>GC 153*</td>
<td>Desktop Multimedia Production</td>
<td>3</td>
</tr>
<tr>
<td>GC 154*</td>
<td>Desktop Prepress</td>
<td>3</td>
</tr>
<tr>
<td>GD 147</td>
<td>Introduction to Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>GD 148*</td>
<td>Desktop Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>GD 149*</td>
<td>Desktop Paint and Illustration</td>
<td>3</td>
</tr>
<tr>
<td>GD 150*</td>
<td>Desktop Video and Animation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Computer Graphics**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: GC 101, 102, 190; GD 140, 141, 144, 145, 163.

**OPTION IV—ILLUSTRATION**

This program option prepares students for careers in illustration as found in editorial illustration such as magazine and book illustration, medical illustration, and marine illustration; or in advertising illustration such as product illustration, poster art, tee-shirt, and decal art.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GD 141*</td>
<td>Graphic Rendering Techniques</td>
<td>3</td>
</tr>
<tr>
<td>GD 144</td>
<td>Handlettering and Typography</td>
<td>3</td>
</tr>
<tr>
<td>GD 145*</td>
<td>Graphic Illustration</td>
<td>3</td>
</tr>
<tr>
<td>GD 147</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>GD 149*</td>
<td>Desktop Paint and Illustration</td>
<td>3</td>
</tr>
<tr>
<td>GD 150*</td>
<td>Desktop Video and Animation</td>
<td>3</td>
</tr>
<tr>
<td>GD 241*</td>
<td>Airbrush Techniques</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Illustration**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ART 40, 80, 85

**HISTORY ASSOCIATE DEGREE PROGRAM**

The History Associate Degree program is designed to provide the transfer history major the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to history, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major sequence for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 4*</td>
<td>World Civilization to 1648</td>
<td>3</td>
</tr>
<tr>
<td>HIST 5</td>
<td>World Civilization Since 1648</td>
<td>3</td>
</tr>
<tr>
<td>HIST 16</td>
<td>History of U.S. to 1876</td>
<td>3</td>
</tr>
<tr>
<td>HIST 17</td>
<td>History of U.S. Since 1876</td>
<td>3</td>
</tr>
<tr>
<td>Select three courses from the Recommended Elective list below</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

RECOMMENDED ELECTIVES: ECON 2, 20; HIST 9, 10, 19, 20, 21, 30, 32, 40, 41, 60, 61, 70, 71, 72, 75, 80; PS 4, 11, 12, 14, 61, 80.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

Refer to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

**HOME ECONOMICS**

**SEE FAMILY AND CONSUMER SCIENCES**

**HUMANITIES AND LANGUAGES ASSOCIATE DEGREE PROGRAMS**

The associate degree curricula in Humanities and Languages are designed to provide the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers related to the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Associate degree programs in Humanities and Languages are offered in the following disciplines: English Literature, Foreign Language, and Philosophy. Please refer to the Table of Contents for the page listing for each.
ASSOCIATE DEGREE PROGRAM

Select a minimum of 20 units of courses intended for majors in Humanities programs dependent upon career goals and transfer requirements, including HUM 1, 2, 3, 4, 10A, 10B, 21, 22 or 25; PHIL 1; HIST 4 or 5; and a foreign language level 3 or 4.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

THE HUMAN DEVELOPMENT ASSOCIATE DEGREE PROGRAM

The associate degree curriculum in Human Development is designed to provide the child/human development transfer major the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended preparation for those considering a child development or human development major, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Suggested major requirements for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 20</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 10*</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology—Childhood and Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.


Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

HUMAN SERVICES

Human Services is a program of study for people who want to work with people. The curriculum is a course of study designed to meet the needs of career-oriented students who wish career preparation at the associate degree or vocational certificate levels. It will also serve as an introduction to social work, social welfare, criminal justice, counseling and other helping professions for students planning advanced degrees in these fields.

Students who complete a Certificate or Degree in Human Services qualify for employment as a Human Services Worker, Mental Health Worker, Community or Student Liaison, School Counselor Aide, Alcohol/Drug Counselor, Eating Disorder Counselor, Community Care Administrator, Rehabilitation Worker, Halfway House or Recovery Home Worker, Group Counselor (California Youth Authority), Community Worker, Eligibility Worker, Social Worker Assistant, Clinical Social Worker Assistant, or Social Worker I.

The Human Services Program offers the seven options listed below. In addition to these options, the Human Services Department offers a Gerontology Certificate Program.

 Course ID | Title                                      | Units |
-----------------|--------------------------------------------|-------|
 HS 100           | Human Services in a Changing Society       | 3     |
 HS 110*          | Field Instruction and Seminar I            | 3     |
 HS 120           | Human Development in the Social Environment| 3     |
 HS 130           | Special Population Issues                  | 3     |
 HS 140           | Applied Group Leadership and Group Process | 3     |
 HS 150*          | Field Instruction and Seminar II           | 3     |
 HS 173           | Family Counseling: Approaches to Alcohol Problems/Drug Abuse | 3 |
 or               | or                                         | or    |
 HS 283           | or                                         |       |
 HS 175           | Alcohol and Drug Abuse Education and Prevention | 3 |
 Select one course from the Recommended Electives below. | 3 |

**Total 27**

*Course has a prerequisite or recommended preparation; see course description.

ASSOCIATE DEGREE—Human Services Generalist

Refer to the Graduation requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: APSY 150; HS 170, 171, 172, 174, 175, 180, 191; PSYC 106; SE 112, 142, 155; SOC 1, 2, 10, 20; WS 100, 135.

OPTION II—ALCOHOL AND DRUG STUDIES CERTIFICATE PROGRAM

The Alcohol and Drug Studies option integrates theory and practical experience in developing skills necessary to work with the alcohol and drug abuse population, as well as with families and employers of chemically dependent persons. This program option combines the Human Services behavioral core, skills training and experimental learning in the field work settings.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110*</td>
<td>Field Instruction and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 130</td>
<td>Special Population Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 67**
OPTION IV—FAMILY SERVICES CERTIFICATE PROGRAM

This option seeks to address a growing number of individual and family needs that are an outgrowth of changing family patterns. Parenting skills, single parent education, methods of coping with stress and chemical abuse, effective budget management general communication skills, etc., are just a few of the challenges and skills needed for effective family living in the 90s. This option can meet the challenge by providing training for human services workers who will work in schools, community agencies, rehabilitation centers, half-way houses and as support persons to law enforcement and other community agencies.

Course ID | Title | Units
---|---|---
HS 100 | Human Services in a Changing Society | 3
HS 110* | Field Instruction and Seminar I | 3
HS 120 | Human Development in the Social Environment | 3
HS 120* | Field Instruction and Seminar II | 3
HS 150* | Field Instruction and Seminar II | 3
HS 160* | Intervention and Referral Techniques | 3
HS 160* | Alcohol and Drug Abuse Education and Prevention | 3
HS 180 | Adolescent Substance Abuse: Treatment and Recovery | 3
HS 191 | Violence in the Family | 3
HS 266 | Dysfunctional Families and ACA Issues | 3
Total | | 30

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Family Services

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

OPTION V—CORRECTIONS AND CRIMINAL JUSTICE CERTIFICATE PROGRAM

The option in Corrections and Criminal Justice provides the student with an introduction to the Human Services behavioral core and skills and a specialized area of study in criminal justice. Students completing the program may find employment in probation, juvenile counseling settings, California Youth Authority, and half-way houses.

Course ID | Title | Units
---|---|---
HS 37 | Introduction to Criminology | 3
HS 100 | Human Services in a Changing Society | 3
HS 110* | Field Instruction and Seminar I | 3
HS 119 | Introduction to the Criminal Justice System | 3
HS 120 | Human Development in the Social Environment | 3
HS 128 | Community-Based Corrections | 3
HS 140 | Applied Group Leadership and Group Process | 3
HS 150* | Field Instruction and Seminar II | 3
HS 160* | Drugs and Alcohol in Our Society | 3
HS 250 | Gangs, Graffiti and Victim Issues | 3
HS 174* | Intervention and Referral Techniques | 3
Total | | 30

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Health and Human Services Marketing and Management

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

SPECIALTY COURSES:

Course ID | Title | Units
---|---|---
HS 140 | Applied Group Leadership and Group Process | 3
HS 173 | Family Counseling: Approaches to Alcohol Problems/Drug Abuse | 3
HS 174* | Intervention and Referral Techniques | 3
HS 180 | Program Management Techniques within Human Services | 3
HS 182 | Substance Abuse: Adolescent | 3

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Alcohol and Drug Studies

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

This option is designed to provide specialized and practical skills in management and marketing for a variety of settings within the health and human services field. It is an educational experience providing hands-on training for front-line health care marketers, alcohol and drug counselors, social workers, MFCC’s, board and care home providers, gerontology specialists, recovery home personnel, EAPs, nurses, criminal justice and corrections personnel.

OPTION III—HEALTH AND HUMAN SERVICES MARKETING AND MANAGEMENT CERTIFICATE PROGRAM

This option seeks to address a growing number of individual and family needs that are an outgrowth of changing family patterns. Parenting skills, single parent education, methods of coping with stress and chemical abuse, effective budget management general communication skills, etc., are just a few of the challenges and skills needed for effective family living in the 90s. This option can meet the challenge by providing training for human services workers who will work in schools, community agencies, rehabilitation centers, half-way houses and as support persons to law enforcement and other community agencies.

Course ID | Title | Units
---|---|---
HS 150* | Field Instruction and Seminar II | 3
HS 170 | Drugs and Alcohol in Our Society | 3
HS 171 | Alcoholism: Intervention, Treatment and Recovery | 3
HS 172 | Physiological Effects of Alcohol and Drugs | 3
HS 175 | Alcohol and Drug Abuse Education and Prevention | 3
HS 210 | Client Record Documentation | 1
HS 285 | Ethical Issues/Client’s Rights | 1
Select six units from the Specialty Courses below

Total | | 35

OPTION III—HEALTH AND HUMAN SERVICES MARKETING AND MANAGEMENT CERTIFICATE PROGRAM

This option seeks to address a growing number of individual and family needs that are an outgrowth of changing family patterns. Parenting skills, single parent education, methods of coping with stress and chemical abuse, effective budget management general communication skills, etc., are just a few of the challenges and skills needed for effective family living in the 90s. This option can meet the challenge by providing training for human services workers who will work in schools, community agencies, rehabilitation centers, half-way houses and as support persons to law enforcement and other community agencies.

Course ID | Title | Units
---|---|---
HS 100 | Human Services in a Changing Society | 3
HS 110* | Field Instruction and Seminar I | 3
HS 120 | Human Development in the Social Environment | 3
HS 150* | Field Instruction and Seminar II | 3
HS 173 | Family Counseling: Approaches to Alcohol Problems/Drug Abuse | 3
HS 174* | Intervention and Referral Techniques | 3
HS 175 | Alcohol and Drug Abuse Education and Prevention | 3
HS 182 | Adolescent Substance Abuse: Treatment and Recovery | 3
HS 191 | Violence in the Family | 3
HS 266 | Dysfunctional Families and ACA Issues | 3
Total | | 30

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Family Services

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

OPTION V—CORRECTIONS AND CRIMINAL JUSTICE CERTIFICATE PROGRAM

The option in Corrections and Criminal Justice provides the student with an introduction to the Human Services behavioral core and skills and a specialized area of study in criminal justice. Students completing the program may find employment in probation, juvenile counseling settings, California Youth Authority, and half-way houses.

Course ID | Title | Units
---|---|---
HS 37 | Introduction to Criminology | 3
HS 100 | Human Services in a Changing Society | 3
HS 110* | Field Instruction and Seminar I | 3
HS 119 | Introduction to the Criminal Justice System | 3
HS 120 | Human Development in the Social Environment | 3
HS 128 | Community-Based Corrections | 3
HS 140 | Applied Group Leadership and Group Process | 3
HS 150* | Field Instruction and Seminar II | 3
HS 160* | Drugs and Alcohol in Our Society | 3
HS 250 | Gangs, Graffiti and Victim Issues | 3
HS 174* | Intervention and Referral Techniques | 3
Total | | 30

*Course has a prerequisite or recommended preparation; see course description.
**Associate Degree—Corrections and Criminal Justice**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

**OPTION VI—EATING DISORDERS CERTIFICATE PROGRAM**

The Eating Disorders option is a unique and innovative program that provides students with a comprehensive background of knowledge and skills in preparing persons to work in this field. This option will meet the academic credentialing requirements of the American Association of Eating Disorders Counselors (AAEDC).

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110*</td>
<td>Field Instruction I and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 140</td>
<td>Applied Group Leadership and Group Process</td>
<td>3</td>
</tr>
<tr>
<td>HS 150*</td>
<td>Field Instruction II and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 173</td>
<td>Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HS 181</td>
<td>Introduction to Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td>HS 183</td>
<td>Management Techniques for Eating Disorders</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>2</td>
</tr>
<tr>
<td>HSC 183</td>
<td>Management Techniques for Eating Disorders</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>3</td>
</tr>
<tr>
<td>HSC 184</td>
<td>Medical Aspects of Eating Disorders</td>
<td>or</td>
</tr>
<tr>
<td>HS 185</td>
<td>Background and Treatment of Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td>HS 210</td>
<td>Client Record Documentation</td>
<td>1</td>
</tr>
<tr>
<td>HS 285</td>
<td>Ethical Issues and Clients’ Rights</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>1</td>
</tr>
<tr>
<td>HSC 285</td>
<td>Ethical Issues and Clients’ Rights</td>
<td>or</td>
</tr>
</tbody>
</table>

**Total** 31

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Eating Disorders**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

**OPTION VII—VICTIM SERVICES CERTIFICATE PROGRAM**

This option introduces students to the subject of victimization and its implications within various population groups in society. The program is designed to prepare students to work in a variety of settings dealing with victims and their families.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 110</td>
<td>Field Instruction I and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 119</td>
<td>Introduction to the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 130</td>
<td>Special Population Issues</td>
<td>or</td>
</tr>
<tr>
<td>HS 128</td>
<td>Community-Based Corrections</td>
<td>3</td>
</tr>
<tr>
<td>HS 150*</td>
<td>Field Instruction II and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 285</td>
<td>Ethical Issues and Clients’ Rights</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>1</td>
</tr>
<tr>
<td>Select three Skill Courses from those listed below</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 31

**SKILL COURSES:**

- HS 173 Family Counseling: Approaches to Alcohol Problems/Drug Abuse 3
- HS 174* Intervention and Referral 3
- HS 191 Violence in the Family 3
- HS 266 Dysfunctional Families/ACA Issues 3

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Victim Services**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

**OPTION VIII—MENTOR AND PREVENTION ASSISTANCE SPECIALIST CERTIFICATE PROGRAM**

This certificate option is designed to provide the knowledge and skills for persons who desire to work as mentor coordinators, mentor volunteers or prevention specialists. Those who complete this program may work or volunteer in K-12 schools, alternative schools, court mentor mediators, probation or other correctional facilities, and for cities or other community agencies.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY 150</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110*</td>
<td>Field Instruction I and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 140</td>
<td>Group Leadership and Group Process</td>
<td>3</td>
</tr>
<tr>
<td>HS 150*</td>
<td>Field Instruction II and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 175</td>
<td>Substance Abuse Education, Prevention and</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>Intervention</td>
<td>or</td>
</tr>
<tr>
<td>HS 182</td>
<td>Substance Abuse: Adolescent Treatment and</td>
<td>or</td>
</tr>
<tr>
<td>or</td>
<td>Recovery</td>
<td>or</td>
</tr>
<tr>
<td>HS 261</td>
<td>Conflict Resolution and Mediation Training</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total** 25.5

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Mentor and Prevention Assistance Specialist Certificate**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

**INTERIOR DESIGN**

**INTERIOR DESIGN CERTIFICATE PROGRAM**

Saddleback College offers an interdisciplinary Interior Design curriculum partnership in conjunction with five other Southern California Community Colleges: Fullerton College, Long Beach City College, Mt. San Antonio College, Orange Coast College and Santa Monica College. This regional program provides multi-level, accredited courses that prepare students with the competencies required to enter the Interior Design profession.
LEVEL I - INTERIORS MERCHANDISING

The Interiors Merchandising level provides the student with a short-term certificate program leading to employment in merchandising or sales.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ID 110</td>
<td>Fundamentals of Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 111*</td>
<td>Interior Design Studio I</td>
<td>2</td>
</tr>
<tr>
<td>ID 112</td>
<td>Beginning Drafting for Interiors</td>
<td>3</td>
</tr>
<tr>
<td>ID 113</td>
<td>Interior Design Careers</td>
<td>2</td>
</tr>
<tr>
<td>ID 114</td>
<td>Applied Color and Design Theory</td>
<td>4</td>
</tr>
<tr>
<td>ID 115*</td>
<td>Computer Aided Design/Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ID 116</td>
<td>Interior Materials and Products</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total: 49**

LEVEL II - INTERIOR DESIGN PREPROFESSIONAL

The Interior Design Preprofessional level meets the FIDER accreditation standards for the preprofessional assistant level leading to employment as a design assistant.

<table>
<thead>
<tr>
<th>Level I Courses</th>
<th>Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 124A</td>
<td>Architectural Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ID 121*</td>
<td>Space Planning</td>
<td>3</td>
</tr>
<tr>
<td>ID 122</td>
<td>History of Interior Architecture and Fundishings I</td>
<td>3</td>
</tr>
<tr>
<td>ID 123*</td>
<td>Interior Design Illustration</td>
<td>2</td>
</tr>
<tr>
<td>ID 125</td>
<td>History of Interior Architecture and Fundishings II</td>
<td>3</td>
</tr>
<tr>
<td>ID 126*</td>
<td>Interior Design Studio II</td>
<td>2</td>
</tr>
<tr>
<td>ID 127*</td>
<td>Fundamentals of Lighting</td>
<td>3</td>
</tr>
<tr>
<td>ID 128*</td>
<td>Business and Professional Practice for Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 129</td>
<td>Interior Design Internship</td>
<td>1</td>
</tr>
<tr>
<td>and ID 130</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Interior Design</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total: 49**

LEVEL III - INTERIOR DESIGN PROFESSIONAL

The Interior Design Professional level meets the FIDER accreditation standards for the professional level of education leading to employment and certification as a professional interior designer.

**Level I and II Courses: 49**

| BUS 160         | Introduction to Small Business Management | 3     |
| ID 133*         | Rendering and Rapid Visualization for Interior Design | 2 |
| ID 210*         | Interior Design Studio III                 | 2     |
| ID 211          | Codes and Specifications for Interior Design | 2 |
| ID 212*         | Advanced Computer-Aided Design/Drafting for Interior Design | 3 |
| ID 213*         | Interior Design Studio IV                  | 2     |

**Total: 63**

* Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Interior Design**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the Level II certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL 32</td>
<td>Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>SL 33*</td>
<td>Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>SL 34*</td>
<td>Sign Language III</td>
<td>3</td>
</tr>
<tr>
<td>SL 35*</td>
<td>Sign Language IV</td>
<td>3</td>
</tr>
<tr>
<td>SL 128</td>
<td>Deaf People in the Community</td>
<td>3</td>
</tr>
<tr>
<td>SL 129*</td>
<td>Sign Language I Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 130*</td>
<td>Sign Language II Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 131*</td>
<td>Sign Language III and IV Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 136*</td>
<td>Sign Language Interpreting I</td>
<td>3</td>
</tr>
<tr>
<td>SL 137</td>
<td>Implications of Deafness</td>
<td>3</td>
</tr>
<tr>
<td>SL 138*</td>
<td>Sign Language Interpreting I Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 139*</td>
<td>Sign Language Interpreting II Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 140*</td>
<td>Sign Language Interpreting II Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 141*</td>
<td>Interpreting Sign to Voice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 32**

*Course has a prerequisite or recommended preparation; see course description.

**INTERPRETER FOR THE DEAF**

(EDUCATIONAL ASSISTANT OPTION)

This program option is designed to prepare the student to serve as an interpreting intern in a variety of settings (e.g., education, human services, legal, and church). Proficiency in sign language is often a valuable adjunct to careers in special education, health sciences, audiology or therapy. In addition, the skills obtained in the program may be used by persons wishing to obtain conversational ability only.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL 32</td>
<td>Sign Language I</td>
<td>3</td>
</tr>
<tr>
<td>SL 33*</td>
<td>Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>SL 34*</td>
<td>Sign Language III</td>
<td>3</td>
</tr>
<tr>
<td>SL 35*</td>
<td>Sign Language IV</td>
<td>3</td>
</tr>
<tr>
<td>SL 128</td>
<td>Deaf People in the Community</td>
<td>3</td>
</tr>
<tr>
<td>SL 129*</td>
<td>Sign Language I Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 130*</td>
<td>Sign Language II Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 131*</td>
<td>Sign Language III and IV Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 136*</td>
<td>Sign Language Interpreting I</td>
<td>3</td>
</tr>
<tr>
<td>SL 137</td>
<td>Implications of Deafness</td>
<td>3</td>
</tr>
<tr>
<td>SL 138*</td>
<td>Sign Language Interpreting I Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 139*</td>
<td>Sign Language Interpreting II Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 140*</td>
<td>Sign Language Interpreting II Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 141*</td>
<td>Interpreting Sign to Voice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 32**

**Associate Degree—Interpreter For The Deaf**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

**RECOMMENDED ELECTIVES:** HD 103; SOC 1; SE 142.

**JOURNALISM**

The Journalism program curriculum is designed to train persons in the range of skills necessary for work in editorial departments of newspapers, magazines, industrial in-house publications, and public relations programs in business and government.

**OPTION I—JOURNALISM GENERAL CERTIFICATE PROGRAM**

This option provides background and experience needed by persons who may be employed as editors, staff writers, editorial and staff reporters and photographers.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 1</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JRN 2*</td>
<td>News Writing</td>
<td>3</td>
</tr>
<tr>
<td>JRN 120+*</td>
<td>Newspaper Publication</td>
<td>3-3</td>
</tr>
<tr>
<td>JRN 125+*</td>
<td>Magazine Journalism</td>
<td>3-3</td>
</tr>
<tr>
<td>and Electives from the Restricted</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Total: 24**

**Restricted Electives:**

| JRN 103   | Copyreading                         | 3     |
| JRN 104*  | Print Media Design                  | 3     |
| JRN 105*  | Feature Writing                     | 3     |
**Associate Degree—Journalism General**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

Students seeking a certificate in journalism are urged to undertake a broadly based program of academic study: courses in literature, philosophy, foreign language, natural sciences, social sciences, fine arts and math.

Students intending to pursue a bachelor's degree in communications or journalism should not expect to receive credit for more than 12 units of journalism courses toward the degree. Refer to Transfer-Major Patterns section of the catalog and to the catalog of the intended college of transfer.


**OPTION II—WRITER JOURNALIST CERTIFICATE PROGRAM**

This option provides background and experience needed by persons who want to be employed as free-lance writers for newspapers, magazines and book publishers.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 4*</td>
<td>Fiction Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>ENG 104*</td>
<td>Writing Short Stories or or or so</td>
<td>3</td>
</tr>
<tr>
<td>ENG 109</td>
<td>Technical/Executive Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 107*</td>
<td>Writing the Fiction and/or Nonfiction Book or or or so</td>
<td>3</td>
</tr>
<tr>
<td>ENG 265*</td>
<td>Novel Workshop: Revising Manuscripts for Publications</td>
<td></td>
</tr>
<tr>
<td>JRN1</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JRN103</td>
<td>Copyreading</td>
<td>3</td>
</tr>
<tr>
<td>JRN104*</td>
<td>Print Media Design</td>
<td>3</td>
</tr>
<tr>
<td>JRN105</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>JRN125**</td>
<td>Magazine Journalism</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Total 27

*Course has a prerequisite or recommended preparation; see course description.

+Must be taken twice.

**Associate Degree—Writer Journalist**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

Students seeking a certificate in journalism are urged to undertake a broadly based program of academic study: courses in literature, philosophy, foreign language, natural sciences, social sciences, fine arts and math.

Students intending to pursue a bachelor's degree in communications or journalism should not expect to receive credit for more than 12 units of journalism courses toward the degree. Refer to Transfer-Major Patterns section of the catalog and to the catalog of the intended college of transfer.


**LANDSCAPE DESIGN CERTIFICATE PROGRAM**

This program is designed to train for careers in landscape design and maintenance with municipal and county parks departments, industrial and commercial firms and residential construction companies.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 124A</td>
<td>Architectural Drawing</td>
<td>4</td>
</tr>
<tr>
<td>HORT 10</td>
<td>Plant Materials—Annuals/Ground Covers</td>
<td>3</td>
</tr>
<tr>
<td>HORT 11</td>
<td>Plant Materials—Trees and Shrubs</td>
<td>3</td>
</tr>
<tr>
<td>HORT 106</td>
<td>Landscape CADD</td>
<td>3</td>
</tr>
<tr>
<td>HORT 107</td>
<td>Landscape Design</td>
<td>3</td>
</tr>
<tr>
<td>HORT 109</td>
<td>Introduction to Planting Design</td>
<td>3</td>
</tr>
<tr>
<td>HORT 116</td>
<td>Irrigation Systems</td>
<td>3</td>
</tr>
<tr>
<td>HORT 130</td>
<td>Hardscape and Construction Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 25

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Landscape Design**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

This program is designed to train for careers in landscape design and maintenance with municipal and county parks departments, industrial and commercial firms and residential construction companies.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition I (3)</td>
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<tr>
<td>ENG 1B*</td>
<td>Principles of Composition II (3)</td>
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<tr>
<td>LGL 120</td>
<td>Introduction to Legal Assisting</td>
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<tr>
<td>LGL 222</td>
<td>Law Office Organization and Ethics</td>
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<td>LGL 228A*</td>
<td>Civil Litigation - Part 1</td>
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<td>NOTE: Speciality Course (see below) (3)</td>
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<td>LGL 224*</td>
<td>Legal Analysis and Writing</td>
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<td>LGL 228B*</td>
<td>Civil Litigation - Part 2</td>
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<td>LGL 271</td>
<td>Business and Property Law Procedures - Part 1</td>
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<td>NOTE: Speciality Course (see below) (3)</td>
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<tr>
<td>LGL 271</td>
<td>Introduction to Legal Research</td>
<td>3</td>
</tr>
</tbody>
</table>
**Specialty Courses**

necessary for individual interest and career goals.

The Marine Science Technology program is designed to provide tech-

where government and private operations will be viewed first-hand.

study experiences will be done throughout Southern California

aboard oceanographic research vessels, both sail and power. Field

Training will include classroom and laboratory work at the Saddle-

er College campus and at sea. When at sea, work will be done

manage this enormous resource for the good of mankind.

This program is designed to prepare individuals as boat operators

in a degree-oriented society.

ment of a degree supportive of attempts to gain entry-level em-

professional careers related to this field, the completion of the sug-

associate degree is recommended preparation for those considering

provide the transfer student the opportunity to achieve an associ-

of the certificate program along with general education, unit and

well as options for the Associate in Arts degree major. Completion

of the certificate program along with general education, unit and

scholarship requirements qualifies the student for the Associate in

RECOMMENDED ELECTIVES: CHEM 1A; 106; C1M 1A; DR 100; ET 102, 104; PHYS 2A.

**OPTION I—MARINE SCIENCETECHNICIAN CERTIFICATE PROGRAM**

Course ID Title Units

| BIO 19* | Marine Biology | 4 |
| ENV 19* | Marine Biology | 4 |
| MS 20* | Introduction to Oceanography | 4 |
| MS 100* | Marine Science Research Techniques | 4 |
| MST 212 | Sailing, Seamanship and Boating Safety | 3 |
| MST 220* | Introduction to Scuba: Diving in Confined Water | 2 |
| MST 289 | Special Topics: Marine Science | 1 |

**Total** 18

*Course has a prerequisite or recommended preparation; see course description.

**NOTE:  One ‘Speciality Course’ is required and may be taken at

any time provided prerequisites are satisfied. Select one course from

the list below:

**Specialty Courses**

LGL 220* Trial Practice and Procedures 3
LGL 230 Family Law and Procedures 3
LGL 250 Estate Planning 3
LGL 251 Probate Procedures 3
LGL 260 Bankruptcy Law and Procedures 3
LGL 275* Health Care Law 3
LGL 297* Legal Secretarial Procedures for Legal Assistants 3

Refer to Graduation Requirements for specific information regarding

unit, scholarship, residence and general education requirements.

Recommendations for some general education courses:

Language and Rationale: SP 1
Humanities/Fine Arts Group A: A literature or philosophy course
Social/Behavioral Sciences: PSYC 1 and PS 1

**LIBERAL ARTS AND SCIENCES ASSOCIATE DEGREE**

In some cases, the student’s career goals and transfer program are

such that there is little opportunity for specialization at the lower-

division level. The student who has demonstrated breadth in the

fine arts and humanities, social and behavioral sciences, and natu-

ral sciences by completion of a minimum of twenty units of trans-

fer-level coursework in those areas, in addition to those required to

fulfill general education requirements, may receive an associate

degree in liberal arts and sciences. Consult with a counselor for

assistance in planning a program.

**MARINE SCIENCE TECHNOLOGY**

This program is designed to prepare individuals as boat operators and
to take Coast Guard licensing examinations as well as train marine technicians to work closely with engineers, survey and operations personnel, scientists and researchers in their endeavors to manage this enormous resource for the good of mankind.

Training will include classroom and laboratory work at the Saddle-

back College campus and at sea. When at sea, work will be done

aboard oceanographic research vessels, both sail and power. Field

study experiences will be done throughout Southern California

where government and private operations will be viewed first-hand.

The Marine Science Technology program is designed to provide tech-
nician training for several ocean-related careers. Two program op-
tions are outlined below to orient students to the different emphasis

necessary for individual interest and career goals.

**ASSOCIATE DEGREE PROGRAM**

The associate degree curriculum in Mathematics is designed to

provide the transfer student the opportunity to achieve an associ-
degree in the student’s areas of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers related to this field, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Mathematics major for associate degree:

Course ID Title Units

| CS 1B* | Pascal Programming | 3 |

or

**ASSOCIATE DEGREE PROGRAM**

or

| MATHEMATICS ASSOCIATE DEGREE PROGRAM | 3 |

**FirstYear**

**Total** 72

**SecondYear**

**Total** 72

**ThirdYear**

**Total** 72
MEDICAL ASSISTANT

This program prepares students for employment as a medical assistant in a physician's office or clinic. The curriculum is designed to provide training in administrative (front office), clinical (back office), and medical assisting skills. Instruction is given in basic medical office procedures (including appointment scheduling, billing, and insurance), assisting with examinations, surgical and laboratory procedures (including venipuncture, pharmacology, and injections), electrocardiography, public relations, supervision and practice-building techniques. In the medical office management option, instruction is given in supervisory responsibilities, practice-building, problem-solving, and legal and ethical issues. An externship experience helps provide the student with the skills necessary to enter this field.

OPTION I—ADMINISTRATIVE MEDICAL ASSISTANT CERTIFICATE PROGRAM

This option prepares the student for employment as an administrative (front office) medical assistant in a physician's office or clinic. The program is designed to prepare the student to schedule appointments, perform medical reception duties, handle financial matters (including medical collection), manage the medical records, and do insurance billing. The externship in the front office of a physician's office will help provide the student with the administrative experience necessary to enter the work force. Students are required to carry malpractice insurance while in MA 217A.

Course ID | Title | Units
--- | --- | ---
HSC 222 | Cardiopulmonary Resuscitation | .75
MA 210 | Introduction to Medical or Laboratory Assisting | 2
MA 211A | Medical Reception Techniques | 2.5
MA 212A | Medical Office Financial Procedures | 2.5
MA 213A | Medical Records Management | 2.5
MA 214A | Basics in Medical Insurance | 2.5
MA 215A | CPT-4 and ICD-9-CM Medical Insurance Coding | 3
MA 217A | Medical Assisting Clinical Experience Administrative | 3
MA 260 | Computer Applications for Health Care Personnel | 1

Total | 19.75

*Course has a prerequisite or recommended preparation; see course description.

ASSOCIATE DEGREE—ADMINISTRATIVE MEDICAL ASSISTANT

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.


OPTION II—CLINICAL MEDICAL ASSISTANT CERTIFICATE PROGRAM

This option prepares the student for employment as a clinical (back office) medical assistant in a physician's office or clinic. The program is designed to prepare the student to aid the physician by assisting with examinations and treatments, performing venipunctures and collecting other routine laboratory samples, performing routine laboratory procedures, assisting with office surgery, giving medications including by injection, performing electrocardiograms, and practicing medical and surgical asepsis. An externship in the back office of a physician's office will help provide the student with the clinical experience necessary to enter the work force. Students are required to carry malpractice insurance while in MA 217B.

Course ID | Title | Units
--- | --- | ---
HSC 222 | Cardiopulmonary Resuscitation | .75
MA 210 | Introduction to Medical or Laboratory Assisting | 2
MA 211B | Physical Examination Procedures | 3
MA 212B | Medical Office Laboratory Procedures | 3
MA 213B | Medical Asepsis and Surgical Procedures | 3
MA 214B | Medication Administration for Medical Assistants | 3
MA 217B | Medical Assisting Clinical Experience-Clinical | 3
MA 218B | Electrocardiography for the Medical Assistant | 2
MA 260 | Computer Applications for Health-Care Personnel | 1

Total | 20.75

*Course has a prerequisite or recommended preparation; see course description.

ASSOCIATE DEGREE—CLINICAL MEDICAL ASSISTANT

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.


OPTION III—MEDICAL ASSISTANT CERTIFICATE PROGRAM

This option prepares students for employment as a medical assistant in a physician's office or clinic. The curriculum is designed to provide training in both administrative and clinical procedures and practices. Instruction is given in basic medical office procedures including appointment scheduling, billing, insurance, medical reception, medical records management, surgical and laboratory procedures, venipuncture, pharmacology and injections, electrocardiography, public relations, and practice-building techniques. An externship in a physician's office combining administrative and clinical experience helps provide the student with the clinical experience necessary to enter the work force. Students are required to carry malpractice insurance while in MA 217C.
Course ID  Title                                    Units
HSC 260  Computer Applications for Health Care Personnel  1
HSC 222  Cardiopulmonary Resuscitation               .75
MA 200   Medical Terminology                        3
MA 210   Introduction to Medical or Laboratory Assisting  2
MA 211A  Medical Reception Techniques                2.5
MA 211B  Physical Examination Procedures             3
MA 212A  Medical Office Financial Procedures         2.5
MA 212B  Medical Office Laboratory Procedures        3
MA 213A  Medical Records Management                  2.5
MA 213B  Medical Asepsis and Surgical Procedures     3
MA 214A  Basics in Medical Insurance                 2.5
MA 214B  Medication Administration for Medical Assistants  3
MA 215A  CPT-4 and ICD-9-CM Medical Insurance Coding 3
MA 217C* Medical Assisting Clinical Experience-Comprehensive  3
MA 218B  Electrocardiography for the Medical Assistant  2
Total                                             36.75

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Medical Assistant

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: HSC 240; MA 230, 234.

MEDICAL OFFICE MANAGEMENT TRAINING PROGRAM

The Medical Office Management Training program provides for the development of medical office management skills. Instruction is given in supervisory responsibilities, practice-building, problem-solving, and legal and ethical issues.

Course ID  Title                                    Units
HSC 230  Medical Office Management Skills            3
HSC 234  Legal and Ethical Practices for the Medical Office Manager  1.5
Total                                             4.5

MUSIC ASSOCIATE DEGREE PROGRAM

The associate degree curriculum in Music is designed to provide the transfer student the opportunity to achieve an associate degree in the student’s areas of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers related to this field, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Suggested major sequence for the associate degree:

Course ID  Title                                  Units
First Year—Fall Semester
MUS 10*  Harmony I                                 5
MUS 50*, 51* or 52* Applied Music: Instrumental, Keyboard or Voice  2
MUS 54  Beginning Piano                           (1)
MUS 59  **Major Performance Group

Spring Semester
MUS 11*  Harmony II                               5
MUS 50*, 51* or 52* Applied Music: Instrumental, Keyboard or Voice  2
MUS 54  (or proficiency exam)                     2
MUS 55*  (or proficiency exam)                    (1)
MUS 56*  (or proficiency exam)                    (1)
MUS 59  **Major Performance Group

Total                                             8.5-10.5

Second Year—Fall Semester
MUS 12*  Harmony III                              5
MUS 25  Music History: To Mozart (meets AA Fine Arts requirement)  3
MUS 50*, 51* or 52* Applied Music: Instrumental, Keyboard or Voice  2
MUS 55*  (or proficiency exam)                    (1)
MUS 56*  (or proficiency exam)                    (1)
MUS 59  **Major Performance Group

Total                                             8.5-11.5

MUS 59  Concert Music                             .5

Select one course from: MUS 30s, 40*, 41*, 42*, 43*, 44, 46, 47*, 49, 62*, 63, 64*, 66*, 75*, 136*, 139*  1-2

Total                                             11.5-15.5

*Majors Performance Group

Spring Semester
MUS 13*  Harmony IV                               5
MUS 26  Music History: Since Mozart (meets AA Fine Arts requirement)  3
MUS 50*, 51* or 52* Applied Music: Instrumental, Keyboard or Voice  2
MUS 55*  (or proficiency exam)                    (1)
MUS 56*  (or proficiency exam)                    (1)
MUS 59  **Major Performance Group

Total                                             11.5-15.5

MUS 59  Concert Music                             .5

Select one course from: MUS 30s, 40*, 41*, 42*, 43*, 44, 46, 47*, 49, 62*, 63, 64*, 66*, 75*, 136*, 139*  1-2

Total                                             11.5-15.5

*Course has a prerequisite or recommended preparation; see course description.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

**Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: MUS 1, 14, 15, 16, 17, 20, 21, 23, 24, 27, 28, 29, 46, 58, 60, 61, 65, 80, 81, 82, 90, 116, 178, 179.
NATURAL SCIENCES
ASSOCIATE DEGREE PROGRAMS

Natural Sciences programs are designed to provide the opportunity to achieve an associate degree in the student's area of emphasis. While a baccalaureate degree is recommended preparation for those considering professional careers in these or related fields, the completion of the suggested program will demonstrate commitment to the field of specialization, prior to comprehensive preprofessional preparation or preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society. The associate degree for Natural Sciences is offered in the following disciplines: Astronomy, Biology, Chemistry, Geology, Physical Science, and Physics. Please refer to the Table of Contents for the page listing for each.

NURSING (NATIONAL LEAGUE FOR NURSING ACCREDITED)

This program is fully accredited by:

The National League for Nursing Accrediting Commission
350 Hudson Street
New York, NY 10012
Phone (212) 989-9393 ext. 153

PHILOSOPHY, PURPOSES AND OBJECTIVES OF THE PROGRAM IN NURSING

The faculty of the Program of Nursing endorses the philosophy statement of Saddleback College and in addition subscribes to the following beliefs:

Beliefs about man and health:

Man is a biopsychosocial being, a total being, an interrelationship of many aspects. Man is an adaptive organism. As his environment changes, he copes with the changes.

There are four modes of adaptation:

- Physiologic needs
- Self-concept
- Role Mastery
- Interdependence

Man's health status exists along a continuum. Health and illness may be relatively examined in terms of a continuum. This health status may be influenced by man's life stages and adaptation to his needs.

We affirm our belief in the worth and dignity of all persons.

Beliefs about nursing:

Nursing shares or collaborates with equal responsibility planning and providing health care needed with other health care professionals.

Nursing is not a static profession, but a growing and developing profession, responding to changes in society's health care needs.

Nursing is an art and a science, dominated by the ideal of service which involves the whole patient—body, mind and spirit—throughout the life cycle; the nurse promotes spiritual, mental and physical wellness by teaching and by example. Nursing stresses health education and health preservation as well as administration to the sick; nursing gives health services to the family and the community as well as to the individual.

The goal of nursing is to promote adaptation in each of the four modes by assessing patient behaviors and manipulating the influencing stimuli.

Beliefs about education and educators:

We recognize the importance of the pursuit of truth and the encouragement of scholarship.

We believe that providing general education will give the student an opportunity to develop to his or her fullest potential, personally and professionally, taking into consideration his/her cultural and ethnic background, learning abilities, goals, and support systems.

We believe that education stresses the development of high ethical standards and moral values which provide a strong foundation upon which to build a profession.

We believe that education strives to develop communication skills for effective interpersonal relationships.

We believe that educators must provide for differences in learning abilities and styles. We regard as essential the freedoms to learn and to teach and we support the guarantee of equal educational opportunity for all persons.

We believe that educators have a responsibility to recognize previous education in placement of students in the curriculum.

We believe educators must function in many roles as teachers, professional role models, diagnosticians of learning problems, facilitators of learning, and as community liaisons.

Beliefs about the teaching/learning process in nursing:

We believe it is our right and responsibility as nurse educators to use our skills and knowledge freely and responsibly to assist our students to reach their highest potentials.

We expect that students will bring to the nursing program: a desire to learn; initiative and self-direction; an open and inquiring mind; a commitment to the profession of nursing; and a belief in the worth and dignity of all persons.

We believe that the best learning climate is created by a collegial relationship between faculty and students.

Teaching and learning in the nursing program is based on transfer of information from theory to practice.

The teaching/learning process in nursing builds on relevant knowledge from related disciplines.

We recognize that there are individual differences in learning styles and rates and that these differences must be considered in the educational process.

Teacher roles include providing expertise; establishing guidelines for learning; implementing the total program of learning and evaluation.

PURPOSES OF THE PROGRAM IN NURSING

The purposes of this program in nursing are to provide the education necessary to develop competent practitioners in nursing and to provide a base for the continuing development of the student as an individual.

ENROLLMENT PROCEDURES

Applications for the National League for Nursing accredited Nursing Program are available in the Counseling Services Office and the office of the Division of Health Sciences and Human Services. Students will be admitted to the Nursing Program from an entry list. One-half of the number of students accepted for entry into the clinical sequence will be taken directly from the list in the order in which they qualified for placement. One-half of the number of students accepted will be chosen by a numerical ranking based upon certificate courses completed and grades earned. In this ranking system, grades will be weighted as follows: A = 5 points, B = 3 points, and C = 1 point. Only grades received in courses required in the Nursing Certificate Program will be used to calculate the student's ranking. Students will be admitted from highest ranking to lowest ranking and in order of their placement on the list in case of multiple students on the same rank level.
In order to be eligible to be placed on the entry list, a student must complete one of the science core courses: BIO 11 (Anatomy), BIO 12 (Physiology), or BIO 15 (Microbiology) or equivalents with a grade of “C” or better. All courses except clinical courses may be taken prior to entry into the Nursing Program. Prospective students must take matriculation tests before being placed on the entry list. Students must show proof of eligibility for ENG 1A prior to beginning the clinical courses.

Students are required to purchase a uniform, malpractice insurance and books. Approximate cost for uniforms is $100; for malpractice insurance, $33 per year, and books are $600. A complete medical examination and immunizations are required prior to beginning the clinical nursing courses; this is done at the student’s expense; and cost varies with the individual student.

**NURSING (NATIONAL LEAGUE FOR NURSING ACCREDITED)**

**REGISTERED NURSE CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIO 11*</td>
<td>Human Anatomy</td>
<td>4</td>
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<tr>
<td>BIO 12*</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 15*</td>
<td>General Microbiology</td>
<td>5</td>
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**Total** 13

**ELIGIBLE FOR ENTRY INTO NURSING CLINICAL SEQUENCE**

<table>
<thead>
<tr>
<th>Semester I</th>
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<tr>
<td>GER 101</td>
<td>Fundamentals of Aging</td>
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<tr>
<td>N 151*+</td>
<td>Nursing Process</td>
<td>8</td>
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<tr>
<td>N 153*+</td>
<td>Mental Health Nursing</td>
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<tr>
<td>N 160*</td>
<td>Pharmacology</td>
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**Total** 14.50

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<th>Semester II</th>
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<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition</td>
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<td>or</td>
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<tr>
<td>FN 161</td>
<td>Nutrition for Health Occupations</td>
<td>7.25</td>
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<tr>
<td>N 152*+</td>
<td>Medical-Surgical Nursing</td>
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<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
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**Total** 12.25

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<th>Semester III</th>
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<tr>
<td>ENG 1A*</td>
<td>Principles of Composition 1</td>
<td>3</td>
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<tr>
<td>N 154*+</td>
<td>Maternal Child Nursing</td>
<td>6.75</td>
</tr>
<tr>
<td>N 161</td>
<td>Growth and Development</td>
<td>1.25</td>
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<tr>
<td>N 156**</td>
<td>Medical-Surgical Nursing in the Community</td>
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**Total** 12

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<th>Semester IV</th>
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<tr>
<td>N 155*+</td>
<td>Advanced Nursing</td>
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<tr>
<td>SP 1</td>
<td>Communication Fundamentals</td>
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<td>or</td>
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</tr>
<tr>
<td>SP 5</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 10.25

*Course has a prerequisite or recommended preparation; see course description.

**+Clinical courses.

Selected clinical experiences in various hospitals, clinics, and community agencies are provided through the Nursing Program.

**ELIGIBLE FOR RN LICENSURE EXAM**

**Total units Registered Nursing Certificate** 62

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**Associate Degree—Nursing Program**

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

**LICENSED VOCATIONAL NURSE (LVN) TO REGISTERED NURSE (RN) PROGRAM**

The Nursing program is designed to provide a system by which vocational nurses can continue their education and become eligible to write the State Board Exam. Application packets are available in the office of the Division of Health Sciences and Human Services and the Counseling Services Office, students are admitted from an entry list.

Admission of VNs to the Nursing program is on a space-available basis. To be placed on the entry list requires:

1. Proof of satisfactory completion of an accredited VN program or have a current California VN license.

2. Completion of all of the science core courses: BIO 11, 12, 15, or equivalent, with a grade of “C” or better.

3. Completion of matriculation testing.

4. Attendance at “LVN to RN” orientation meeting.

5. Completion of N 162.

6. Proof of IV certification is required.

Students must show proof of eligibility for ENG 1A prior to admission. Students will take a practical skills test and Nursing Mobility Profile I Exam prior to entry for advisement purposes. Consideration will be given to each applicant’s prior education in determining placement into the program. All classes are challengeable. Every required prerequisite and core class must be completed with a “C” or better.

Students in the Nursing program are required to purchase a uniform, malpractice insurance and books. Approximate cost for uniforms is $100; for malpractice insurance, $35 a year; and books are $300. A complete medical examination and immunizations are required prior to beginning the clinical nursing courses; these are done at the student’s expense.

**Required Prerequisites:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 11*</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 12*</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 15*</td>
<td>General Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>N 162*</td>
<td>Adaptation Nursing Assessment</td>
<td>5</td>
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</table>

**Total** 13.5

**Required Core Classes:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition 1</td>
<td>3</td>
</tr>
<tr>
<td>GER 101</td>
<td>Fundamentals of Aging</td>
<td>1</td>
</tr>
<tr>
<td>N 153*</td>
<td>Mental Health Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>N 154*</td>
<td>Maternal Child Nursing</td>
<td>6.75</td>
</tr>
<tr>
<td>N 155*</td>
<td>Advanced Nursing</td>
<td>7.25</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SP 1</td>
<td>Communication Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 5</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 27.5

*Course has a prerequisite or recommended preparation; see course description.
LICENSED VOCATIONAL NURSE (LVN) TO REGISTERED NURSE (RN) 30-UNIT OPTION

BRN RULES AND REGULATIONS

Section 1429 Preparation Required for Licensed Vocational Nurses.

(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.

(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school’s determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant’s academic deficiencies, irrespective of the time such courses were taken.

(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

This option is available to all LVNs entering the Saddleback College Nursing program. Persons electing this 30-unit option will be eligible to write the State board exam but will not be graduates of the Saddleback College Nursing Program.

Admission of VNs to the Nursing program is on a space-available basis. To be placed on the entry list requires:

1. Proof of satisfactory completion of an accredited VN program or a current California VN license.
2. Completion of BIO 12, BIO 15, and N 162 with grades of “C” or better.
3. Attendance at LVN to RN orientation meeting.
4. Proof of IV certification is required.

Consideration will be given to each applicant’s prior education in determining placement into the program. All classes are challenging. Every required prerequisite and core class must be completed with a C or better. Students will take a practical skills test and NLN Nursing Mobility Profile I Exam prior to entry for advisement purposes.

Students in the Nursing program are required to purchase a uniform, malpractice insurance and books. Approximate cost for uniforms is $100; for malpractice insurance, $35 a year; and for books $300. A complete medical examination and immunizations are required prior to beginning the clinical nursing courses; these are done at the student’s expense.

COURSES REQUIRED FOR THE 30-UNIT OPTION

Required Prerequisites:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 12*</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 15*</td>
<td>General Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>N 162*</td>
<td>Adaptation Nursing Assessment</td>
<td>5</td>
</tr>
</tbody>
</table>

(transition course)

Required Core Classes:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERO 101</td>
<td>Fundamentals of Aging</td>
<td>1</td>
</tr>
<tr>
<td>N 153*</td>
<td>Mental Health Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>N 154*</td>
<td>Maternal Child (High-risk component)</td>
<td>6.75</td>
</tr>
<tr>
<td>N 155+*</td>
<td>Advanced Nursing</td>
<td>7.25</td>
</tr>
<tr>
<td>N 156*</td>
<td>Medical-Surgical Nursing in the Community</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 29

+Course has a prerequisite or recommended preparation; see course description.

+Fulfills the Management & Leadership and Advanced Medical-Surgical requirement.

DIPLOMA SCHOOL REGISTERED NURSING PROGRAM

This program is designed for the RN graduate of a hospital diploma program. Completion of the program listed below and completion of the graduation requirements will qualify the student for the Associate Degree in Nursing.

Upon completion of the following courses, full credit will be awarded in the area of nursing for holders of current California Registered Nursing Licenses. A minimum of 12 units must be earned at Saddleback College.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1A+*</td>
<td>Principles of Composition</td>
<td>3</td>
</tr>
<tr>
<td>GERO 101+</td>
<td>Fundamentals of Aging</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SP 1</td>
<td>Communication Fundamentals or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
</tbody>
</table>

Total: 13

*Course has a prerequisite or recommended preparation; see course description.

+A minimum grade of “C” is required.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

The State Universities in the area have planned curricula to dovetail with the community college programs in Orange County; therefore, it will be possible in most instances to make a smooth articulation to a baccalaureate program in nursing.

The student will need to meet admission requirements as determined by the particular baccalaureate program he/she wishes to enter. These requirements may include courses in the natural sciences or other areas. Students should seek the necessary counseling before taking general education courses at Saddleback College as some additional courses may need to be included.
The Nutrition program prepares students for a wide variety of employment opportunities involving the applications of fundamentals of normal nutrition. Employment possibilities include: public agencies; day care centers for the young and the elderly; food co-ops; recreation work; pregnancy clinics; education (such as pre-school and elementary schools); health clubs; gym and figure salons; health food stores and nutritional supplement sales; and drug abuse clinics. The program offers course work for professional improvement and some courses can be utilized as transfer courses for students pursuing a bachelor’s degree. Refer to the Family and Consumer Sciences/Home Economics transfer section of the catalog as well as the catalog of the intended college of transfer.

### NUTRITION CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 115</td>
<td>Consumer Issues</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCS 142</td>
<td>Life Management</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CVE 168+/169+</td>
<td>Cooperative Work Experience: Foods and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FN 64</td>
<td>Nutrition Issues and Controversies</td>
<td>3</td>
</tr>
<tr>
<td>FN 110</td>
<td>Modern Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>FN 160</td>
<td>Nutrition Weight Management and Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FN 260</td>
<td>What’s in Food? Introduction to Food Composition</td>
<td>3</td>
</tr>
<tr>
<td>FN 162</td>
<td>Nutrition and Meal Planning for One or Two</td>
<td>2</td>
</tr>
<tr>
<td>FN 164</td>
<td>Sports Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>FN 232</td>
<td>Lite Cuisine Strategies</td>
<td>2</td>
</tr>
</tbody>
</table>

*Foods and Nutrition 50 recommended prior to CWE 168/169.

**Associate Degree—Nutrition**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

**RECOMMENDED ELECTIVES:** BUS 124, 127; FCS 101, 134; FN 140; HLTH 1; PE 107; PSYC 33, 106; SP 1.

### OFFICE INFORMATION SYSTEMS

The Office Information Systems program offers a variety of specialties that guide students toward successful employment in business, industry, and government.

**OPTION I—GENERAL OFFICE CERTIFICATE PROGRAM**

The General Office specialty prepares students for entry-level employment with general business skills to work in a variety of positions in industry.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 103</td>
<td>Business English</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 216</td>
<td>Proofreading, Editing, and Spelling</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 110</td>
<td>Information Systems: Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIM 121A</td>
<td>Keyboarding for Computers:Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 121B*</td>
<td>Keyboarding for Computers: Intermediate</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 121C*</td>
<td>Keyboarding for Computers:Advanced</td>
<td>1.5</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.
**Associate Degree—Office Professional**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the **Associate in Arts** degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the **Associate in Science** degree.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, 216; CIM 189, 289; LGL 12.

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**ORNAMENTAL HORTICULTURE**

The Ornamental Horticulture program is soundly based on horticultural technology and prepares students for careers related to production and care of plants, trees, and shrubs commonly used in landscape design, retail and wholesale nurseries, and park departments. The certificate offered within the Ornamental Horticulture program is outlined below.

**OPTION I—GENERAL ORNAMENTAL HORTICULTURE CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 112</td>
<td>Plant Propagation</td>
<td>3</td>
</tr>
<tr>
<td>HORT 113</td>
<td>Soils and Fertilizers</td>
<td>3</td>
</tr>
<tr>
<td>HORT 116</td>
<td>Irrigation Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one course from Group I, one course from Group II, and two courses from Group III below</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12-14</strong></td>
</tr>
</tbody>
</table>

**GROUP I:**

- HORT 20: Introduction to Horticulture Science, or HORT 115: History of Landscape Design

**GROUP II:**

- HORT 107: Introduction to Landscape Design, or HORT 120*: Pest Management

**GROUP III: (Select 2)**

- HORT 10: Plant Materials—Annuals/Groundcovers
- HORT 11: Plant Materials—Trees and Shrubs
- HORT 29: Ornamental Native Plants

*Course has a prerequisite or recommended preparation; see course description.

---

**Associate Degree—General Ornamental Horticulture**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the **Associate in Arts** degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the **Associate in Science** degree.

RECOMMENDED ELECTIVES: BIO 2, 15; BUS 1, 120, 137; CHEM 2A, 2B; CIM 1A; HORT 115, 208, 209; SPAN 1.

**OPTION II—LANDSCAPE DESIGN CERTIFICATE PROGRAM—SEE LANDSCAPE DESIGN**

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**PHILOSOPHY ASSOCIATE DEGREE PROGRAM**

The associate degree curriculum in Philosophy is designed to provide the transfer student the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended preparation for those considering the philosophy major, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Suggested major requirements for the associate degree:

Select a minimum of 12 units from the following: PHIL 1, 3, 4, 10, 12, 13, 15.

A minimum of nine units to be selected from the following: one one-year survey of English Literature; ENG 15A-B or 17A-B or 21A-B; HIST 4, 5; other philosophy courses.

NOTE: Philosophy majors, as well as other humanities and languages majors, may want to consider an interdisciplinary major dependent upon specific requirements of the intended college of transfer.

Students interested in philosophy as a major or minor may want to consider an emphasis in the study of religion. Such an emphasis would provide background for a transfer religious studies major consisting of courses chosen from the following groups:

**Group 1:** Philosophy courses directly concerned with religion—PHIL 10, 14.

**Group 2:** Philosophy courses partially concerned with religious beliefs and systems—PHIL 1, 3, 4, 15.

**Group 3:** Courses outside philosophy that in large part explore religious expression or the development of religious systems—ANTH 2; ART 25, 26; ENG 40, 41, 44; HIST 4; HUM 1, 2, 3; MUS 25.

Refer to the Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

RECOMMENDED ELECTIVES: Four college semesters, or the equivalent, of a foreign language are strongly recommended. Art history; English literature, history, interdisciplinary studies courses, MATH 9, psychology or other social sciences are also recommended.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

**PHLEBOTOMIST/LABORATORY ASSISTANT TRAINING**

This curriculum prepares the student for employment as a Phlebotomist/Laboratory Assistant in a hospital, laboratory or clinic. The training is designed to prepare students to collect specimens, do venipunctures, clean and maintain medical laboratory equipment. Enrollment in CWE 168 (three units) will provide the necessary 180 hours of clinical experience required to complete this program. Successful completion of HSC 240 and CWE 168 will lead to certification as a phlebotomist/laboratory assistant.
PHLEBOTOMIST/LABORATORY ASSISTANT TRAINING

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 240</td>
<td>Phlebotomist/Laboratory Assistant Procedures</td>
<td>4</td>
</tr>
<tr>
<td>CWE 168/169*</td>
<td>Cooperative Work Experience: Health Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

PHOTOGRAPHY ASSOCIATE DEGREE PROGRAM

The curriculum offerings are designed to provide the student with an associate degree in Photography. The studies involve both technical and aesthetic concerns in photographic communication. While advanced training is recommended for those considering professional careers in the field, completion of the suggested program will indicate a firm commitment. The associate degree will also complement other related fields such as journalism or industrial arts and/or may support attempts to gain entry-level employment.

Major requirements for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 40</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 50</td>
<td>Introduction to Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 55*</td>
<td>Intermediate Photography</td>
<td>3</td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHOT 156*</td>
<td>Advanced Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 158</td>
<td>Introduction to Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 160*</td>
<td>The Art of Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 190</td>
<td>Special Problems in Photography</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Special Topics: Photography</td>
<td></td>
</tr>
<tr>
<td>PHOT 189</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4A*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

RECOMMENDED ELECTIVES: ART 80, 189; GC 102; JRN 1, 181.

PHYSICAL EDUCATION ASSOCIATE DEGREE PROGRAM

The Physical Education curriculum is designed to provide the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers in this field, the completion of this suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Suggested physical education major for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPE 1</td>
<td>Introduction to Physical Education and Athletics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>A minimum of three units selected from the following: PPE 3, 4, 9.</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>A minimum of six units in Physical Education activity skills courses from at least 4 of the following areas: (1) Cardiovascular and Fitness, (2) Individual and Dual Activities, (3) Aquatics, (4) Dance, (5) Team Sports Activities, (6) Combative and Survival Skills.</td>
<td></td>
</tr>
<tr>
<td>NOTE: Intercollegiate Athletics may be applied in appropriate areas.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>HLTH 1</td>
<td>Health Education</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>HLTH 3 Women's Health Issues</td>
<td></td>
</tr>
<tr>
<td>HLTH 2</td>
<td>Standard First Aid</td>
<td>1.5</td>
</tr>
<tr>
<td>HLTH 104*</td>
<td>Advanced First Aid</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

RECOMMENDED ELECTIVES: BIO 11, PPE 101, PSYC 1, REC 105, SP 1 or 105.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

PHYSICAL SCIENCE ASSOCIATE DEGREE PROGRAM

PHYSICAL SCIENCE—GENERAL EMPHASIS

Select a minimum of 20 units of courses intended for Physical Science majors dependent upon career goals and transfer requirements. A petition for approval of special associate degree majors is available in the Counseling Services office.

PHYSICS ASSOCIATE DEGREE PROGRAM

The Physics Associate Degree program is designed to provide the transfer physics major the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to physics, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 1B*</td>
<td>PASCAL Programming</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>CS 12* FORTRAN Programming</td>
<td></td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4A*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 3C*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 24*</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 26*</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4B*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4C*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.
Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of all courses listed in the program above along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BIO 1A or 12; CHEM 1A, 1B; FR or GER 3 and 4.

Refer also to transfer patterns section of this catalog or to the catalog of the intended college of transfer. Consult with a counselor or physics instructor for assistance in planning alternative programs.

**POLITICAL SCIENCE ASSOCIATE DEGREE PROGRAM**

The Political Sciences Associate Degree program is designed to provide the transfer political science or public administration major the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to political science, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major for the associate degree:

It is recommended that PS 1 be taken prior to or concurrently with a combination of courses to be selected from those listed below.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 12</td>
<td>Macro Economics</td>
<td>3</td>
</tr>
<tr>
<td>PS 1</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 3</td>
<td>California Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PS 4</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PS 11</td>
<td>World Political Economies</td>
<td>3</td>
</tr>
<tr>
<td>PS 12</td>
<td>Comparative Politics and Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 14</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

Refer to the Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

RECOMMENDED ELECTIVES: ECON 4; HIST 9, 16, 17, 21; MATH 10; PS 17, 140, 150, or 151.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

**PSYCHIATRIC TECHNICIAN ASSOCIATE DEGREE PROGRAM**

The Psychiatric Technician program is designed to prepare students to work with clients who are mentally disordered or developmentally disabled. Students will be prepared to write the State board examination for licensure as a Psychiatric Technician. In keeping with the career-ladder philosophy of the Health Sciences programs, students completing courses in this program who may later desire to enter the Nursing program will be evaluated individually for credit for previous education and experience. Applications for the Psychiatric Technician program are available in the Health Sciences and Human Services Division office and will be accepted at any time.

Students planning to enter the Psychiatric Technician program may take as many of the nonclinical courses as they can prior to entry. The Psychiatric Technician program is a very course-intensive program. Having some or all of these completed prior to entry will lighten the course workload and will be to the student’s advantage. Prospective students should seek advisement regarding course sequence from the Division of Health Sciences and Human Services.

**PSYCHIATRIC TECHNICIAN CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 161</td>
<td>Nutrition for Health Occupations</td>
<td>2</td>
</tr>
<tr>
<td>GERO 101</td>
<td>Fundamentals of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>HSC 101</td>
<td>Health Core</td>
<td>3</td>
</tr>
<tr>
<td>HSC 222</td>
<td>BLS/CPR</td>
<td>.75</td>
</tr>
<tr>
<td>HS 140</td>
<td>Group Leadership and Group Process</td>
<td>3</td>
</tr>
<tr>
<td>PT 100*</td>
<td>Principles of Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PT 102*</td>
<td>Pharmacy in Health Occupations</td>
<td>1.5</td>
</tr>
<tr>
<td>PT 103</td>
<td>Psychodynamics of Patient Care</td>
<td>1</td>
</tr>
<tr>
<td>PT 104</td>
<td>Human Growth and Development</td>
<td>2</td>
</tr>
<tr>
<td>PT 201</td>
<td>Introduction to Developmentally Disabled Person</td>
<td>2</td>
</tr>
<tr>
<td>PT 205*</td>
<td>Care of the Person with Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PT 216*+</td>
<td>Care of the Moderately Developmentally Disabled</td>
<td>4</td>
</tr>
<tr>
<td>PT 217*+</td>
<td>Care of the Severely Developmentally Disabled</td>
<td>2.5</td>
</tr>
<tr>
<td>PT 218*+</td>
<td>Care of the Mentally Ill</td>
<td>4</td>
</tr>
<tr>
<td>PT 219*+</td>
<td>Care/Mentally Ill in the Community</td>
<td>2.5</td>
</tr>
<tr>
<td>PT 221*+</td>
<td>Fundamentals of Nursing for Psychiatric Technicians</td>
<td>6.5</td>
</tr>
<tr>
<td>PT 222*+</td>
<td>Medical-Surgical Nursing for Psychiatric Technicians</td>
<td>7</td>
</tr>
<tr>
<td>PT 228*+</td>
<td>Neuropsychiatric Concepts</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 106*</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56.25</strong></td>
<td></td>
</tr>
</tbody>
</table>

Eligible for Psychiatric Technician Licensure Exam 56.25

*Course has a prerequisite or recommended preparation; see course description.

+Clinical course.

Approximate cost for uniforms is $75; for malpractice insurance, $33 per year; and books are $500. A complete medical examination and immunizations are required prior to beginning the clinical courses and are done at the student’s expense.

**Associate Degree—Psychiatric Technician**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the Certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ENG 220; HS 100, 120, 130, 170, 171, 172, 173, 174, PT 230.
**PSYCHIATRIC TECHNICIAN APPRENTICESHIP TRAINING**

The Psychiatric Technician Apprenticeship program is designed to provide training for “indentured apprentices” in the psychiatric technician field. Inquiries should be directed to the college’s vocational education dean or to the Division of Apprenticeship Standards (949) 558-4126.

NOTE: Indentured apprentices are those persons in the psychiatric technician field who have signed an indenture with the Department of Apprenticeship Standards. The signed indenture is an agreement binding one person to work for another for a given period of time.

**PSYCHOLOGY ASSOCIATE DEGREE PROGRAM**

The Psychology Associate Degree program is designed to provide the transfer psychology/human services major the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree or higher is recommended for those considering professional careers related to psychology, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major sequence for the associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 10*</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2*</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3*</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select eight units from the Recommended Electives below.</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: ANTH 1, 2; BIO 1A, 11, 12, 20; CHEM 1A; CS 10; MATH 9; PHIL 1; PSYC 5, 7, 21, 30, 35, 37; SOC 1.

**RADIO/TELEVISION/FILM**

The certificate program in Radio, Television and Film prepares the student in all areas relating to the understanding and use of electronic media, with particular emphasis on hands-on experience. Employment possibilities include: producing, directing, on-air talent, editing and numerous other vocational opportunities. This program provides and encourages both field and studio work in the student’s area of specialty (Radio or Television). Course work includes participation in internships at various stations and facilities.

**RADIO/TELEVISION/FILM CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 1/JRN 1</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>CA 29</td>
<td>Women in Film</td>
<td>3</td>
</tr>
<tr>
<td>CA 30</td>
<td>The History and Appreciation of Film</td>
<td>3</td>
</tr>
<tr>
<td>CA 40*</td>
<td>Beginning Television/FilmScriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>CA 128*</td>
<td>Radio/TV News and Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>CA 131*</td>
<td>Non-Linear Editing</td>
<td>3</td>
</tr>
<tr>
<td>CA 145</td>
<td>Broadcast and Cable Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CA 233*</td>
<td>Radio Television Internship/Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CWE 168*/169*</td>
<td>Cooperative Work Experience: Radio/Television</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Select one specialty area from below.</td>
<td>10-11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>35-36</strong></td>
</tr>
</tbody>
</table>

**SPECIALITY AREA 1—Television**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 124</td>
<td>Beginning Television Production</td>
<td>4</td>
</tr>
<tr>
<td>CA 126*</td>
<td>Studio Video Production</td>
<td>2</td>
</tr>
<tr>
<td>CA 149</td>
<td>TV Production Equipment Operator</td>
<td>4</td>
</tr>
</tbody>
</table>

**SPECIALITY AREA 2—Radio**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 110</td>
<td>Basic Radio Production</td>
<td>3</td>
</tr>
<tr>
<td>CA 113*</td>
<td>Radio Station Operation</td>
<td>3</td>
</tr>
<tr>
<td>CA 115*</td>
<td>Radio Broadcasting (on-air)</td>
<td>2</td>
</tr>
<tr>
<td>CA 141</td>
<td>Radio/TV Announcing</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Radio/Television/Film**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: CA 32, 41, 42, 111, 114, 116, 117, 125, 127, 144, 149, 189; PHOT 50; SP 5, 35; TA 1.

**REAL ESTATE**

The Real Estate Program is designed to educate the student to become an effective real estate professional. It includes four options: Real Estate, Escrow, Real Estate Appraisal, and Real Estate Sales Associate.

**OPTION I—REAL ESTATE CERTIFICATE PROGRAM**

The Real Estate option 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 20</td>
<td>Computer Literacy in Society</td>
<td>1.5</td>
</tr>
<tr>
<td>RE 122*</td>
<td>Real Estate Office Administration</td>
<td>3</td>
</tr>
<tr>
<td>RE 170</td>
<td>Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>RE 172*</td>
<td>Real Estate Practice</td>
<td>3</td>
</tr>
<tr>
<td>RE 174*</td>
<td>Legal Aspects of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>RE 175*</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>RE 176A*</td>
<td>Real Estate Appraisal I</td>
<td>3</td>
</tr>
<tr>
<td>RE 178*</td>
<td>Real Estate Economics</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 215</td>
<td>General Accounting</td>
<td>3</td>
</tr>
<tr>
<td>RE 190</td>
<td>Escrow I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>25.5</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**REAL ESTATE SALESPERSON LICENSE:** RE 170 is required prior to State examination. Two additional electives are required within 18 months after exam.

**REAL ESTATE BROKER’S LICENSE:** The 25.5-unit Certificate meets the Broker License examination course requirements. CIM 20 is not required for license.


**Associate Degree—Real Estate**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the Certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ACCT 110, 114; BUS 12, 110, 120, 125, 135; CIM 121A; ECON 2, 4; LGL 12; RE 176B, 182, 195.

**OPTION II—ESCROW CERTIFICATE PROGRAM**

The Escrow option is designed to educate the student to become an effective escrow professional. Activities related to this field are escrow principles, practice and problems. Associated courses in real estate, management and office procedures are provided.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 20</td>
<td>Computer Literacy in Society</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 121A</td>
<td>Keyboarding for Computers: Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>RE 170</td>
<td>Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>RE 172*</td>
<td>Real Estate Practice</td>
<td>3</td>
</tr>
<tr>
<td>RE 174*</td>
<td>Legal Aspects of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>RE 175*</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>RE 190</td>
<td>Escrow I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 18**

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Escrow**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the Certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: (Select two courses to meet the Educational Achievement Award requirements of the California Escrow Association): ACCT 1A, 114, 215; BUS 12, 104, 125, 160; LGL 12; RE 172, 176A, 178, 182.

**OPTION III—REAL ESTATE APPRAISAL CERTIFICATE PROGRAM**

The Real Estate Appraisal option 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 20</td>
<td>Computer Literacy in Society</td>
<td>1.5</td>
</tr>
<tr>
<td>RE 170</td>
<td>Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>RE 174*</td>
<td>Legal Aspects of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>RE 175*</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>RE 176A*</td>
<td>Real Estate Appraisal I</td>
<td>3</td>
</tr>
<tr>
<td>RE 176B*</td>
<td>Real Estate Appraisal II</td>
<td>3</td>
</tr>
<tr>
<td>RE 179*</td>
<td>Real Estate Economics</td>
<td>3</td>
</tr>
<tr>
<td>RE 182*</td>
<td>Real Estate Investments</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 22.5**

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Real Estate Appraisal**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the Certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BUS 1, 135, 137.

**OPTION IV—REAL ESTATE SALES ASSOCIATE CERTIFICATE PROGRAM**

The Real Estate Sales Associate option provides students with a cluster of course experiences best suited to develop personal and professional skills for real estate sales success.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 102</td>
<td>Oral Business Techniques (meets AA Oral Communication requirement) or</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>RE 170</td>
<td>Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>RE 172*</td>
<td>Real Estate Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one Speciality Course from below.

**Total 18**

**SPECIALITY COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 215</td>
<td>General Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 12</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>RE 122*</td>
<td>Real Estate Office Administration</td>
<td>3</td>
</tr>
<tr>
<td>RE 174*</td>
<td>Legal Aspects of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>RE 175*</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>RE 176A*</td>
<td>Real Estate Appraisal I</td>
<td>3</td>
</tr>
<tr>
<td>RE 179*</td>
<td>Real Estate Economics</td>
<td>3</td>
</tr>
<tr>
<td>RE 190</td>
<td>Escrow I</td>
<td>3</td>
</tr>
<tr>
<td>RE 195*</td>
<td>Property Management</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

**Associate Degree—Real Estate Sales Associate**

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the Certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: BUS 1, 135, 137.

**SALES AND MERCHANDISING**

The Sales and Merchandising program is designed to give students a foundation for a career in retailing or for starting their own business. Activities related to this program include personal selling, selection and buying of merchandise, advertising, inventory control, customer relations and pricing. The Sales and Merchandising Certificate Program includes two options: Professional Retailing, and Business Marketing.

**OPTION I—PROFESSIONAL RETAILING CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIM 112</td>
<td>Microcomputer Applications</td>
<td>3</td>
</tr>
</tbody>
</table>
BUS 296 Internship—Business 1
CWE 168/169 Cooperative Work Experience: Business 1-4
Select one Specialty Industry Area from below: 12
Total 26-29

Speciality Industry Area
Course ID Title Units

Area I—Management
BUS 12 Business Law 3
or
BUS 14 Legal Environment of Business 3
or
BUS 135 Introduction to Marketing 3
BUS 104* Business Communication 3
BUS 120* Principles of Business Management 3

Area II—Promotion
BUS 135 Introduction to Marketing 3
BUS 138 Advertising 3
FASH 150 Fashion Apparel and Professional Techniques 3
GC 101 Introduction to Graphic Communication 3
or
CIM 228A* Microcomputer Applications: Desktop Publishing—Business 3
and CIM 228B* Microcomputer Applications: Desktop Publishing—Business 3

Area III—Merchandising
BUS 31 Textiles 3
BUS 135 Introduction to Marketing 3
BUS 143 Fashion Buying and Merchandising 3
BUS 147 The Fashion Show 2
BUS 148 Fashion Display 1

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Professional Retailing
Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the Certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.


OPTION II—BUSINESS MARKETING CERTIFICATE PROGRAM
The Business Marketing program offers a focus of courses designed to improve the possibility of student success in the field of marketing, personal selling and advertising.

Course ID Title Units
BUS 1 Introduction to Business 3
or
BUS 160 Introduction to Small Business Management 3
or
BUS 102 Oral Business Techniques 3
or
BUS 138 Advertising 3
BUS 104* Business Communication 3
BUS 125 Human Relations in Business 3
BUS 135 Introduction to Marketing 3
BUS 137 Professional Selling Fundamentals 3
Total 18

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Business Marketing
Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the Certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

SMALL BUSINESS MANAGEMENT
The Small Business Management programs are designed to develop high-quality managers of small businesses, for whom there is an ever-growing need. The program will provide students who plan to enter business with sufficient knowledge to lead them toward success.

OPTION I—ENTREPRENEURSHIP CERTIFICATE PROGRAM
This option provides the opportunity to explore the wide and varied entrepreneurial field.

Course ID Title Units
ACCT 215 General Accounting 3-4
or
ACCT 1A Principles of Accounting 3-4
or
BUS 12 Business Law 3

BUS 14 Legal Environment of Business 3
BUS 104* Business Communication 3
BUS 135 Introduction to Marketing 3
BUS 137 Professional Selling Fundamentals 3
BUS 160 Introduction to Small Business Management 3
Select 6 units from the list below. 6
Total 24-25

SPECIALTY COURSES:
BUS 201 Small Business: Managing and Marketing the New Enterprise 3
CIM 1 Introduction to Computer Information Systems 3
CIM 174A Computer Operating Systems: Windows 95—Beginning 1.5
CIM 227A Microcomputer Communications: Internet 1.5
CIM 228A Microcomputer Applications: Desktop Publications—Business 1.5
CIM 272A Web Design for Business—Beginning 1.5

*Course has a prerequisite or recommended preparation; see course description.

Associate Degree—Entrepreneurship
Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

RECOMMENDED ELECTIVES: ACCT 1B; BUS 1, 102, 103, 104, 125; CIM 1, 20, 110, 112, 121A, 171A, 216A; ECON 2, 4.

OPTION II—SMALL BUSINESS MANAGEMENT CERTIFICATE PROGRAM
This option provides a focused approach to managing a small business.
ASSOCIATE DEGREE PROGRAMS

SOCIALLY SCIENCE ASSOCIATE DEGREE PROGRAM

The Social Sciences curricula are designed to provide the transfer major the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended for those considering professional careers related to these fields, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attain a degree supportive of attempts to gain entry-level employment in a degree-oriented society. The associate degree is offered in the following social science disciplines: anthropology, economics, geography, history, political science, psychology, social science, and sociology. Please refer to the table of contents for the page listing for each.

SOCIAL SCIENCE ASSOCIATE DEGREE PROGRAM

Suggested major for the associate degree:

Select:

1. Twelve units in social science subject area of emphasis. 12
   Example: Main Area—History
   HIST 4, 5, 16, 17 (12 units)
   2. Six units in social science secondary area of emphasis. 6
      Example: Second Area—Political Science
      PS 1, 4, 14 (6 units)
   3. Three units of social science electives. 3
      Example: Elective Area—Anthropology
      ANTH 2 (3 units)

Total 21

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements. Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

SPEECH/ORAL INTERPRETATION ASSOCIATE DEGREE PROGRAM

The Speech/Oral Interpretation Associate Degree program is designed to provide the transfer speech/communications major the opportunity to achieve an associate degree in the student's area of specialization. While a baccalaureate degree is recommended for those considering professional careers in speech/communications, completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major for the associate degree:

Select:

First Year

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 1</td>
<td>Communication Fundamentals (meets AA Speech requirements)</td>
<td>3</td>
</tr>
<tr>
<td>SP 2*</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>SP 30</td>
<td>Introduction to Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>SP 35</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 22-24

Second Year

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 3*</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>SP 4</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>SP 31</td>
<td>Advanced Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>SP 106+</td>
<td>Forensics Activity</td>
<td>1-2-3</td>
</tr>
</tbody>
</table>

Total 22-24

*Course has a prerequisite or recommended preparation; see course description.

+SP 106 recommended every semester.

Refer to Graduation Requirements for specific information regarding unit, scholarship, residence and general education requirements.
Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: ANTH/SP 20, CA 1, 110, 113; SP 5, 8, 189; TA 32.

SURGICAL TECHNOLOGIST

PENDING STATE APPROVAL

The Surgical Technologist program is designed to prepare the student to work as a surgical scrub technician in a hospital-based or out-patient operating room. The curriculum is designed to provide the basic knowledge needed to assist the surgeon, the surgical nurse, and the anesthesiologist before, during, and after surgical procedures simple to complex. The certificate holder will have knowledge in the sciences, medical terminology, pharmacology, and in the communication skills necessary to function as part of the surgical team. A clinical internship will provide the experience necessary for the development of a competent and safe entry-level practitioner.

This certificate program is offered through an articulation arrangement with Newbridge College of Tustin, California. Students should enroll in the surgical technology core courses through that institution.

ST Core Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST 201</td>
<td>Orientation to Surgical Technology</td>
<td>2</td>
</tr>
<tr>
<td>ST 202*</td>
<td>Surgical Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>ST 203*</td>
<td>Surgical Preparation</td>
<td>4</td>
</tr>
<tr>
<td>ST 204*</td>
<td>Surgical Procedures I</td>
<td>4</td>
</tr>
<tr>
<td>ST 205*</td>
<td>Surgical Procedures II</td>
<td>4</td>
</tr>
<tr>
<td>ST 206*</td>
<td>Clinical Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 11*</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 12*</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 15*</td>
<td>General Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>MA 200</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>N 160*</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>SP 5</td>
<td>Interpersonal Communication or</td>
<td></td>
</tr>
<tr>
<td>or ST 201</td>
<td>Oral Business Techniques</td>
<td></td>
</tr>
<tr>
<td>ST 206</td>
<td>Surgical Technology Core Courses</td>
<td>24</td>
</tr>
</tbody>
</table>

Total 45

*Course has a prerequisite or recommended preparation; see course description.

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements as well as options for the Associate in Arts degree major. Completion of the certificate program along with general education, unit, and scholarship requirements qualifies the student for the Associate in Science degree.

TECHNOLOGY ASSOCIATE DEGREE PROGRAM—GENERAL TECHNOLOGY

The General Technology Associate Degree is designed to provide the transfer major in such areas as industrial arts, fire protection administration and technology, industrial technology, or vocational education, the opportunity to achieve an associate degree in the student’s area of specialization. While a baccalaureate degree is often recommended for those considering professional careers in technological fields, completion of an associate degree will demonstrate commitment to the field, provide more comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment. In some cases, the students career goal is such that one may support attempts to gain entry-level employment or further ones progress on a career ladder through attainment of a degree representing a combination of course work from a variety of technology and applied science disciplines. Consult with a counselor or with technology and applied science faculty for assistance in program planning.

THEATRE ARTS

ASSOCIATE DEGREE PROGRAM

The associate degree curriculum in Theatre Arts is designed to provide the transfer student the opportunity to achieve an associate degree in the student’s areas of specialization. While a baccalaureate degree is recommended preparation for those considering professional careers related to this field, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Possible entry-level career opportunities for students completing this program include various stagecraft positions in local repertory theatres and the entertainment industry.

Sample Course of Study

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 1</td>
<td>Acting</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 35</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>TA 40</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>TA 43</td>
<td>Stage Make-up</td>
<td>1</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 2*</td>
<td>Beginning Scene Study</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 42</td>
<td>Costume Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Year—Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 3*</td>
<td>Advanced Scene Study</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 25</td>
<td>Theatre History: Primitive to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>TA 41</td>
<td>Stage Lighting</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 4* or 5*</td>
<td>Acting Styles: Classical or Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 26</td>
<td>Theatre History: Renaissance to Contemporary</td>
<td>3</td>
</tr>
</tbody>
</table>
The Women's Studies program includes courses dealing with the unique needs, roles, status and contributions of women. The Women's Studies curriculum is interdisciplinary in scope, providing opportunities for relevant general education courses for the associate degree or transfer programs; or, when courses are combined, affords the opportunity to complete an associate degree major. Completion of an associate degree major in Women's Studies will demonstrate scholarly inquiry, as well as commitment to the field especially for those who expect to attain advanced degrees in fields leading to service to women in the professions and the community.

Suggested for the associate degree: A minimum of 20 units must be completed. Courses applying to the major may not also be used to meet general education requirements.

Select a minimum of 20 units from the following course list:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 21</td>
<td>Women and Culture: A Cross Cultural Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ART 21</td>
<td>Women and Art</td>
<td>3</td>
</tr>
<tr>
<td>BIO 46</td>
<td>Biology of Women</td>
<td>3</td>
</tr>
<tr>
<td>BUS 159*</td>
<td>Management Skills for Women</td>
<td>3</td>
</tr>
<tr>
<td>ENG 46*</td>
<td>Images of Women in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 50*</td>
<td>Women Authors</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 3</td>
<td>Women's Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>HIST 21*</td>
<td>Women in United States History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 29</td>
<td>Women, Music and Society</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 21</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>SOC 21</td>
<td>Women in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>WS 10</td>
<td>Introduction to Women's Studies</td>
<td>3</td>
</tr>
<tr>
<td>WS 21</td>
<td>Ethnic Women’s Issues in Contemporary American Society</td>
<td>3</td>
</tr>
<tr>
<td>WS 30</td>
<td>Women’s Development</td>
<td>3</td>
</tr>
<tr>
<td>WS 40</td>
<td>Women and Religion: A Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>WS 100</td>
<td>Identity Female</td>
<td>3</td>
</tr>
<tr>
<td>WS 120</td>
<td>Women and Careers</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.

Refer to the Graduation Requirements for specific information regarding general education, unit, and scholarship requirements.

Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.
TRANSFER PATTERNS

TRANSFER-PATTERN PLANNING

I. Transfer students, that is, students planning to enter a university or four-year college after attending Saddleback College, should take note of the following suggestions:
   A. Consult the catalog of the college or university to which they intend to transfer for such requirements, as:
      1. Admission
      2. Major requirements
      3. General education or breadth requirements.
   B. Note the difference between lower and upper division courses required by the particular college or school of the university in which the advanced work is to be taken.
   C. Note courses which must be taken in preparation for the major offered by a four-year institution. Saddleback College offers many of the lower division requirements. Therefore, students are strongly advised to complete all courses designated as required lower division major and/or general education/breadth requirements. Any courses accepted as equivalent to those courses, regardless of the institution, are transferable.
   D. Remember that community college courses transfer to four-year colleges in terms of specific or elective credit depending upon the school and major selected. Refer to sample transfer programs on the following pages for information on articulation requirements. Students should also avail themselves of opportunities to meet with representatives of colleges and universities which are scheduled throughout the academic year in the Transfer Center.
   E. Note any policies regarding the maximum number of units which may be transferable. A maximum of seventy transferable units completed at the community college level may be applied toward the total number of units required for a bachelor's degree by the University of California or the California State University. Subject credit may be expected only for those community college courses which parallel courses designated as lower division by four-year colleges or universities.
   F. Note that with proper planning, a qualified student can complete the lower division requirements for virtually any major offered by a four-year institution. Saddleback College counselors will assist students in their planning through group or individual appointments.

II. Where particular problems of articulation or planning are present, counselors will assist students through contacts with the various offices of school relations of colleges and universities. Students also should confer with faculty in their departmental major in planning their program.

III. Catalogs and applications for admission to the University of California and the California State University are available in the Counseling Services Office and the Career Center. The Career Center maintains catalogs and applications from other institutions as well and will provide assistance in obtaining information and applications.

IV. All students must assume complete responsibility for compliance with regulations and instructions set forth in catalogs for selecting the courses which will permit them to meet their educational objectives, and for satisfying prerequisites for any programs or courses which they plan to take.

Note: College requirements are continually changing, and the following pages represent an attempt to provide some current and pertinent information for transfer students.

THE CALIFORNIA STATE UNIVERSITY

(Refer to California CSU/UC map)

APPLICATION FILING PERIODS

(Applications first accepted):

- **Summer Quarter**: February 1
- **Fall Semester or Quarter**: November 1
- **Winter Quarter**: June 1
- **Spring Semester or Quarter**: August 1

You are urged to file early. Applications to impacted majors must be filed during the initial filing period, which is the first month of the filing period. If applying after the initial filing period, consult the campus admissions office for current information. Except for impacted majors, campuses accept applications until enrollment categories are filled. Most campuses will acknowledge receiving your application within two to four weeks.

ELIGIBILITY FOR TRANSFER

You will qualify for admission as a transfer student if you have a grade-point average of 2.0 (“C”) or better in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

1. will meet the freshman admission requirements (courses and test scores) in effect for the term to which you are applying.*
2. were eligible as a freshman* at the time of application for admission or at the time of graduation from high school, provided you have been in continuous attendance** at an accredited college since graduation, or
3. were eligible as a freshman except for the college preparatory subject requirements, have completed appropriate college courses in the missing subjects, and have been in continuous attendance** in an accredited college since high school graduation.
4. have completed at least 56 transferable semester (84 quarter) units and have completed appropriate college courses to make up any missing college preparatory subjects* (Nonresidents must have a 2.4 grade point average or better.)

*Refer to the CSU application for the freshman eligibility index and subject requirements.

**Continuous attendance is defined by CSU as attendance in at least one course for at least one semester or two quarters in any calendar year.

For this requirement, transferable courses are those designated for that purpose by the college or university offering the courses. Saddleback College certifies courses numbered 1 to 199 in the catalog as transferable.
Making Up Missing College Preparatory Subject Requirements

Undergraduate transfer applicants who did not complete the subject requirements while in secondary school may make up missing subjects in any of the following ways:

1. complete appropriate courses with a “C” or better in adult school or high school summer sessions;
2. complete appropriate courses in college with a “C” or better; (one course of three semester (four quarter) units will be considered equivalent to one year of high school study); or
3. earn acceptable scores on specified examinations.

Transfer applicants with 56 or more semester (84 quarter) units can satisfy the preparatory subject requirements by completing, with a “C” or better in each course, one of the following alternatives:

1. 1987 or earlier high school graduates: the CSU general education requirement in written communication in the English language and mathematics. (See Area A-2 and B-4 on the certification pattern or Areas 1 and 2 of the IGETC below.)
2. 1988 and later high school graduates: 30 semester units of college courses to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements.

All transfer applicants with 56 or more transferable semester units must have completed the general education requirements for communication in the English language and critical thinking (at least 9 semester units) and in mathematics as part of the 30-unit requirement. (See Area A and B-4 on the certification pattern or Areas 1 and 2 of the IGETC below.) Consult with the CSU Admissions Office at the campus to which you plan to submit an application for further information about alternative ways to satisfy the subject requirements.

A maximum of 70 semester (105 quarter) units earned in a community college may be transferred to the California State University; however, courses in excess of 70 semester units will receive subject credit and will be applied to satisfy content requirements as appropriate. No upper division credit is allowed for courses taken in a community college.

Students transferring with certification of general education requirements are assured that they have met 39 units of the 48-unit minimum requirements for the bachelor’s degree. Students transferring without certification of general education must complete the pattern of courses required of “native” students, as outlined in the catalog of the particular CSU campus. The course pattern which Saddleback College uses to certify that the student has met the required minimum of 30 semester units of general education follows.

Some majors, such as business administration, computer science and engineering, may be impacted at some campuses, i.e., more applications are received during the first month of the filing period than can be accommodated. In such cases, campuses use supplementary admissions criteria to screen applications such as grade point average, required subjects or test scores. Applications for admission to an impacted program must be filed during the first month of the filing period. To be considered in impacted programs at two or more campuses, applications must be filed to each. Information about screening criteria is available in Saddleback’s Counseling Services office and the Career Center, as well as information on transfer guarantee/assurance programs such as CSU Fullerton’s Priority Access Channel for Transfers (PACT).

NOTE: Transfer applicants are required to submit final transcripts prior to attendance in CSU classes to verify that all required coursework has been completed successfully. CSU campuses may delay admission until a final transcript is submitted.

Important Note: Courses on this list are approved for a specific academic year which begins with the Fall semester. Students wishing to use a course to meet a CSU GE Breadth requirement must be sure that the course is approved for the academic year in which it is taken. Courses on this list are approved for the current and all prior academic years unless otherwise noted. This list is valid through Summer, 1999.

Under provisions of CSU executive order, Saddleback College (SC) will certify completion of up to 39 of the 48 units required in general education. If SC certifies that you have completed courses from the following list approved for general education, the CSU campus to which you transfer will require you to complete the requirement in those sections in which you are not certified. You may be held only for additional courses required for “native” students, but you will not be required to complete more units than the difference between the amount certified and the total required.

Students must include at least nine units of upper division courses completed no earlier than the semester in which they become juniors at the campus granting the degree in order to complete general education requirements.

No student will be eligible to petition for certification until a minimum of 12 units has been completed at Saddleback College.

Area A: Nine units in communication skills to include oral and written communications and critical thinking.

A1 Oral Communication—Speech 1 or 5 (formerly 105)
A2 Written Communication—English 1A
A3 Critical Thinking—One course from the following:
   English 1B, 170; Philosophy 12; Speech 2, 3

All courses in Area A must be completed with a grade of “C” or better.

Area B: A minimum of three courses to include inquiry into the physical universe and into life forms including laboratory activity, and into mathematical concepts. One course must be taken from B1 and B2 (one of which must be a laboratory course), and one course from area B4.

B1 Physical Universe (Physical Science)
   Astronomy 20 (lab course when combined with Astronomy 25), 45
   Chemistry 1A*, 1B*, 2A*, 2B*, 3A, 3B, 8, 12A*, 12B*, 120*
   Environmental Studies 23*, 120*
   Geology 1*, 2, 3, 5*, 20*, 23*
   +Geography 1 (lab course when combined with Geography 1L), 20
   Marine Science 20*
   Physics 2A*, 4A*, 20*

B2 Life Forms (Biological Science)
   +Anthropology 1 (lab course when combined with Anthropology 1L), 110A
   Biology 1A*, 1B*, 11*, 12*, 15*, 18*, 19*, 20*, 24, 40
   Environmental Studies 18*, 19*, 24, Horticulture 20*
   *Indicates a laboratory course

B3 Mathematical Concepts
   Mathematics 2, 3A, 3B, 3C, 8, 9, 10, 11, 24, 26, 124

Courses applicable to Area B4 must be completed with a grade of “C” or better.

TRANSFER STUDENTS AND CERTIFICATION OF GENERAL EDUCATION CALIFORNIA STATE UNIVERSITY—TWENTY–TWO CAMPUSES

+Only one of these courses may be taken for general education credit.
Note: An intermediate algebra course begun Fall Semester 1988 or thereafter will not be accepted by the CSU as meeting graduation requirements in general education or for credit toward the degree.

Area C: A minimum of three courses, nine units, among the arts, literature, philosophy and foreign languages. At least one course from Arts and one from Humanities

C1 Arts
- Art 4, 20, 21, 22, 23, 24, 25, 26, 28
- Architecture 112
- Communication Arts 29, 30
- Fashion 144
- Fine Arts 27
- Interior Design 110, 122, 125
- Music 1, 20, 21, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 40, 47, 49, 90, 91
- Photography 25
- Physical Education 64/Theatre Arts 64
- Speech 32
- Theatre Arts 10, 11, 20, 21 (prior to Fall '93), 22, 25, 26, 32, 110

C2 Humanities
- Arabic 1 (or 1A and 1B), 2, 21
- Chinese 1 (or 1A and 1B), 2, 21
- French 1* (or 1A* and 1B*), 2*, 3, 4, 10, 20, 21
- German 1* (or 1A* and 1B*) 2*, 3, 4, 10, 21
- Hebrew 1 (or 1A and 1B), 2, 21
- History 4, 5
- Humanities 1, 2, 3, 4, 10A, 10B, 21, 22, 25
- Interdisciplinary Studies 1, 2, 5
- Italian 1* (or 1A* and 1B*), 2*, 3, 4, 10, 21
- Japanese 1 (or 1A and 1B), 2, 3, 4, 10, 21
- Korean 1A and 1B, 21
- Latin 1 (or 1A and 1B), 2
- Philosophy 1, 3, 4, 9, 10, 14, 15
- Portuguese 21
- Russian 1 (or 1A and 1B), 2, 21
- Sign Language (beginning Fall '93) 32, 33, 34, 35
- Spanish 1* (or 1A* and 1B*), 2*, 3, 4, 10, 20, 21
- Speech 30, 31
- Theatre Arts 30, 31
- Vietnamese 21

*Beginning Fall '88

Area D: A minimum of nine units dealing with human, social, political and economic institutions and behavior; historical background. History 7 or 8 or 16 or 17 or 22 must be included. History 22 may not be combined with History 7 or 8 or 16 or 17. Two additional courses including at least one area other than D6.

D1 Anthropology
- Anthropology 2, 3, 6, 9, 10

D2 Economics
- Economics 2, 4 (formerly 1), 20

D3 Ethnic Studies
- Anthropology 4; CrossCultural Studies 1, 2, 10; History 20, 81; Psychology 16; Sociology 4, 6, 20

D4 Gender Studies
- Anthropology 21; History 21; Political Science 21; Psychology 21; Sociology 21; Women's Studies 10, 21, 40

D5 Geography
- Geography 2, 3, 38

D6 History
- History 7, 8, 9, 11, 16, 17, 19, 22, 25, 27, 28, 30, 31, 32, 40, 41, 60, 70, 71, 72, 74

D7 Interdisciplinary Social or Behavioral Science
- Anthropology/Speech 20 (formerly 109); Economics/Environmental Studies 6; Environmental Studies 1; History/Political Science 61, 75, 80; Psychology/Sociology 30

D8 Political Science
- Political Science 4, 11, 12, 14, 17

D9 Psychology
- Psychology 1, 2, 3, 7

D0 Sociology
- Sociology 1, 10, 15

(AHuman Services 100, 120 prior to Fall '86)

Area E: A minimum of three units in life skills, that is, study to equip human beings for lifelong understanding and development of themselves as integrated physiological, social and psychological entities.
- Applied Psychology 140, 150, 151, 160, 162
- Family and Consumer Sciences 115, 140, 142 (beginning Fall '97)
- Foods and Nutrition 50, 64
- Gerontology 101
- Health 1, 3, 105
- Health Science 105
- Human Services 175 (beginning Fall '96)
- Physical Education 107 or select one course from Physical Education 1, 2, 3, 4, 5, 6, 7, 8, 9, 28, 29, 30, 63/Theatre Arts 63, Physical Education 90, 93, 94 or Physical Education/Special Services 1 or 107 (Note: one course maximum)
- Psychology 33
- Women's Studies 30, 100, 120

AMERICAN INSTITUTIONS REQUIREMENT:
- Political Science 1

In addition to the general education requirements, all students must include coursework in U.S. History and Constitution and American ideals as required by Section 40404 of Title 5 of the Administrative Code. Completion of U.S. History from Area D and the above course will meet all or part of this requirement.

CERTIFICATION OF CSU GENERAL EDUCATION REQUIREMENTS:

No student will be eligible to petition for certification of the CSU General Education requirements until a minimum of 12 semester units has been completed at Saddleback College.

Students meeting area requirements may petition for partial certification in one or more of the areas (i.e., Area A, B, C, D or E), but the college will not certify course requirements short of an entire area. The institution to which a student transfers will require completion of the requirement in those sections which are not certified and may require additional specific courses as required of native students.

Important:
General education courses should not be the same courses used to meet departmental major requirements. In general, courses listed as preparation for the major are also applicable to general education requirements. Students should consult the catalog of the institution offering their intended major to determine lower division major requirements as well as those which are recommended or required in preparation for the major, as well as the transfer pattern section of the Saddleback College catalog and a counselor.

NOTE: Completion of 60 units including completion of the California State University general education certification will satisfy the requirements for an Associate in Arts degree in General Studies

Saddleback College will certify coursework completed at another California community college or any institution that participates in certifying general education coursework to the CSU, including CSU campuses other than the one to which the student is transferring, only if the courses are on the approved CSU general education list at the college where they were completed. Such a course will be certified in the General Education-Breadth area that is shown on the official certification list for the institution at which it was taken.
When coursework has been taken at a regionally accredited institution that does not maintain a CSU certification list, Saddleback College can certify the coursework provided that Saddleback College faculty determine that the coursework is equivalent to coursework on the approved Saddleback College General Education Breadth list.

The CSU certification service, performed by the Office of Admissions and Records, is available only when an official transcript is being sent to a California State University, or any college or university which accepts CSU certification.

**UNIVERSITY OF CALIFORNIA**

(Refer to California CSU/UC map)

**PRIORITY APPLICATION FILING PERIODS**

Fall Quarter: November 1-30
Winter Quarter: July 1-31
Spring Quarter: October 1-31
UC Berkeley*
Fall Semester: November 1-30
(*Applications for UC Berkeley accepted for Fall only)

**ELIGIBILITY FOR TRANSFER**

Requirements for Students Transferring to UC Fall 1998 or Later:

1. If you were eligible for admission to the University when you graduated from high school—that is, you satisfied the Subject, Scholarship, and Examination Requirements—you are eligible to transfer if you have a "C" (2.0) average in your transferable coursework.

2. If you met the Scholarship Requirement but did not satisfy the Subject Requirement, you must take transferable college courses in the subjects you are missing, earn a grade of "C" or better in each of these required courses, and earn an overall "C" (2.0) average in all transferable college coursework to be eligible to transfer. If you met the Scholarship Requirement but not the Examination Requirement, you must complete a minimum of 12 semester (18 quarter) units of transferable work and earn an overall "C" (2.0) average in all transferable college coursework completed.

3. If you were not eligible for admission to the University when you graduated from high school because you did not meet the Scholarship Requirement, you must:
   a. Complete 90 quarter units or 60 semester units of transferable college credit with a grade point average of at least 2.4, AND
   b. Complete the following course pattern, earning a grade of "C" or better in each course:
      1) two transferable college courses (3 semester or 4-5 quarter units each) in English composition, and;
      2) one transferable college course (3 semester or 4-5 quarter units) in mathematical concepts and quantitative reasoning, and;
      3) four transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, and the physical and biological sciences.

(Students who satisfy the Interssegmental General Education Transfer Curriculum prior to transferring to UC will satisfy Option 3b above of the transfer admission requirements.)

**CLEARING DEFICIENCIES IN THE UC SUBJECT REQUIREMENT**

For students transferring in Fall 1998 or later:

[IMPORTANT NOTE: Students must earn a grade of "C" or better in each course taken]

<table>
<thead>
<tr>
<th>UC Subject Requirement (&quot;a&quot; through &quot;f&quot;)</th>
<th>High School Requirement</th>
<th>How to Clear A-F Deficiency or Omission with College Courses</th>
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</thead>
<tbody>
<tr>
<td>(a) History/Social Science</td>
<td>Two years</td>
<td>For a deficiency in U.S. history/civics/</td>
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<td>American government,</td>
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<td>a transferable college course of three or more quarter</td>
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<td>units in U.S. history, civics, or</td>
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<td>American government.</td>
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<td></td>
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<td>For a deficiency in world history/cultures/</td>
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<td></td>
<td>geography, a transferable college course of three or more</td>
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<td>quarter units in world history, cultures, and geography,</td>
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<td>e.g., History 4 or 5.</td>
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<tr>
<td>(b) English</td>
<td>Four years</td>
<td>For each year of deficiency, one transferable course of four</td>
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<td></td>
<td></td>
<td>or more quarter units in English composition, literature</td>
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<td>(American or English), speech, foreign literature in</td>
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<td>translation, public speaking, or oral interpretation of</td>
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<td>literature. Literature and speech courses must include</td>
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<td>substantial composition.</td>
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<td>(c) Mathematics</td>
<td>Three years required</td>
<td>To clear the entire deficiency, complete one of the following:</td>
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<td>(four recommended)</td>
<td>a transferable mathematics course that employs the topics of</td>
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<td>intermediate algebra, or; a transferable statistics course</td>
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<td>offered by either a mathematics or statistics department that</td>
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<td>has intermediate algebra as a prerequisite; e.g., Math 8, 9 or</td>
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<td>10.</td>
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<tr>
<td>(d) Laboratory Science</td>
<td>Two years</td>
<td>For each year of deficiency, a transferable course in a</td>
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<td>natural (physical or biological) science with at least 30</td>
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<td>hours of laboratory</td>
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</table>
PROGRAM PLANNING

Students planning to transfer to the University of California must keep the following requirements in mind when selecting courses:

1. Admission/Major Requirements:
   As indicated above, the University has a common set of requirements which specify minimum eligibility for admission as a transfer. However, several campuses have additional requirements that may go well beyond minimum eligibility requirements, particularly where the number of applications exceeds the number of spaces available. Students should give first priority toward completing all lower division for the major. In many cases, completing a portion of the major requirements is essential to gain admission to the major at the junior level.

2. General Education/Breadth:
   Each school and college at every UC campus has its own general education, or, breadth, requirements designed to give students a broad background in a variety of academic areas. Students have the option of (1) completing the campus specific breadth requirements; or (2) Completing the Intersegmental General Education Transfer Core Curriculum (IGETC) outlined in the following section of this catalog.

A minimum of 120 units (180 quarter units) is required to complete a baccalaureate degree from the University of California. The University will award graduation credit for up to 70 semester (105 quarter) units of transferable coursework from a community college. Courses in excess of 70 semester units will receive subject credit and may be used to satisfy University subject requirements. Some campuses have limits on the number of transfer units that will be accepted. If your community college work is combined with credit from a four-year institution, there might be a problem. Please consult the Admissions Office at the UC campus that interests you.

In general, no UC course credit is given for a course completed after a more advanced course is completed in the same subject matter.

COURSES ACCEPTED FOR TRANSFER TO THE UNIVERSITY OF CALIFORNIA

The University of California (UC) Office of the President periodically reviews Saddleback College course offerings to determine which courses are similar in nature, scope and content to UC offerings. Following is the most current list available at the time of catalog publication of courses transferable to all UC campuses. Saddleback College courses not listed which are numbered from 1 to 99 are either pending transfer credit subject to review by UC during the next update cycle or were not approved as UC transferable. Please check with the Counseling Services Office for the latest information.

Accounting 1A, 1A.*, 1A.2*, 1B
*1A.1 and 1A.2 combined is equivalent to 1A (per catalog);
maximum credit, 4 units.

Anthropology 1, 1L, 2, 3, 4, 6, 7, 9, 10, 12, 13, 20*, 21
*20 combined with Speech 5: maximum credit one course.

Arabic 1*, 1A*, 1B*, 2, 21
*1A and 1B combined is equivalent to 1 (per catalog);
maximum credit, 5 units. Both 1A and 1B must be taken for credit to be granted.

Architecture 110, 112, 134, 142, 144

Art 4, 10, 11, 12, 13, 20, 21, 22, 23, 24, 25, 26, 28, 40, 41, 42, 50, 51, 52, 53, 54, 57, 58, 59, 60, 61, 62, 65, 66, 70, 71, 72, 73, 79, 80, 81, 82, 85, 86, 87, 189

Astronomy 20, 25, 45

Biology 1A, 1B, 1C, 11, 12, 15, 18, 19, 20+, 24, 25, 40, 41, 44, 46++
*No credit for 20 after a college course in Biology.
++46 combined with HLTH 1 or 2: maximum credit, one course.

Business 1+, 12*, 14*, 31
*1 is transferable in mediated (TV) mode.
++12, and 14 combined: maximum credit, one course.

Chemistry 1A*, 1B*, 2A*, 2B*, 3+, 5A, 5B, 12A, 12B
*1A+1B and 2A+2B combined: maximum credit, 2 courses.
+No credit for 3 if taken after 1A or 2A.

Chinese 1, 1A*, 1B*, 2, 21
*1A and 1B combined is equivalent to 1 (per catalog);
maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.

Classics 5

Communication Arts 1, 29, 30, 31, 32, 40, 42
#31 and 32 combined: maximum credit, one course.

Computer Science 1A*, 1B, 2A, 2B, 3A, 3B, 10+, 12, 13I, 13M, 14++
*1A combined with CIM 1: maximum credit, one course.
++10 combined with CIM 2A: maximum credit, one course.
++13I and 13M combined: maximum credit, one course.
++14 combined with CIM 4: maximum credit, one course.
++15 combined with CIM 6A: maximum credit, one course.
Computer Information Management 1*, 2A+, 2B, 4++, 6A, 6B, 7, 189
* 1 combined with 65, 2B: maximum credit, one course.
* 2A combined with 65, 10: maximum credit, one course.
* 4 combined with 65, 10: maximum credit, one course.

Computer Science 15: maximum credit, one course.

Contract Education (See Independent Studies.)

Cross Cultural Studies 1, 2, 10

Drafting Technology 23

Economics 2, 4 (formerly 1), 6, 20*

*No credit for 20 if taken after 2 or 4.

Engineering 31, 33


Environmental Studies 1, 6, 19, 23, 24, 25, 30, 189

Fashion 31

Fine Arts 27

Food and Nutrition 50, 64

Foreign Language 189

French 1, 1A*, 1B*, 2, 2A+, 2B+, 3, 4, 10, 20, 21
* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.
* 2A and 2B combined is equivalent to 2 (per catalog): maximum credit, 5 units.

Geography 1, 2, 3, 20, 28

Geology 1, 2, 3, 5, 6, 20*, 23

*No credit for 20 if taken after a college course in Astronomy, Geology, Meteorology or Oceanography

German 1A, 1B*, 2, 2A+, 2B+, 3, 4, 10, 21
* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.
* 2A and 2B combined is equivalent to 2 (per catalog): maximum credit, 5 units.

Health 1*, 2, 3*

* or 3 combined with Biology 46: maximum credit, one course.

Hebrew 1, 1A*, 1B*, 2, 21
* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.

History 4, 5, 7*, 8*, 9, 10, 11, 15, 16*, 17*, 19, 20, 21, 22*, 25, 27, 28, 30, 31, 32, 33, 40, 41, 60, 61, 70, 71, 72, 74, 75, 80, 81
* 7, 8, 16, 17 and 22 combined: maximum credit, 2 courses.

Horticulture 10*, 11*, 20, 29*, 107
* 10, 11 and 29 combined: maximum credit, one course.

Human Services 37 (formerly 115)

Humanities 1, 2, 3, 4, 10A, 10B, 21, 22, 25, 189

Independent Study 1: Special Studies Workshop, etc.

Granting of transfer credit for courses of this kind is contingent upon a review of the course outline by a UC campus.

Interdisciplinary Studies 1, 2, 5

Italian 1, 1A*, 1B*, 2, 3, 4, 10, 21
* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.

Japanese 1, 1A*, 1B*, 2, 3, 4, 10, 21
* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.

Journalism 1, 2

Korean 1A*, 1B*, 21
* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.

Latin 1, 1A*, 1B*, 2

* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.

Legal Studies 12*, 14*

*No credit for 12 and 14 combined: maximum credit, one course.

Marine Science 2, 20*

*No credit for 20 if taken after 2.

Mathematics 2+, 3A*, 3B, 3C, 8+, 9, 10, 11*, 24, 26
+2 and 8 combined: maximum credit, one course.
* 3A and 11 combined: maximum credit, one course.

Music 1+, 10, 11, 12, 13, 14, 15, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 40, 41, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 74, 75, 76, 77, 80, 81, 82, 85, 90, 189

*No credit for 1 if taken after 10

Philosophy 1, 3, 4, 9, 10, 12, 13, 14, 15

Photography 25, 50, 51, 55

*Physical Education 1 through 50 and 70 through 94 (Activities):
*Physical Education-Intercollegiate Athletics 1 through 18;
*Physical Education-Special Services 1 through 5
(*Any or all of these courses combined: maximum credit, 4 units)

Physical Education (Dance) 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64

Preprofessional Physical Education 1, 3, 4, 9, 10, 11, 13, 14

Physics 2A*, 2B*, 4A*, 4B*, 4C*, 20+, 130
* 2A, 2B combined with 4A, 4B, 4C: maximum credit, one series. Deduct credit for duplication of topics.

*No credit for 20 if taken after 2A or 4A

Political Science 1, 3, 4, 10, 11, 12, 14, 17, 21, 61, 75, 80

Portuguese 21

Psychology 1, 2, 3, 5, 7, 16, 21, 30, 33, 35, 37

Russian 1, 1A*, 1B*, 2, 21
* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.

Sign Language 32, 33, 34, 35

Sociology 1, 2, 3, 4, 5, 6, 10, 15, 20, 21*, 25, 30
* 21 and Women's Studies 30 combined: maximum credit, one course.

Spanish 1, 1A*, 1B*, 2, 3, 4, 5, 6, 10, 20, 21
* 1A and 1B combined is equivalent to 1 (per catalog): maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.

Special Studies Workshop 1 (See Independent Studies)

Speech 1, 2*, 3*, 4, 5+, 8, 20+, 30, 31, 32, 35, 38
* 2 and 3 combined: maximum credit, one course.
+ 5 combined with 20 or Anthropology 20: maximum credit, one course.

Theatre Arts 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 15, 16, 17, 18, 19, 20, 22, 25, 26, 30, 31, 32, 35, 40, 41, 42, 43, 44, 45, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 189*

* Depending upon course content, apply appropriate limitation

Vietnamese 21

Women's Studies 10, 21, 30*, 40
* 30 and Sociology 21 combined: maximum credit, one course.
IGETC—THE INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses that community college students can use to satisfy lower division general education requirements at any campus of the University of California (UC) or California State University (CSU). The IGETC will permit a student to transfer from Saddleback College to a campus in either of these university systems without the need, after transfer, to take additional lower division general education courses to satisfy campus general education requirements.

Completion of the IGETC is not a requirement for admission to a CSU or UC campus, nor is it the only way to fulfill the lower division general education requirements of CSU or UC prior to transfer. Students still have many options, including fulfilling the CSU-specific general education certification pattern or completing the lower division requirements of the campus to which they plan to transfer.

The IGETC is most advantageous for transfers who have not yet decided on a major or a campus. Once a student has identified a major, it is important for him or her to work toward fulfilling any required preparatory courses—particularly in those professional or “high unit” majors that select applicants on the basis of satisfaction of lower division major requirements. It is important to note that this does not preclude a student from following the IGETC; however, the IGETC should not be done to the exclusion of completing any preparatory courses needed for admission.

In general, it is not advisable for transfers to Engineering majors at any UC campus to use the IGETC. Students entering “high unit” majors, such as those in the sciences, can follow the IGETC but must be careful to complete any needed lower division major preparation. For example, majors in the sciences not only have specific science prerequisites, but also have substantial mathematics requirements.

If the IGETC is chosen as the option to fulfill lower division general education/breadth requirements, all courses used for the IGETC must be completed prior to entering the university; further, all courses must be completed with a grade of “C” or better.

Courses on this list are approved for the 1998-99 academic year. Students wishing to use a course to meet an IGETC requirement must be sure that the course is on the list during the academic year it is taught. For example, in the course listing below, Communication Arts 30[F94] denotes that this course must have been completed in the Fall 1994 semester or later; and Arabic 21[F95] have been completed in the Fall 1996 semester or later to receive IGETC credit.

AREA 1—ENGLISH COMMUNICATION

A. English Composition: English 1A
B. Critical Thinking—Composition: English 1B completed Summer 1992 or after.

Because courses in this category must meet criteria reviewed by an intersegmental faculty committee, it is highly unlikely that courses taken at an institution other than a California community college will apply. The course must have been certified in the year when completed.

C. Oral Communication (not required of UC transfers):
   Speech 1

AREA 2—MATHEMATICAL CONCEPTS and QUANTITATIVE REASONING

(1 course, 3-5 semester units)

Any one of the following courses will meet the mathematical concepts and quantitative reasoning requirement:
Mathematics 2**, 3A**, 3B, 3C, 8**, 9, 10, 11**, 24, 26

AREA 3—ARTS and HUMANITIES

(at least 3 courses, 9 semester units)

At least one course from the Arts and one from the Humanities.

Arts courses:
Art 4, 20, 21, 22, 23, 24[F96], 25, 26, 28; Communication Arts 30[F94], Fine Arts 27; Music 20, 21, 23, 25, 26, 27[F94], 28[F94], 29[F94]; Photography 25; Physical Education/Theatre Arts 64[F96]; Theatre Arts 20, 25, 26.

Humanities courses:
Arabic 21[F95]; Chinese 21[F95], English 15A, 15B, 17A, 17B, 18, 19, 20, 21A, 21B, 21C, 21D, 21E, 23A[F95], 23B, 24[F95], 25, 27A, 27B, 27C, 27D, 27E, 27F, 35, 44[F95], 46, 50, 52[F97], 54; French 3, 4, 20[F96], 21[F95]; German 3, 4, 21[F95]; Hebrew 21[F95]; History 4, 5, 30*, 40*, 41*, 60*, 70*, 71*, 75*/Political Science 75*/Humanities 1, 2, 3, 4, 10A, 10B, 11/Interdisciplinary Studies 1, 2, 3, 4, 11/Interdisciplinary Studies 2; Italian 3, 4, 21[F95]; Japanese 3, 4, 21[F95]; Korean 21; Philosophy 1, 3, 4, 10, 14, 15, Portuguese 21; Russian 21[F95]; Sign Language 34[F98], 35[F98]; Spanish 3, 4, 20[F95], 21[F95]; Vietnamese 21[F97].

AREA 4—SOCIAL and BEHAVIORAL SCIENCES

(at least 3 courses, 9 semester units)

Courses from at least two disciplines (courses listed by discipline, e.g., Anthropology, Political Science).
Anthropology 2, 9, 10[F98]; Anthropology/Speech 20*[F98]; Anthropology 21; Cross Cultural Studies 1[F96], 2[F96], 10; Economics 2, 4 (formerly 1), 6; Environmental Studies 6, Economics 20[F94]; Geography 2, 3; History 7* [F96], 8* [F96], 16*, 17**, 19, 20; Sociology 20, 21, 22**, 27[F98], 28[F98], 30*, 40*, 41*, 60*, 61; Political Science 61; History 70*, 71*, 74[F98], 75*/Political Science 75*, History 81[F94]; Political Science 1, 4, 12, 14, 21[F98]; Psychology 1, 2, 3, 7, 20, 30/Sociology 30, Sociology 1, 2, 4, 5, 15, 16[F97], 21**, Women’s Studies 10, 21, 40[F95].

AREA 5—PHYSICAL and BIOLOGICAL SCIENCES

(at least 2 courses required, 7-9 semester units)

One Physical Science course and one Biological Science course; at least one must include a laboratory.

A. Physical Science courses:
Astronomy 20, 20 and 25; Chemistry 1A**, 1B**, 3*; Environmental Studies/Geology 23; Geography 1; Geology 1, 2, 5, 20**; Marine Science 20; Physics 2A**, 2B**, 4A**, 4B**, 20**.

B. Biological Science courses:
Anthropology 1, 1 and 1L[F98]; Biology 1A, 1B, 11, 20**, 40

LANGUAGE OTHER THAN ENGLISH (not required of CSU transfers)

Proficiency equivalent to two years of high school study in the same language.

The following courses at this institution fulfill the requirement:
Chinese, French, German, Hebrew, Italian, Japanese or Spanish 1 or 1A and 1B; Sign Language 32.

U.S. HISTORY, CONSTITUTION, AMERICAN IDEALS—CSU graduation requirement (not part of IGETC)

Students transferring to a CSU campus should complete History 7* or 8* or 16* or 17* or 22* and Political Science 1* to meet the American Institutions Requirement in addition to minimum IGETC requirements. Courses used to meet this requirement may not be used to satisfy requirements for IGETC.

*Course may be listed in more than one area, but shall not be certified in more than one area.

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notification from the Office of Admissions and Records. Students can request IGETC certification for courses on the Saddleback College IGETC list. Courses completed at other non-certifying community colleges will be certified only when approved by faculty at the college where the course was completed. Courses completed at other non-certifying colleges will be certified only when approved by faculty as equivalent to courses on the Saddleback College IGETC list.

Courses listed above were approved at the time of catalog publication. Because additional courses may be approved, and requirements for subsequent years are subject to change; check with the Counseling Services Office for the latest information.

As indicated above, each campus of the University of California has unique graduation requirements. The following Saddleback College course list has been articulated with the closest UC campus, the University of California, Irvine.

**Important Note:** Courses listed below were approved at the time of catalog publication. Because requirements and courses listed are subject to change, students are strongly advised to check with the Counseling Services Office or UC Irvine for the latest information.

### UNIVERSITY OF CALIFORNIA, IRVINE

**Note:** Transfer students should consult the "Catalogue Rights" section of the UCI General Catalogue to determine options for completing graduation requirements.

I. Writing—Lower division Requirement
   - **Two courses from:**
     - Biology 1A, 1B, 1C, 11, 12, 15, 18, 19, 20+, 40
     - English 1A and 1B
   - **Two courses from:**
     - Astronomy 20, 25; Geology 1, 2, 5, 6, 20+; Marine Science 2, 20+; Physics 20+

   or
   - One of the following sequences:
     - Chemistry 1A+ and 1B+; Physics 2A+ and 2B+; Physics 4A+ and 4B+

II. Social and Behavioral Sciences
   - **Two courses from the same discipline, or an introductory course followed by a second course in that discipline.** (Introductory courses are noted by an asterisk (*));
   - Anthropology 1*, 2*, 3*, 4*, 6, 7, 9*, 13, 21
   - Cross Cultural Studies 1*
   - Economics 2*, 4*, 6, 20+
   - Environmental Studies 1*
   - Geography 1*, 2*, 3
   - Political Science 1, 2, 3, 7, 21, 30, 35, 37
   - Sociology 1*, 3, 10, 15, 20, 21+, 25, 30

III. Humanities
   - **Two courses from the same discipline:**
     - Art 25 and 26; Music 25 and 26; Theatre Arts 25 and 26; English 15A, 15B, 17A, 17B, 18, 19, 20, 21A, 21B, 21C, 21D, 21E, 25, 27A, 27B, 27C, 27D, 27E, 27F, 33, 44, 54; History 4, 5, 7+, 8+, 9, 10, 16+, 17+, 18, 19, 22+, 30, 40, 41, 60, 61, 70, 71, 72, 75, 80; Humanities 1, 2, 3, 4, 10A, 10B; Philosophy 1, 3, 4, 15; Women’s Studies: Art 21; English 35, 46, 50; History 21; Music 29; Women’s Studies 10, 30, 40

IV. Mathematics and Symbolic Systems
   - **One of the following series:**
     - Computer Science 1A+ and 1B
     - Computer Science 1A+ and 2A
     - Computer Science 1A+ and 12
     - Computer Science 1A+ and 14+
     - Computer Science 1A+ and 15+
     - Computer Science 1A+ and Computer and Information Management 2A
     - Computer Science 1A+ and Computer and Information Management 2B
     - Computer Science 1A+ and Computer and Information Management 4
     - Computer Science 1A+ and Computer and Information Management 6A
     - Mathematics 3A+ and 1B
     - Mathematics 3A+ and 2B
     - Mathematics 3A+ and 9
     - Mathematics 3A+ and 10
     - Mathematics 9 and 11+
     - Mathematics 10 and 11+
     - Philosophy 12 and 13

V. Language Other Than English
   - **Completion of one of the following courses, or the equivalent as described in the UCI General Catalogue:**
     - French 3; German 3; Italian 3; Japanese 3; Spanish 3.
     - **(Note:** This requirement may be met by credit for four years of high school study or equivalent in a single language other than English with a “C” average or better in the 4th year. See UCI catalogue for other options.)

VI. Multicultural Studies and International/Global Issues
   - One course from Multicultural Studies and one course from International/Global Issues. **Note:** In completion of Breadth Category VII, students may use courses which are also being used in full fulfillment of other breadth categories.
   - **A. Multicultural Studies:**
     - **One course from:**
       - Anthropology 4, 6, 7, 21; Art 21; Biology 46+; Cross Cultural Studies 1, 2; English 23B, 23D, 24, 35, 46, 50; History 20, 21, 33, 81; Music 27, 29; Psychology 21; Sociology 4, 5, 6, 20, 21+, Theatre Arts 110 (UC transfer status pending for TA 110); Women’s Studies 10, 21, 30+ AND
B. International/Global Issues:

One course from:
- Anthropology 2; Arabic 21; Art 22, 23, 24, 25, 26; Chinese 21;
- English 21C, 21D, 21E; French 20, 21; German 21;
- Hebrew 21; History 4, 5, 18, 30, 60, 61, 70, 71, 72, 75, 80;
- Italian 21; Japanese 21; Korean 21; Music 21, 23; Political Science 11, 12, 14, 17, 61, 75, 80; Portuguese 21; Russian 21;
- Spanish 6, 20, 21; Theatre Arts 25, 26; Vietnamese 21; Women's Studies 40

*Introductory courses

+UC credit limitations may apply. Please see UC transferable course list.

NOTE: The above list of courses is not a contract and is based on information available at the time of publication. Requirements and articulation information are subject to change. Students are advised to contact the Counseling Services Office at Saddleback College or UC Irvine for further details.

OTHER UNIVERSITY OF CALIFORNIA CAMPUSES

In addition to UCI, articulation agreements listing equivalent Saddleback courses meeting general education breadth requirements at the following UC campuses are available in the Counseling Services Office:

UC Berkeley
UC Davis
UC Los Angeles
UC San Diego
UC Santa Barbara

Full or partial articulation agreement information is available regarding major course requirements for the above campuses including UC Irvine, as well as UC Riverside, and UC Santa Cruz campuses.

Inquire in the Counseling Services Office for information regarding guaranteed admission programs with UC Berkeley (Cooperative Admission Program), UC Davis (Transfer Admission Agreement), UCSD (Transfer Admission Guarantee), and UC Riverside (Transfer Admission Guarantee).

INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES

There are at least 70 fully accredited independent colleges and universities in California providing a host of options at undergraduate, graduate and professional levels for students planning to continue their education beyond Saddleback College. Admissions policies vary widely from one school to another and virtually all institutions give full credit for general education courses and usually for courses designated for transfer by the community college. A good rule to follow for independent colleges as well as for out-of-state institutions is to expect full credit for courses which are parallel in scope and content to courses offered for credit to lower division “native” students at those institutions. Articulation agreements for many independent institutions are on file in the Counseling Services Office.

Independent colleges are flexible in admission policies and in awarding credit. They invite interested students to make an appointment with their Office of Admissions in order to discuss transfer opportunities on a personal basis.

Financial aid may be a primary factor in considering attending an independent college. Many students cut the cost in half by attending the community college for the lower division program. Information on financial aid is available from financial aid offices on independent college campuses as well as in the Financial Aid Office at Saddleback College.

The following sample articulated general education programs with Chapman University and USC are illustrative of the variability of admissions and general education requirements, and are based upon information available at the time of catalog publication.

CHAPMAN UNIVERSITY

Note: Regarding admissions and general education options for transfer students:

A student who is admitted to Chapman University from Saddleback College on regular standing and who at the time of first enrollment at Chapman University has completed general education requirements of the California State University (CSU) will have met Chapman University (1) Basic Subject and (2) General Education Requirements and would not be required to take additional coursework in these two areas. Students may follow either the CSU certification pattern or the CSU IGETC option.

Students must complete one sequential year of a foreign language, or prove proficiency by examination, before graduation from Chapman University. This requirement may be met prior to transferring by successful completion on a level 1 and 2 foreign language sequence at Saddleback College.

Inquire in the Counseling Services Office at Saddleback College, or at Chapman University for further details.

UNIVERSITY OF SOUTHERN CALIFORNIA

NOTE: Effective Fall 1997, the University of Southern California (USC) put in place a new general education program for full implementation by Fall 2000. Students entering USC over the next few years will follow one of two possible G.E. plans during the period of conversion to the new general education program as follows:

1) “New” USC G.E. Program: Students who first enrolled in any college in Fall 1997 or later, or who enroll in USC in Fall 2000 or later, follow the “New” G.E. plan.

Note: Students who enrolled in college for the first time in Summer 1997 must follow the “New USC G.E. Program.”

For further information and details regarding course requirements for USC’s G.E. programs and majors, please contact the Counseling Services Office at Saddleback College or USC.

OTHER INDEPENDENT COLLEGES AND UNIVERSITIES

Interested students will find additional formalized articulation agreements in the Counseling Services Office with other independent colleges and universities, including Los Angeles College of Chiropractic, Loma Linda University, Newschool of Art & Architecture, National University, Pepperdine University, United States International University, University of San Diego, Southern California College of Optometry, Westmont College, and Woodbury University, among others.
The California Articulation Number (CAN) system identifies some of the transferable, lower division introductory, preparatory courses commonly taught within each academic discipline on college campuses.

The System assures students that CAN courses on one participating campus will be accepted “in lieu of” the comparable CAN courses on another participating campus. Example: CAN ECON 2 on one campus will be acceptable for CAN ECON 2 on another participating campus. Each campus retains its own course numbering system.

Saddleback College courses qualified in the CAN system are designated following each course description in the schedule of classes.

Following is a list of Saddleback College (SC) courses qualified in the CAN system at the time of catalog publication and is subject to change. Students are advised to check with the Counseling Services Office for the latest information.

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<th>SC Course Number</th>
<th>Course Title</th>
<th>CAN Number</th>
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<tr>
<td>ACCT 1A</td>
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<tr>
<td>ACCT 1B</td>
<td>Managerial Accounting</td>
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<tr>
<td>ANTH 1</td>
<td>Physical Anthropology</td>
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<td>ANTH 2</td>
<td>Cultural Anthropology</td>
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<tr>
<td>ANTH 9</td>
<td>Introduction to Archaeology</td>
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<tr>
<td>ART 10</td>
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<td>Survey of Art History: Ancient Worlds to</td>
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<td>ART 26</td>
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<td>ART 40</td>
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<td>ART 41</td>
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<td>ART 50</td>
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<td>ART 60</td>
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<td>ART 70</td>
<td>Fundamentals of Sculpture</td>
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<td>ART 80</td>
<td>Beginning Drawing</td>
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<td>BIO 1A</td>
<td>Animal Diversity and Ecology</td>
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<td>BIO 1B</td>
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<td>ENG 15B</td>
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</tbody>
</table>

The California Articulation Number (CAN) system identifies some of the transferable, lower division introductory, preparatory courses commonly taught within each academic discipline on college campuses.
TRANSFER MAJOR PATTERNS

In developing a program for transfer, first consideration should be given to completing the courses required in the major or as preparation for the major. Insofar as possible, the student should complete the general education or breadth requirements for the college of his/her choice. For most majors, there should be opportunities to work in elective courses in general education, in the major, or as opportunities to explore vocational/non-vocational interests.

Students may want to complete an associate degree major of 20 units in a single academic discipline or in related fields. While not a requirement for transfer, the associate degree is generally recommended, and proper planning should enable students to satisfy requirements for graduation from Saddleback College.

The following pages set forth course patterns at Saddleback College which reflect examples of lower division requirements for transfer majors which will articulate specifically with a university offering the degree or programs indicated. These are merely examples of the many majors available and represent, for the most part, the lower division major requirements for nearby colleges, or for special programs about which many students inquire and are subject to change. If a major or a particular college is not listed, the student should obtain a copy of the transfer institution's catalog, and with the help of a counselor, if necessary, find parallel courses in the Saddleback College catalog. A form has been developed which has been useful in confirming individual articulation agreements.

The counseling staff, in cooperation with instructional divisions, will continue to work out articulation agreements establishing course correspondence especially for those majors about which a number of students inquire. Copies of articulation agreements with four-year institutions are available in Saddleback College's Career Center, the Counseling Services Office, or ASSIST.*

*ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) database now available on the World Wide Web is the statewide repository of articulation information for all California public postsecondary institutions--UCs, CSUs and Community Colleges: www.assist.org

IMPORTANT NOTE: The following examples of articulated major programs for representative colleges are based on articulation information available at the time of Saddleback College catalog publication deadlines and are subject to change as articulation is a year-round process. Please check with the Counseling Services Office for the most current information.

ADMINISTRATION OF JUSTICE

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Criminal Justice

There are no lower division courses required in the major. California State University, Fullerton's Criminal Justice curriculum can accommodate any/all transferable lower division coursework of a related nature (e.g., administration of justice, police science, etc.) as CSUF's Criminal Justice offerings are exclusively upper division. Prospective transfers should contact the CSUF Criminal Justice department office for particulars.

General education certification requirements should be completed prior to transfer.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science in Criminal Justice

Students intending to transfer from community college to CSULB for a B.S. Degree in Criminal Justice are advised to complete general education requirements prior to transfer. A maximum of 24 units of lower division criminal justice courses are acceptable for transfer. Saddleback's Human Services 37 and twelve additional units will be accepted for CSULB's CRIM 151, 155, 157 and 161, if equivalent subject matter has been completed at a community college. It should be understood that these will not satisfy upper division major requirements. For additional information, students should contact CSULB's Criminal Justice department office.

SAN DIEGO STATE UNIVERSITY

Bachelor of Science—Criminal Justice Administration Major

Preparation for the Major: Human Services 119 or Administration of Justice 2 (offered at Irvine Valley College); Mathematics 10; Political Science 1; Sociology 1 and 2.

Note: The Criminal Justice Administration major is designated as an impacted program and specific regulations related to admissions are imposed. Students are advised to consult the department at SDSU for more information on specific regulations and admissions criteria.

General education requirements should be completed prior to transfer.

ADMINISTRATIVE STUDIES

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Bachelor of Arts in Political Science/Administrative Studies

Cooperative Major

Lower Division Major Course Requirements: Accounting 1A or 1A.1 and 1A.2; Business 1; (Computer Science 1A or Computer Information Management 1); Political Science 1, 12, 14; and select three courses from: Political Science 5, 10, 15, 20. Note: In addition, UCR recommends Math 10 for this major.

AMERICAN STUDIES

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in American Studies

American Studies is an interdisciplinary program designed for students with a special interest in study of American society. It is a useful program for career preparation in law, government service, business, communications and teaching, as well as serving as a foundation for advanced study at the graduate level. When combined with courses required for the liberal studies waiver, it can be used as preparation for a multiple-subjects teaching credential at CSU Fullerton or for secondary school teaching in the Social Sciences. Teaching credentials require a specific study plan—students should consult with a CSUF department adviser early in the course of study.

There is one specific lower division requirement for this major which may be taken after transfer to CSUF. The transfer student is advised to complete general education certification requirements and to obtain broad preparation in two disciplines of interest such as history, sociology, anthropology, women's studies, early childhood studies, administration of justice, English, psychology, geography, or political science.
**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Bachelor of Arts in American Studies**

The American Studies major at CSU Long Beach requires a two-semester survey of American literature (English 370A, 370B). Long Beach will accept Saddleback’s English 15A, 15B on petition, providing the course is not also being used to meet general education requirements, but no upper division credit will be given.

Recommended preparatory courses to be selected from the following: Anthropology 2; Art 20 or 25, 26; Economics 20; History 9, 10, 16 and 17 or 22; Political Science 1, 2; Sociology 1.

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**UNIVERSITY OF CALIFORNIA, IRVINE**

**Bachelor of Arts in Anthropology**

Preparation for the Major Requirements: Anthropology 1, 2, 9 and select one course from: Anthropology 4, 6, or 21

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**ARCHITECTURE AND ENVIRONMENTAL DESIGN MAJORS**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO**

**Bachelor of Architecture**

Lower Division Major Course Requirements: +Architecture 124A, 124B, 126, 142, 144

Lower Division Support Courses: +Architecture 110; Engineering 31; Mathematics 3A*, 3B*; Physics 4A*, 4B*, 4C* (Note: These required support course equivalents also satisfy general education and breadth requirements.)

**Bachelor of Science in Architectural Engineering**

Lower Division Major Course Requirements: Engineering 31

**Bachelor of Science in City and Regional Planning**

Lower Division Major Course Requirements: +Architecture 110, 124A, 124B, 126, 134, 142; Chemistry 1A; select one from: (Computer and Information Management 2B or Computer Science 10 or 12A or 14); Engineering 33; Geology 1*; Mathematics 3A*, 3B*, 3C, 24; Physics 4A*, 4B, 4C (Note: These required support course equivalents also satisfy general education and breadth requirements.)

**Bachelor of Science in Landscape Architecture**

Lower Division Support Courses: +Architecture 110; Biology 1B*; Horticulture 10, 11; Mathematics 2*, 10*, 124* (Note: These required support course equivalents also satisfy general education and breadth requirements.)

--Note: Transfer credit for Architecture course equivalencies listed above subject to portfolio review at Cal Poly San Luis Obispo.

General Education and Breadth: See California State University general education certification or the Intersegmental General Education Transfer Curriculum (IGETC) sections in this catalog. Completion of general education requirements before transfer is strongly recommended.

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**UNIVERSITY OF CALIFORNIA, BERKELEY**

**Architecture**

Lower Division Design Prerequisites: Architecture 110, 112, 134, 142, 144; Art 80

Lower Division Non-Design Prerequisites: English 1A, 1B, 25; Mathematics 3A, 3B; and
**Physics Prerequisite:** Physics 4A may be used to fulfill this requirement.

One Natural Science course (3 units) from the following subject areas: Physical Anthropology, Astronomy, Biochemistry, Biology, Botany, Entomology, Genetics, Physical Geography, Geology, Geophysics, Paleontology, Physiology or Zoology. **Note:** Courses in the Physical Sciences (e.g., Mathematics, Chemistry, or Physics) do not qualify for the Natural Science requirement.

Two Social Science courses (6 units) from the following subject areas: Cultural Anthropology, Cultural Geography, Economics, Ethnic Studies, History, Political Science, Psychology, Social Science, Sociology, and/or Women’s Studies.

Two Humanities courses (6 units) from the following subject areas: Classics, History, History of Art, Humanities (see *Note* below for exclusions), Language & Literature; courses may be in either foreign language (spoken and/or literature) or advanced English literature, Philosophy, and/or Religious Studies.

**Note:** Courses in the Arts (Art, Film, Drama, or Music—including Art and/or Music Appreciation) are only accepted for the major in Landscape Architecture, and will not satisfy the Humanities requirement for the major in Architecture.

**Landscape Architecture**

**Lower Division Design Prerequisites:** Architecture 110, 112, 134, 142, 144; Art 80

**Lower Division Non-Design Prerequisites:** English 1A, 1B, 25; Biology 1B, 1C; Geology 1; and

Two Humanities or Arts courses (6 units) from the following subject areas: (A) Humanities: Classics, History, History of Art, Humanities, Language & Literature—courses may be in either a foreign language (spoken and/or literature) or advanced English literature, Philosophy, and/or Religious Studies and (B) Arts: Art (Studio Art & Art Appreciation), Drama, Film, and/or Music (Studio Music & Music Appreciation).

One Natural Science course (3 units) from the following subject areas: Physical Anthropology, Astronomy, Biochemistry, Biology, Botany, Entomology, Genetics, Physical Geography, Geology, Geophysics, Paleontology, Physiology, or Zoology. **Note:** courses in the Physical Sciences (e.g., Math, Chemistry or Physics) do not qualify for the Natural Sciences requirement.

One Physical Science course (3 units) from the following subject areas: Chemistry, Computer Science, Mathematics, or Physics. An introductory surveying course may sometimes be used to fulfill this requirement.

Two Social Science courses (6 units) from the following subject areas: Cultural Anthropology, Cultural Geography, Economics, Ethnic Studies, History, Political Science, Psychology, Social Science, Sociology, and/or Women’s Studies.

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**ART**

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Bachelor of Arts in Art**

The Bachelor of Arts degree offers concentrations in Art History, General Studio Art, and Teaching.

**Art History Concentration:** Art 25, 26 and select two courses from the following lower division studio courses: Art 40, 41, 50, 80, 85; plus nine units of transferable lower division electives in art, American studies, anthropology, history, literature, music, philosophy or theater.

**General Studio Art Concentration:** Art 25, 26, 40, 41, 50, 80, 85 and select at least six units of transferable lower division elective courses from two of the following areas: *design, printmaking, creative photography, sculpture, ceramics, crafts, drawing and painting.*

**Teaching Concentration** (Single Subject Instruction—Ryan Act)—qualifies for teaching Art in Grades K-12: Art 10, 25, 26, 40, 41, 50, 51, 80, 85, 130

**Bachelor of Fine Arts in Art**

The Bachelor of Fine Arts degree at CSU Fullerton is a professional program providing directed studies in nine studio concentrations within the visual arts.

Upon admission to CSUF with art as the major, students are placed in the Bachelor of Arts category, whether entering as a freshman or transferring from a community college. After admission to CSUF students should contact the Art Department regarding procedures for changing their academic objective to the Bachelor of Fine Arts in Art. *Students must provide proof of completion of the following lower division studio core courses (12 units) with a "B" or better grade-point average for all concentrations listed:*

**Studio Core Courses**: Art 40, 41, 50, 80 (required for all of the following concentrations listed)

**Concentrations:**

**Drawing and Painting:** Art 25, 26, 51, 52, 85, and six units studio electives.

**Printmaking:** Art 25, 26, 51, (60 or 61 or 62), 85, and six units studio electives.

**Sculpture:** Art 25, 26, 85, and two courses from Art 70, 71, 72, 175 (include at least Art 71 or 72), and 6 units studio electives.

**Crafts:** Art 25, 26, 81, 130, and 6 units studio electives.

**Ceramics:** Art 10, 11, 25, 26, 85, and 6 units studio electives.

**Graphic Design:** Art 25, 26, 85, (144 or Graphic Design 144), (Graphic Design 140 or Art 140), and 6 units studio electives.

**Illustration:** Art 25, 26, 81, 85, (144 or Graphic Design 144), and 6 units studio electives.

**Entertainment Art/Animation:** Art 25, 26, 85, and 6 units studio electives.

**Creative Photography:** Art 25, 26, (60 or 61 or 62), 85, and 6 units studio electives.

General education requirements: General education certification requirements are listed in the introduction to this section of the catalog.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Bachelor of Arts in Art, Art History, or Art Education**

**Lower Division Preparation:**

**Art:** Art 25, 26, 41, 50, (78 or 85), 80, 140.

**Art History:** Art 25, 26, 80, 140; and one course from Art 41, 50, 70, 85.

**Art Education:** Art 10, 25, 26, 41, 50, 80, 85, 140 [Single Subject Instruction—Ryan Act—qualifiers for teaching Art in Grades K-12]

**Bachelor of Fine Arts**

There are professionally oriented specialized programs leading to the B.F.A. degree at CSULB as follows:

**Lower Division Preparation:**

**Art Photography:** Art 25, 26, 41, 50, 80, 140; Photography 50; and one course from: Art 75 or 85.
Bachelor of Arts in Art History
Bachelor of Arts in Studio Art
Bachelor of Arts–Astronomy

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts–Astronomy

Lower Division Requirements: Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C

Recommended Courses: Chemistry 1A and Computer Science 12

Recommended Preparation: A fully prepared biological sciences major may complete required lower division coursework in two years, although many students choose to spread coursework over a longer period. If you have not taken a mathematically oriented chemistry course in the last five years with a grade of “C” or better and minimum of three or four years of high school mathematics including trigonometry, you should complete the following prerequisites to a biological science major.

Chemistry 3 (or high school chemistry as indicated above)
Mathematics 253 and 124 (intermediate algebra and trigonometry) and/or
Mathematics 2 (pre-calculus mathematics, if major requires calculus or calculus-based physics).

BIOCHEMISTRY

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Biochemistry

The B.S. degree is recommended for students planning to go directly into professional biochemistry and for students planning to attend graduate school in biochemistry or molecular biology. It is also excellent preparation for medical, dental and pharmacy school.

Lower Division Preparation: Chemistry 1A, 1B; Physics 4A, 4B; Math 3A, 3B, 3C. (*Note: For students planning to pursue a graduate degree, Physics 4C is highly recommended by CSUF. Physics 2A and 2B may be substituted with the approval of the CSUF chair or undergraduate biochemistry advisor.)

BIOLOGICAL SCIENCES

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts–Astronomy

Lower Division Requirements: Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C

Recommended Courses: Chemistry 1A and Computer Science 12

Foreign Language Requirement: Competency equivalent to that which is normally attained through three consecutive semesters of college study in one foreign language is required as part of the major preparation for the Bachelor of Arts in Astronomy.
Lower Division Core Requirements:  Biology 1A and 1B. An additional 3-unit course may be required after transfer.

The following courses will meet support-course requirements for all options in biology and should be included in general education requirements. Refer to general education certification requirements in the introduction to this section of the catalog.

Chemistry 1A, 1B; Physics 2A, 2B; Mathematics 3A or 11.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Biology

(This degree is designed primarily for those interested in teaching high school biology).

Lower Division:  Biology 1A, 1B, 1C; Chemistry 1A, 1B; Mathematics 3A; Physics 2A and 2B

Bachelor of Science in Biology

This degree includes a general option in biology and five additional specialized options in botany, cellular and molecular biology/ genetics, ecology and environmental biology, physiology, zoology.

Core Courses:

Biology Option:  Biology 1A, 1B, 1C; Chemistry 1A, 1B; Math 3A, 3B; Physics 2A, 2B

Botany Option:  Biology 1A, 1B, 1C; Chemistry 1A, 1B; Math 3A, 3B; Physics 2A, 2B

Cellular and Molecular Biology Option:  Biology 1A, 1B, 1C, 15; Chemistry 1A, 1B; Math 3A, 3B; Physics 2A, 2B

Ecology and Environmental Biology:  Biology 1A, 1B, 1C; Chemistry 1A, 1B; Geology 1; Math 3A, 3B; Physics 2A, 2B

Physiology Option:  Biology 1A, 1B, 1C; Chemistry 1A, 1B; Math 3A, 3B; Physics 2A, 2B

Zoology Option:  Biology 1A, 1B, 1C; Geology 1; Chemistry 1A, 1B; Math 3A, 3B; Physics 2A, 2B

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Science in Biology

Students will enter the program at the junior and senior levels and will be expected to have completed the equivalent of the lower division requirements at Saddleback or elsewhere during their first two years, including one year of organic chemistry with laboratory and two semesters of college-level calculus (three recommended). Preparation is as follows:

Lower division requirements include:  Biology 1A, 1B and 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 3A, 3B; Physics 4A, 4B.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Biology and *Bachelor of Arts in Biology

Lower division preparation:  Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A

*Foreign Language Requirement for the B.A. in Biology: Competency (equivalent to that which is normally attained through three consecutive courses of college study) is required in one foreign language as part of the preparation for the major.

UNIVERSITY OF CALIFORNIA, DAVIS
Bachelor of Science in Biological Sciences

Transfer students are strongly advised to complete as many pre-  latory courses as possible for their major before enrolling at UC Davis.

Lower Division Preparation:  Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 10, (11 or 3A and 3B); Physics 2A, 2B

See the UC Davis catalog, or check with the Counseling Office for further details regarding this major.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Science in Biological Sciences

Lower Division Preparation:

All transfer majors in biological sciences are required to complete English 1A and 1B, and one year of approved courses in either Comparative or English Literature, History, Humanities, Philosophy, or Women’s Studies to satisfy Category IV of the breadth requirements—see University of California, Irvine breadth requirement equivalents listed in the introduction to this section of the catalog. (Note: Breadth courses in Art History and Fine Arts do not meet the Humanities requirement for Biological Sciences majors.)

Important Note: Course equivalencies listed below were based on the articulation agreement in effect at the time of publication. Students are strongly advised to check with the Counseling Services office or UCI for the latest information regarding this major.

Lower Division Requirements:  Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 3A and (3B or 10); Physics (4A, 4B, 4C) or (4A and 4B).

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Science in Biology

The biology major provides the necessary background for those planning professional careers in the health field or subsequent graduate study in the field of biology.

Lower Division Preparation:  Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 3A, 3B; Physics 4A, 4B and 4C.

UNIVERSITY OF SOUTHERN CALIFORNIA
Bachelor of Science in Biological Sciences

Lower Division Preparation:  Biology 1A, 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 3A, 3B; Physics 2A and 2B or 4A and 4B.

Please consult the “Transferring to USC” booklet for general education and prerequisite information available in the Counseling Services office.

BOTANY

SEE BIOLOGICAL SCIENCES

BUSINESS ADMINISTRATION

Admission to business administration programs is competitive. Applicants are selected on the basis of completion of the core requirements and may be ranked on the basis of cumulative grade point average.
CALIFORNIA STATE UNIVERSITY, FRESNO
Bachelor of Science in Business Administration

Lower Division Core Requirements: Accounting 1A or (1A.1 and 1A.2), 1B; Business 14; Computer and Information Management 1*; Mathematics 10 (*Note: CIM 1 equivalent for CSU Fresno’s IS 50 may be waived for students who can demonstrate computer literacy by testing. Students should contact the School of Business at CSU Fresno for further details)

Additional Major Requirements: Economics 2, 4 (formerly 1); English 1A or 1B; Mathematics 9

Students selecting the International Business Option must successfully demonstrate conversational proficiency in a language other than English.

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Business Administration

Areas of concentration for the Bachelor of Arts in Business Administration include: Accounting, Business Economics, Finance, Management, Management Information Systems, Management Science, and Marketing. Also offered are Bachelor of Arts degrees in Economics and International Business.

Required equivalent core courses for all students majoring in business administration:
- Accounting 1A or (1A.1 and 1A.2), 1B
- Business 14, 104
- Computer and Information Management (CIM) 1
- Economics 2, 4 (formerly 1)
- Mathematics 3A or 11

Note: all courses for the major must be completed with a grade of “C” or better. The credit/no credit option may not be used for courses in the major.

Collateral Requirement: one 3-unit introductory social science course other than Economics chosen from *General Education requirements.

Competency at the level of French, German, Japanese or Spanish 4 is prerequisite to the required concentration courses in the International Business major. A Portuguese language concentration is also available at CSUF.

Demonstration of writing proficiency: Regardless of coursework in English composition, all business administration and economics majors must pass CSUF’s examination in writing proficiency.

*General education requirements: Refer to the introduction to this section of the catalog for information regarding certification of general education requirements for the California State University.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Business Administration

Required Equivalent Lower Division: Prerequisites (No course taken for credit/no credit grading will be accepted to fulfill business requirements) Accounting 1A, 1B; Business 12; Computer and Information Management 1; Economics 2, 4 (formerly 1); Mathematics 9, 11; Philosophy 12 or 15 (*Note: Accountancy majors must take Philosophy 15 and MIS majors must take Philosophy 12).

Options at the upper-division level in Business Administration include: Accountancy; Administrative Information Systems; Finance, Real Estate and Law; Human Resource Management; International Business; Management; Management Information Systems; Marketing; Operations Management; Quantitative Methods.

General education requirements: See California State University general education requirements listed in this catalog.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Bachelor of Science in Business Administration

Lower Division Core courses: Accounting 1A or (1A.1 and 1A.2), 1B and Business 12 or Legal Studies 12

Lower Division Support Courses: Computer and Information Management 1*; Economics 2, 4 (formerly 1); Mathematics 9*, 10*, 11*

*Note: These required support course equivalents also satisfy general education and breadth requirements at Cal Poly SLO.

General Education and Breadth: See California State University general education certification or the Intersegmental General Education Transfer Curriculum (IGETC) sections in this catalog. Completion of general education requirements before transfer is strongly recommended.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Bachelor of Arts or Bachelor of Science in [Business] Administration

Lower Division Core Requirements: Accounting 1A or (1A.1 and 1A.2), 1B; Business 12 or Legal Studies 12; Computer and Information Management 1; Economics 2, 4 (formerly 1); Mathematics 10; and select one course from the following: Mathematics 2, 3A, 8, 11

Information Management Concentration and the Management Science Concentration (B.A. & B.S. degrees): ADD: Computer and Information Management 4A or 6A

Computer Information Systems Specially (B.S. degree): ADD: Computer and Information Management 4A and 6A; and two courses from: Computer Science 2A, 2B, 14, or 15.

International Business Concentration (B.S. degree): ADD: one course from: French 10, German 10, Spanish 3 [this requirement may be waived by demonstrating equivalent language proficiency.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Science in Business Administration

Students must attain a GPA of 2.5 or better in the following Lower division Pre-Business Core:
- Accounting 1A, 1B; Economics 2, 4 (formerly 1); Mathematics 9, 11; Psychology 1 or Sociology 1.

*Note:* Business 12 is strongly recommended by CSUSM for students choosing the Accounting Option. Computer and Information Management 1 is recommended to meet CSUSM’s College of Business Administration computer competency requirement. Consult the CSU San Marcos catalog for further information.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Business Administration (majors)

Majors offered are as follows: Accounting (B.S.), Finance (B.S.), Financial Services (B.S.), Information Systems (B.S.), International Business (B.A.), Management (B.S.), Marketing (B.S.), Operations Management (B.S.) and Real Estate (B.S.)

Transfer students are accepted to SDSU as a “pre-business administration” major. Students are strongly encouraged to complete general education courses and the common core of lower division preparation for the business major courses, as indicated below, during their first two years. These prerequisite courses may not be taken credit/no credit; the minimum grade in each course is a “C.”
To obtain upper division business status, a student must prove that he or she has (1) completed the lower division preparation for the major coursework, (2) earned a “C” or better in each preparatory course, have an overall GPA of 2.5 or better, have completed 56 college units and (3) have passed the College of Business Administration Quantitative Competency Exam.

**Required Lower Division Preparation for all Majors:**
- Accounting 1A (or A.1 and A.2), 1B
- Business 14 or Legal Studies 14, and Business 104*
- Computer and Information Management 1
- Economics 2 and 4 (formerly 1)
- Mathematics 10 and 11**

*Business 104 is not required for Accounting or International Business majors.

**Mathematics 11 not required for International Business majors.

**Note:** The International Business major is designated as an impacted program and specific regulations related to admissions are imposed. Students may also complete lower division equivalencies for the language and regional/cultural studies emphases portions of this major at Saddleback College. Please check with the Counseling Services office and SDSU for more information regarding preparation coursework.

General Education Requirement: Refer to the introduction to this section of the catalog for information regarding certification of General Education requirements for the California State University.

**UNIVERSITY OF CALIFORNIA, RIVERSIDE**

**Bachelor of Science in Business Administration**

**Lower Division Preparation:** Accounting 1A or (A.1 and 1A.2), 1B; Business 1; Computer and Information Management 1; or Computer Science 1A; Economics 2, 4 (formerly 1); Mathematics 3A, 10, 26; Psychology 2.

Please refer to the UCR catalog for further information regarding special admissions requirements for this program.

**UNIVERSITY OF SOUTHERN CALIFORNIA**

**Bachelor of Science in Business Administration**

*Required lower division courses:* English 1A, 1B; Economics 2, 4 (formerly 1); Mathematics 8+, 11; Computer and Information Management 1

**Note:** Students who successfully complete Saddleback’s Accounting 1A or (A.1 and 1A.2) AND 1B with a grade of “B” or better will be allowed to enroll in USC’s BUAD 305 rather than 250AB after transfer. Contact USC’s Business School Student Services office for more information.

+Note: Completion of Math 111 or Math 3A will waive USC’s Math 117 requirement [MATH 8 at Saddleback College]

Please refer to the USC catalog for further details pertaining to program requirements, and the “Transferring to USC” booklet for general education and prerequisite information which is available in the Counseling Services office or Career Center at Saddleback College.

**CHEMISTRY**

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Bachelor of Science in Chemistry**

The Bachelor of Science Degree in Chemistry is recommended for students planning to go directly into professional chemistry and for those who plan to do graduate work in physical, analytical, organic or inorganic chemistry.

**Required courses include:** Chemistry 1A, 1B; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B, 4C
Four additional 4 or 5 unit transferable courses from among biology, computer science, engineering, mathematics or physics are required. Courses in basic physics, pre-physics and pre-calculus are not acceptable.

Recommended but not required: Mathematics 3C, 24, 26.

*Students must take Chemistry 152 at UCI

UCI’s Breadth requirements are outlined in the introduction to this section of the catalog. Students are expected to have ability to express ideas in written English with clarity and precision. There is no foreign language requirement, but chemistry majors are urged to obtain reading competence in a foreign language through coursework.

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts in Chemistry

*Lower Division Requirements:  Chemistry 1A, 1B, 5A, 12A, 12B; Mathematics 3A, 3B, 1B; Physics 4A, 4B, 4C. Completion of English 1A and 1B prior to transfer.

Bachelor of Science in Chemistry

*Lower Division Requirements:  Chemistry 1A, 1B, 5A, 12A, 12B; Mathematics 3A, 3B, 3C, 24; Physics 4A, 4B, 4C. Completion of English 1A and 1B prior to transfer.

*NOTE: For fulfillment of general education/breadth courses, IGETC is accepted for this major, but is not recommended by UC Riverside. Students are advised to contact UC Riverside, or the Counseling Services Office at Saddleback College for further details regarding this major.

UNIVERSITY OF SOUTHERN CALIFORNIA
Bachelor of Science in Chemistry

The B.S. degree program at USC is intended for persons preparing for careers in chemistry and satisfies the guidelines for a chemistry degree recommended by the American Chemical Society.

Required lower division courses:  Chemistry 1A, 1B, 5A, 12A; Mathematics 3A, 3B, 3C or 26; Physics 4A, 4B, 4C.

For further details regarding this major, contact USC and refer to the “Transferring to USC” booklet for general education and prerequisite information, available in the Counseling Services office.

CHILD DEVELOPMENT AND HUMAN DEVELOPMENT

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Child Development

The Child Development major is an upper division degree program at CSUF. Transfer students may apply a maximum of 12 units of lower division coursework toward the 52-unit major total, but no upper division credit is given for any lower division coursework.

The following courses are recommended, but any advisor-approved 12 units of transferable lower division child development coursework will be honored: Human Development or Special Education 112; Psychology 7; Sociology 15.

A student planning to transfer to CSU Fullerton’s Child Development program is advised to complete the California State University general education certification pattern including courses in general biology, general sociology and general psychology.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

(See Family and Consumer Sciences)

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Bachelor of Science in Human Development

The Human Development Majors is a flexible major with an interdisciplinary focus. It will provide an appropriate background for careers in human service, but is especially adapted to the needs of students who plan careers in education.

Lower Division Major Courses  Human Development 103, 160, 181; Psychology 7

*Lower Division Support Courses  Foods and Nutrition 50*; Health 2; Health Science 22; Music 1; Psychology 1* (*Note: The required support course equivalents listed here also satisfy general education and breadth requirements at Cal Poly SLO).

General Education and Breadth  See California State University general education certification or the Intersegmental General Education Transfer Curriculum (IGETC) sections in this catalog. Completion of general education requirements before transfer is strongly recommended.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Applied Arts and Sciences with a Major in Child Development

Lower Division Preparation for the Major  Biology 20; Human Development 101; Mathematics 10; Psychology 1, 7*; Sociology 1, 10

Additional general education  Refer to CSU certification requirements in the introduction to this section of the catalog.

*Note: Psychology 7 is applicable toward the major only if Psychology 1 and Sociology 1 are taken prior to enrollment at SDSU.

CHIROPRACTIC

LOS ANGELES COLLEGE OF CHIROPRACTIC

LACC offers a program equivalent to five academic years completed in 3 1/3 calendar years. Applicants for admission must have completed a minimum of 80 semester units leading to a baccalaureate degree in the arts or sciences with a minimum cumulative grade point average of at least 2.50 or greater (on a 4.0 scale). These requirements will increase annually, culminating with entrance requirements of a bachelors degree and a minimum cumulative grade point average of 3.00. (Note: Beginning with September 1998, the requirements will be 86 semester units and a 2.75 g.p.a. preference.) Science courses must be taken in sequential order and must include one related laboratory course per semester (courses in which the laboratory is part of the class are acceptable, however, these must be participatory not observational labs.) The following course prerequisites must be completed with a grade of “C” or better:

English 1A and one course from: English 1B, 15A, 15B or Speech 1; A minimum of fifteen semester units in social sciences or humanities selected from baccalaureate-level courses.

Other required courses include the following: Chemistry 1A, 1B, 12A, 12B; Physics 2A, 2B; Psychology 1; and select two courses from Biology 1A, 1C, 11, 12, 15. Psychology 3 is recommended in addition by LA College of Chiropractic.

Students are advised to contact the Los Angeles College of Chiropractic for further information pertaining to admissions requirements for this program: (800) 221-5222, ext. 417.

COMMUNICATIONS

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts Communications

Five concentrations include Advertising, Journalism/Broadcast Journalism, Photocommunications, Public Relations, Television-Film.
Core (required for all concentrations listed below): Journalism 1 or Communication Arts 1
Advertising: (see core requirement)
Journalism or Broadcast Journalism: ADD; Journalism 2; Photography 50
Photocommunications: ADD; Journalism 2; Photography 50
Public Relations: ADD; Journalism 2; Photography 50
Television-Film: ADD; Communication Arts 110, 124

General education requirements may be satisfied by following the CSU certification pattern outlined in the introduction to this section of the catalog.

*Note: The Accrediting Council on Education in Journalism and Mass Communications has set forth strict guidelines for majors in communications. It is imperative that students check the CSU Fullerton Catalog under “Department of Communications”, Bachelor of Arts in Communications, for additional requirements.

CALIFORNIA STATE UNIVERSITY, FRESNO
Bachelor of Arts Mass Communications and Journalism

NOTE: All students majoring in Mass Communication and Journalism are required to complete the following courses:
Lower Division Major Requirements: Communication Arts 1 or Journalism 1; Journalism 2, 181.

Students entering the major must consult with a faculty advisor at CSU Fresno to develop a specialized plan of study. Primary areas of specialization include advertising, broadcast news, broadcast production, media management, photojournalism, print journalism, and public relations. Please refer to the CSU Fresno catalog for further details regarding special program requirements.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Journalism

Important Notes: The Journalism program at CSULB has been designated as impacted by the California State University. Applicants for admission to CSULB with a major in Journalism will be designated as pre-majors. To advance from Pre-Journalism to the Journalism program, students must: complete English 1A or 1B; Journalism 1, 2; and Mathematics 10 with a minimum grade of “C” in each course.

Transferrable Journalism (Communication) Courses: No more than 12 (usually 9 or less) units of community college communication units may be transferred to CSULB. (Included in the 12 units will be any professional communication courses, whether listed as journalism or under any other title.)

Lower Division Preparation for the five options offered are as follows:
Broadcast Journalism: Communication Arts 124; Journalism 1, 2; Speech 35
Journalism Education: Journalism 1, 2
Print Journalism: Journalism 1, 2 (Journalism 181 recommended)
Photojournalism: Journalism 1, 2 (Journalism 181 recommended)
Public Relations: Journalism 1, 2 (Journalism 130 recommended)

General education: Refer to CSU certification requirements.
All students in journalism production courses are expected to know Word Perfect and word process at least 40 words per minute. Photo Journalism students must know Aldus Pagemaker. Please refer to the CSULB catalog for additional information about this major.

ALSO SEE RADIO/TELEVISION/FILM

COMMUNICATIVE DISORDERS

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts Communicative Disorders

Lower Division Requirements: Anthropology 3; Mathematics 10

Recommended general education/elective courses: Speech 1; Physics 21; Psychology 1 and 3.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts Degree - Communicative Disorders Major

Lower Division Preparation: Psychology 1, 3; Mathematics 10; Physics 21.

Foreign Language Requirement: Competency (equivalent to that which is attained through three consecutive courses of college study) is required in one foreign language as part of the preparation for the major.

Note: Recommended general education courses Speech 1 (see CSU certification requirements). Please refer to the SDSU catalog for more information regarding this major.

COMPARATIVE LITERATURE

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts Comparative Literature

All requirements for the major are upper division. Recommended preparation includes courses in British and American literature, anthropology, history, art history, music history and philosophy. A reading knowledge in a foreign language is required.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Arts Comparative Literature

Note: In fulfillment of the requirements below, a single course may be used only once.

Lower Division Requirements for the Major: English 21A, 21B

School Core Requirements: Select one foreign language sequence from: French 3-4; German 3-4; Italian 3-4; Japanese 3-4; Spanish 3-4

AND

Select one course from each of the following areas for a total of four semester courses:
Writing: English 1A, 1B
History: History 4, 5
Philosophy: Philosophy 1, 3, 4

OR CHOOSE:

English 1A and 1B AND Select two courses from: Humanities 1, 2, 3, 4

General Education: Refer to the introduction to this section of the catalog for a list of courses meeting UCI breadth requirements outside the major for graduation.
COMPUTER SCIENCE

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Computer Science

The degree program assumes that the student has already obtained a working knowledge of at least one high-level programming language such as Pascal and a working knowledge of personal computing fundamentals and applications, including word processing, spreadsheets, database systems, e-mail systems, and presentation graphics. Students without this knowledge may be required to take up to seven additional units of coursework beyond that required by the major.

Lower Division Core: Computer Science 2A, 2B, 3B, 15 or Computer and Information Management 6A; and Computer and Information Management 172A or Computer Science 150U.

Requirements in Related Fields:
Mathematics Requirement: Mathmatics 3A, 3B
Science/Quantitative Studies Requirement:
Physical Science: Select one of the following course combinations Physics 4A, 4B; or Chemistry 1A, 1B; or Geology 1 (plus CSUF's Geology 201 after transfer).

Lower Division Preparation: Chemistry 1A, 1B; or Biology 1A, 1B; or Geology 1; Physics 4A, 4B; and select one sequence from the following:

Astronomy 20 and 25; Biology 1A, 1B; Geography 1; Geology 20; Physics 4C; Psychology 2

Note: Check with CSUF or Saddleback's Counseling Services Office for information regarding a "2+2" transfer program for this major.

CSU General Education requirements are listed in the introduction to this section of the catalog.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Computer Science

Computer Engineering Option - Lower Division Preparation: Chemistry 1A; Computer Science 2A, 2B, (3A or Engineering Technology 114), 15; Engineering 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B

Computer Science Option - Lower Division Preparation: Computer Science 2A, 2B, (3A or Engineering Technology 114), 15; Mathematics 3A, 3B, 3C, 26; Physics 4A, 4B; and English 1B.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Applied Arts and Sciences - Computer Science Major

Lower Division Preparation: Computer Science 1B, 3A, 3B; Mathematics 3A, 3B, 10, 26; and select one sequence from the following: Physics 4A, 4B; or Chemistry 1A and 1B; or *Biology 1A-1B-1C

*Note: Biology sequence/courses must be completed prior to transfer.

Refer to the CSU General Education certification section for additional courses which should be completed prior to transfer.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback's Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Science Information and Computer Science Major

Lower Division Preparation: Completion of English 1A prior to transfer, and one year of college mathematics consisting of courses equivalent to UCI's Mathematics 6A-B-C* or first-year calculus.

Required lower division courses: Computer Science 1A+, 2B+, 3A, 3B, 15+; Mathematics 3A, 3B, 2B+ (*MATH 26 equivalent to UCI's 6C only). *Note: Computer Science 1A and 2B and 15 course equivalencies must be completed to receive credit for UCI's sequence.

Refer to the UC Irvine catalog for further details regarding this major. Lower division requirements listed above should be completed prior to transfer. Refer to the introduction to this section of the catalog for a list of courses meeting UCI General Education Breadth requirements.

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Bachelor of Arts in Computer Science

Lower Division Preparation: Computer Science 1B, 2B, 15; Mathematics 3A, 3B, 3C, 24, 26; +Physics 4A, 4B, 4C.

Bachelor of Science in Computer Science

Lower Division Preparation: Computer Science 1B, 2B, 15; Mathematics 3A, 3B, 3C, 24, 26; +Physics 4A, 4B, 4C; eight units of Electrical Engineering (ECE) courses to be completed at UCSD after transfer; Science/Mathematics Elective: select one course from Biology 1C or Chemistry 1A or take at UCSD.

Bachelor of Science in Computer Engineering

Lower Division Preparation: Computer Science 1B, 2B, 15; Mathematics 3A, 3B, 3C, 24, 26; +Physics 4A, 4B, 4C; eight units of Electrical Engineering (ECE) courses to be completed at UCSD after transfer.

+Note: Computer Science 1A and 2B and 15 course equivalencies must be completed prior to transfer.

Bachelor of Arts in Dance

Bachelor of Arts in Dance

Bachelor of Arts–Dance (Degree in Liberal Arts & Sciences)

Bachelor of Arts–Dance (Degree in Liberal Arts & Sciences)

Bachelor of Arts in Dance

Bachelor of Arts–Dance (Degree in Liberal Arts & Sciences)
LOMA LINDA UNIVERSITY

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Arts or Bachelor of Fine Arts in Dance

The Department of Dance at UC Irvine offers two degrees: the Bachelor of Arts in Dance (B.A.) and the Bachelor of Fine Arts in Dance (B.F.A.). The B.A. program provides a broad background in dance theory and practice. The B.F.A. program allows students to specialize in either choreography or performance.

Dance Majors: After transfer to UC Irvine, all students are required to audition for enrollment in the major and for appropriate placement level in ballet, jazz, and modern dance performance. This placement level determines the minimum amount of years it will take to complete degree requirements. It is strongly recommended that students have dance technique experience in preparation for placement auditions.

Recommended preparation courses are:

- Physical Education 52, 55, 58 or 59 (subject to audition)
- English 1A and 1B (required)
- Select any transferable course (minimum of 15 semester units)
- Select any transferable course (minimum 12 semester units which must include two areas) Anthropology 2 (required); and select any transferable course from the following areas: political science, psychology, anthropology, economics, geography.

SPRITUAL & CULTURAL HERITAGE:

- Cultural: (minimum 12 semester units which must include two areas): Anthropology 2 (required); and select any transferable course from the following areas: history/civilization, fine arts (theory course work), literature, philosophy/foreign language.
- Spiritual: (minimum 5 semester units) recommended to be taken after transfer

COMMUNICATION SKILLS:

- English 1A and 1B (required); select one course: Speech 1 or 2 or 5

HEALTH & WELLNESS:

- Health 1; and select two P.E. activity courses

ELECTIVES:

- select electives to complete 64-unit entrance requirements

Students are advised to contact Loma Linda University for further details regarding this program.

DENTAL HYGIENE

LOMA LINDA UNIVERSITY

Dental Hygiene Entrance Curriculum Requirements (Meet LLU)

- General education B.S. Requirements:
  - Lower Division Requirements for both degree programs: 55, 58 or 59 (subject to audition)
  - Recommended preparation courses are:
    - Education 60 or 61 or 62.
- Recommended preparation courses are:
  - Physical Education 52, 55, 58 or 59 (subject to audition)
- Lower Division Requirements for both degree programs: Physical Education 63, 64* (*PE 64=one quarter towards 90A-B-C); Preprofessional Physical Education 9; and one course selected from: Physical Education 60 or 61 or 62.

General Education: Refer also to the introduction section of the catalog for a list of courses meeting UCI general education breadth requirements.

DENTISTRY (PRE-DENTAL PROGRAM)

There are five dental schools in California: University of California, San Francisco and Los Angeles; The University of Southern California; Loma Linda University; and University of the Pacific.

High scholastic ability and manual dexterity are among the selection criteria for admission. Candidates selected for admission to dental schools have generally completed three or four years of a rigorous pre-dental program. No particular major is required as long as a minimum of preparation represented by the following composite of courses is included. Pre-dental students would be advised to make normal progress toward a baccalaureate degree.

IMPORTANT NOTE: Always refer to the catalog of the college or university offering your intended major and to the bulletin for a given dental school for specific program requirements and coursework.

Chemistry 1A, 1B; 12A, 12B
Physics 2A and 2B or Physics 4A-4B-4C (calculus-based)
Biology 1A and 1B
English 1A, 1B
Psychology 1 and one additional psychology course 12 to 15 additional units in social science and/or humanities.

DENTALS AND FOOD ADMINISTRATION

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science in Dietetics and Food Administration

The degree program consists of three options: Nutrition and Dietetics; Food Science; and Hospitality Foodservice and Hotel Management.

Nutrition and Dietetics Option: Biology 12, 15; Chemistry 1A; Computer and Information Management 1; English 1A, 1B; Food and Nutrition 50, 110, 171; Psychology 1; Sociology 1

Food Science Option: Biology 12, 15; Chemistry 1A, 1B; English 1A; Food and Nutrition 50, 110; Physics 2A; Psychology 1; Sociology 1; Speech 1

Hospitality Foodservice and Hotel Management: Accounting 1A, 1B; Biology 12 or 113; Chemistry 1A or 2A or 120; Computer and Information Management 1; Economics 2 or 4 (formerly 1); English 1A; Food and Nutrition 50, 110, 171; Mathematics 10; Philosophy 12, 15; Psychology 1 or Sociology 1; Recreation 100; Speech 5 (formerly 105).

SAN DIEGO STATE UNIVERSITY

Bachelor of Science in Applied Arts and Sciences with Foods and Nutrition major

Accounting 1A or 1A.1 and 1A.2; Biology 15, 20; Chemistry 2A or 3 (or 1A and 1B), 2B; Mathematics 10; Psychology 1; Sociology 1

Refer to the California State University general education certification pattern for additional specific requirements which should be completed prior to transfer.

ALSO SEE FAMILY AND CONSUMER SCIENCES.

DRAMA—THEATRE ARTS

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Theatre Arts

Theatre History and Theory Concentration: Lower Division equivalencies include: Theatre Arts 2, 20, 30 or Speech 30, 40, 42

Production/Performance Concentration:
Bachelor of Arts in Drama

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Theatre Arts

SAN DIEGO STATE UNIVERSITY

Bachelor of Arts in Applied Arts and Sciences - Drama Majors

ECONOMICS

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science in Earth Science

Lower division core requirements are as follows: Chemistry 1A; Geology 1; Mathematics 3A, 3B, 3C; and Physics 4A, 4B

- Emphases:
  - Geohydrology/Environmental Geology: Biology 15; Chemistry 1B; Engineering 31
  - Exploration Geophysics: Biology 20; Mathematics 26
  - Marine Geology/Oceanography: Biology 20; Chemistry 1B; and recommended electives with CSULB advisor approval
  - Geology 23; Marine Science 20

SEE GEOLOGY

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Economics

Admission to the Economics major involves two steps. Students who apply to the major are initially classified as Pre-economics. After completing the lower division core requirements with grades of at least a “C”, students may apply to the Economics major. Pre-economics students may take lower division business and economics courses. All of the following requirements must be met for the degree.

Required Lower Division Courses: Accounting 1A or 1A.1 and 1A.2; Business 104; Computer and Information Management 1; Economics 2, 4 (formerly 1); Mathematics 3A or 11; and Accounting 1B or Mathematics 3B.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Arts in Economics

Required Lower Division Courses: Accounting 1A, 1B; Economics 2, 4 (formerly 1); Mathematics 11; and a minimum of two courses outside the major from the following courses: Geography 3; Human Services 100; *Mathematics 2, 3A, 3B, 3C; Political Science 4; Psychology 1; Sociology 1.

*NOTE: CSULB recommends that students planning graduate study in economics complete: Mathematics 3A, 3B, 3C, and 26.

General education: Refer to California State University general education requirements in this catalog.

SAN DIEGO STATE UNIVERSITY

Bachelor of Arts Liberal Arts and Sciences - Economics Major

Lower Division Preparation: Computer and Information Management 1; Economics 2, 4 (formerly 1); Mathematics 10; one course from Mathematics 3A or 11

Competency in a foreign language equivalent to that which is normally attained through three consecutive semesters of college study is required.

General education: San Diego State University general education requirements may be certified by completing the pattern outlined in the introduction to this section of the catalog.
EDUCATION—TEACHING

ELEMENTARY EDUCATION

Education is not an acceptable undergraduate major for a California Teaching Credential. Prospective elementary teachers may elect to choose a single-subject academic major, but they will be required to pass a general subject matter examination covering knowledge of English, social science, fine arts, general science and mathematics. An approved multiple-subjects major can be used to waive the examination requirements. Refer to the liberal studies major for an approved major designed to waive the examination requirements for elementary teaching. Some four-year institutions provide multiple-subjects waiver programs for students who complete single-subject majors along with an expanded general education/breadth program covering the four general subject matter areas indicated above, e.g., CSU Fullerton, UC Los Angeles or UC San Diego.

SECONDARY EDUCATION

The student planning to teach at the secondary level (grades 7 through 12) should complete a major in subject matter commonly taught at the secondary level.

Application for admission to teacher education programs should be made during the first semester of the junior year.

Specialist credentials e.g., early-childhood, reading, special education, administrative services or library services, normally require completion of a valid teaching credential program or admission to a graduate-level program.

Community college teaching positions normally require the completion of the minimum of a master’s degree in subject matter taught. For teaching in occupational areas, work experience can be used to waive portions of educational requirements.

Additional information on preparation for a career in teaching is available in Saddleback College’s Counseling Services Office, or the Career Center.

ENGINEERING

CALIFORNIA STATE UNIVERSITY, FULLERTON

Engineering Degree Programs Offered:

**Bachelor of Science Degree in Civil Engineering**

**Bachelor of Science Degree in Electrical Engineering**

**Bachelor of Science Degree in Engineering/Option in Engineering Science**

**Bachelor of Science Degree in Mechanical Engineering**

Required Foundation Courses in Math and Science for All Majors:
Chemistry 1A; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B

Add:
- Physics 4C for the Electrical Engineering major and the Engineering Science option
- Chemistry 1B for the Civil Engineering major
- Physics 4C for the Mechanical Engineering major

**Engineering Core Courses for All Majors:**
- Computer Science 12; Drafting Technology 23; Engineering 31, 33

*Note: Check with CSUF or Saddleback’s Counseling Services office for information regarding "2+2" transfer programs for the B.S. degrees in Civil Engineering, Electrical Engineering, and Mechanical Engineering.
CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science (majors listed below)

**Major in Aerospace Engineering:** Chemistry 1A; Drafting Technology 23; Engineering 31; Mathematics 3A, 3B, 3C; Physics 4A, 4B.

**Major in Chemical Engineering:** Chemistry 1A, 1B, 5A; Computer Science 12; Engineering 31, 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B.

**Major in Civil Engineering:** Biology 15 or 20; Chemistry 1A; Computer Science 12; Drafting Technology 23; Engineering 31, 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B.

**Major in Computer Engineering:** Chemistry 1A; Computer Science 2A, 2B, 3A, 15; Engineering 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B.

**Major in Electrical Engineering:** Chemistry 1A; Computer Science 12; Electronic Technology 114; Engineering 31; English 1A; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C; Electrical Engineering with Biomedical and Clinical Engineering Option **ADD:** Biology 12.

**Major in Mechanical Engineering:** Chemistry 1A; Computer Science 12; Drafting Technology 23; Engineering 31, 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Bachelor of Science in Electrical Engineering

**Lower Division Major Courses:** Engineering 33; Physics 4B

**Lower Division Support Courses:** Biology 15*; Chemistry 1A*, 1B; Computer Science 14*; Engineering 31; Mathematics 3A*, 3B*, 3C, 24; Physics 4A*, 4C

Bachelor of Science in Engineering Science (General)

**Lower Division Major Courses:** Computer Science 1B* or 2A* or 14*; Engineering 33

**Lower Division Support Courses:** Biology 15*; Chemistry 1A*, 1B; Mathematics 3A*, 3B*, 3C, 24; Physics 4A*, 4B, 4C

Bachelor of Science in Environmental Engineering

**Lower Division Support Courses:** Biology 15*; Chemistry 1A*, 1B; Computer Science 12* or 14*; Engineering 31, 33; Drafting Technology 102; Mathematics 3A*, 3B*, 3C, 24; Physics 4A*, 4B, 4C

*Note: Course equivalents listed above with an * also satisfy SLO’s General Education and Breadth requirements.

General Education and Breadth: See California State University general education certification or the Intersegmental General Education Transfer Curriculum (IGETC) section in this catalog. Completion of general education requirements before transfer is strongly recommended.

SAN DIEGO STATE UNIVERSITY

Bachelor of Science (majors listed below)

The College of Engineering undergraduate programs in aerospace, civil, electrical, and mechanical engineering are accredited by the Accreditation Board for Engineering and Technology, Inc.

**Aerospace Engineering:** Chemistry 1A; Mathematics 3A, 3B, 3C; Drafting Technology 23; Engineering 31; Physics 4A, 4B, 4C

**Civil Engineering:** Chemistry 1A; Drafting Technology 23; Engineering 31; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C

**Electrical Engineering:** Chemistry 1A; Computer Science 14; Engineering 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C

**Mechanical Engineering:** Chemistry 1A; Engineering 31; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Bachelor of Science (Engineering Majors)

UCLA offers the following majors: Aerospace Engineering, Chemical Engineering, Civil Engineering, Computer Science, Computer Science and Engineering, Electrical Engineering, Materials Engineering, Mechanical Engineering.

NOTE: Students are advised to contact the School of Engineering & Applied Sciences at UCLA, or the Saddleback College Counseling Services office for further details regarding program requirements.

Lower Division Preparation for Engineering Majors:

Chemistry 1A*, 1B [For Chemical Engineering majors, UCLA recommends completion of CHEM 12A and 12B in addition to CHEM 1A and 1B]

+Computer Science 1B (PASCAL) or 12 (FORTRAN) or 14 (C Programming)

Computer Science 3A, 3B, 15 (required for Computer Science, Computer Science and Engineering, and Electrical Engineering majors only)

Engineering 33 (all majors except Computer Science)

English 1A

Math 3A, 3B, 3C, 24, 26
ENGINEERING TECHNOLOGY

Engineering technology is that part of the technological field which requires the application of scientific and engineering knowledge and methods combined with skills in support of engineering activities; it lies in the occupational spectrum between craftsman and the engineer at the end of the spectrum closest to the engineer.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Engineering Technology

The Engineering Technology program at CSULB offers the following options: Computer Technology, Electronics Technology, Environmental Technology, Manufacturing Technology, Quality Assurance Technology.

Students must complete the lower-division Engineering Technology core with a “C” or better in each course taken.

Lower Division Engineering Technology Core Requirements: Chemistry 1A; Computer and Information Management 1; Drafting Technology 23 or 150; Mathematics 2, 10; Physics 2A, 2B. (Chemistry 1A is recommended.) Chart of courses approved by UCR.

Option in Computer Technology: ADD: Computer Science 1B; Electronics Technology 102 and 104** or (152* and 154*), and 114 or 164 Option in Electronics Technology: ADD: Electronic Technology 102 and 104.

*NOTE: Saddleback College’s academic department recommends completion of Electronic Technology 152 and 154 for transfer to CSU Long Beach rather than Electronic Technology 102 and 104.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, POMONA
Bachelor of Science in Engineering Technology

Lower Division Preparation: Computer Science 1B, 12; Drafting Technology 100; Engineering 31; Physics 2A, 2B. (Chemistry 1A is recommended.) A 2.0 GPA is required for courses listed.

For additional information regarding this program, please check with the Counseling Services Office at Saddleback College or with Cal Poly Pomona.

ENGLISH

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts English

English 1A and a maximum of 12 units from the following recommended courses may be selected. In addition to English 1A, students must complete at least 30 units of upper division coursework after transfer to fulfill the 42 units required for the major. Students are urged to consult with a faculty advisor in the Department of English and Comparative Literature at CSUF.
Lower Division Course Selection: English 15A, 15B, 17A, 17B, 27A, 27B, 27E, or other transferable courses selected with CSU Fullerton advisor approval. NOTE: No upper division credit will be granted for lower-division coursework.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Bachelor of Arts English**

Options include Creative Writing, English Education/Single Subject Teaching Credential, Language and Linguistics, Literacy and Composition, Literature.

**Lower Division Preparation for all options:** English 17A and 17B

**ADD for** Option in Creative Writing: English 4 or 5

Recommended preparation for all options: English 1A, 1B and 25.

CSULB recommends competency in a foreign language for all options especially if graduate work is contemplated. Please refer to the CSULB college catalog for further details regarding these programs.

**SAN DIEGO STATE UNIVERSITY**

**Bachelor of Arts—English Major**

**Lower Division Preparation for the major:** English 17A, 17B; one course from English 21A, 21B, 25; one course from: English 3, 4, 5, 15A, 15B. Foreign Language: Competency (equivalent to that which is normally attained through three consecutive courses of college study) is required in one foreign language as part of the preparation for this major.

**NOTE:** For CSU Fullerton, CSU Long Beach or San Diego State University, CSU General Education certification should be completed by following the pattern outlined in the introduction to this section of the catalog. Additional recommended electives for these programs include additional courses in writing, literature and history.

**UNIVERSITY OF CALIFORNIA, IRVINE**

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

**Bachelor of Arts English**

**Note:** In fulfillment of the requirements below, a single course may be used only once.

**Lower Division Requirements for the Major:** English 15A-15B or 17A-17B or 21A-21B

**School Core Requirements:** Select one foreign language sequence from: French 3-4; German 3-4; Italian 3-4; Japanese 3-4; Spanish 3-4

AND

Select one course from each of the following areas for a total of four semester courses:

Writing: English 1A, 1B


History: History 4, 5

Philosophy: Philosophy 1, 3, 4

OR CHOOSE:

English 1A and 1B AND Select two courses from: Humanities 1, 2, 3, 4

General Education: Refer to the introduction to this section of the catalog for a list of courses meeting UCI breadth requirements outside the major for graduation.

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**ENTOMOLOGY**

**UNIVERSITY OF CALIFORNIA, RIVERSIDE**

**Bachelor of Arts/ Bachelor of Science - Entomology**

**Lower Division Preparation:** Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A, 12B; English 1A, 1B; Mathematics 3A, 3B; *Physics 4A, 4B, 4C.

*Completion of entire sequence preferred by UCR.

**NOTE:** IGETC is accepted for this major, but is not recommended by UCR. Please refer to the UCR catalog or the Counseling Services Office for further details regarding specific program and transfer requirements and information pertaining to minimum selection criteria for the Entomology major.

**ENVIRONMENTAL SCIENCE**

**UNIVERSITY OF CALIFORNIA, RIVERSIDE**

**Bachelor of Arts or Bachelor of Science in Environmental Science**

**Environmental Science Core Requirements:** Environmental Studies 1 and (Economics 6 or Environmental Studies 6); Chemistry 1A, 1B; Mathematics 2; Political Science 1; Choose one course from: Computer and Information Management 1 or 2A or Computer Science 1A or 10. English 1A and 1B recommended by UCR prior to transfer (breadth requirement).

In addition, students must meet requirements for one of the following four options:

- **For Social Science option ADD to the Core above:** Biology 20; Geology 1; Mathematics 3A. UCR recommends Chemistry 12A and 12B and *Physics 4A-4B-4C.
- **Environmental Toxicology option ADD:** Biology 1A, 1B, 1C; Chemistry 5A, 12A, 12B; Mathematics 3A, 3B; *Physics 4A-4B-4C.
- **Natural Science option ADD:** Biology 1A, 1B, 1C; Chemistry 5A, 12A, 12B; Geology 1; Mathematics 3A, 3B; *Physics 4A-4B-4C.
- **Soil Science option ADD:** Biology 1A, 1B, 1C; Chemistry 12A, 12B; Geology 1; Mathematics 3A, 3B; *Physics 4A-4B-4C. UCR recommends Chemistry 5A prior to transfer.

*Completion of entire sequence preferred by UCR.

**NOTE:** IGETC is accepted for this major, but is not recommended by UCR. Please refer to the UCR catalog or the Counseling Services Office for further details regarding specific program and transfer requirements and information pertaining to minimum selection criteria for the major.

**ENVIRONMENTAL STUDIES**

Preprofessional transfer students who plan to work in an environmentally related field are advised to (1) select a major in another academic discipline, such as biology, biochemistry, chemistry, political science, public administration, anthropology, industrial technology, architecture, horticulture or business administration; (2) select recommended environmental studies (ENV) courses as support to general education or elective units as follows: ENV 1 (Introduction to Environmental Studies) or ENV 18 or BIO 18 (Introduction to Ecology); ENV 24 or BIO 24 (Natural History of California).
Contact the Technology and Applied Science division at Saddleback College for further information regarding the availability of environmental studies courses which are cross-listed with several other academic disciplines (e.g., biology, chemistry, economics, geology), or for information about the Volunteer Park Naturalist Training program.

UNIVERSITY OF CALIFORNIA, FULLERTON
Bachelor of Arts in Ethnic Studies-Option in Afro-Ethnic Studies
Lower Division Preparation: History 81 or Sociology 5
Chicano Studies Emphasis ADD: Sociology 4
Ethnic Studies Emphasis ADD: one course from the following: Anthropology 4, 13; Art 24; English 23B; History 33, 81; Sociology 4, 5.
Native American Emphasis ADD: Anthropology 4
Information regarding courses accepted for meeting the UCR breadth or graduation requirements are listed in the UCR Riverside catalog which is available for reference in the Career Center at Saddleback College.

UNIVERSITY OF CALIFORNIA, FRESNO
Bachelor of Arts in Family and Consumer Sciences
Child and Family Sciences Specialty: Biology 20; Family and Consumer Sciences 115*; Food and Nutrition 50 or 64; Psychology 7.
Clothing & Textiles Specialty: Biology 20; Chemistry 2A, 2B; Family and Consumer Sciences 115*; Economics 4 (formerly 1); Fashion 31, (100 and 110 combined), 111, 120, 130, 140; Food and Nutrition 50 or 64; Interior Design 110; Psychology 1.
Fashion Merchandising Specialty: Accounting 1A or (1A.1 and 1A.2); Consumer and Family Resources 115*; Economics 2, 4 (formerly 1); Fashion 31, (100 and 110 combined or 111), 140, 143*; Food and Nutrition 50 or 64.
*Note: Articulated with an upper division course at CSU Fresno and will meet subject matter requirements only. No upper division unit credit will be granted.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Family and Consumer Sciences
*Child Development and Family Studies Option: Anthropology 2 or Sociology 1; Biology 12 or 113; Foods and Nutrition 50; Human Development 101, 120; Psychology 1; and select with CSULB advisor approval 15 units from Fashion 140, Food and Nutrition 171 or after transfer.
*Consumer Affairs Option: Accounting 1A, 1B; Economics 2, 4 (formerly 1); English 1B; Psychology 1; Sociology 1.
*NOTE: Per CSULB any course in which a grade lower than "C" is received must be retaken and successfully completed prior to enrolling in any course for which it is a prerequisite. Refer to the CSULB catalog for further information.
Refer also to the heading Dietetics and Food Administration and Fashion Merchandising in this section of the catalog for information on additional programs offered at CSULB, as well as the section outlining CSU general education requirements.

FASHION MERCHANDISING
CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Family and Consumer Sciences with the following options (all courses listed must be completed with a grade of "C" or better:
Apparel Design and Merchandising Option
Lower Division Major Requirements: Accounting 1A, 1B; Biology 12 or 113; Chemistry 1A or 120; Computer and Information Management 1; Economics 2, 4 (formerly 1); Fashion 110, 140; Foods and Nutrition 50; History 4; Psychology 1; Sociology 1 or Anthropology 2.
Fashion Merchandising Option
Lower Division Major Requirements: Accounting 1A and 1B; select from the following: Chemistry 1A or 120; Computer and Information Management 1; Economics 2, 4 (formerly 1); Fashion 110, 140; Foods and Nutrition 50; Psychology 1; Sociology 1 or Anthropology 2.
Textiles and Clothing Option
Lower Division Major Requirements: Biology 12 or 113; Chemistry 1A or 120; Economics 2, 4 (formerly 1); English 1B; Fashion 110, 140; Foods and Nutrition 50; Psychology 1; Sociology 1 or Anthropology 2.

FISHERIES
HUMBOLDT STATE UNIVERSITY
Bachelor of Science in Fisheries
Lower Division Preparation: Biology 1A, 1C; Mathematics 3A or 11; Physics 2A or Geology 1. Recommended courses: Chemistry 2A, 2B, and Mathematics 10.
FOREIGN LANGUAGES—
FRENCH, GERMAN OR SPANISH

CALIFORNIA STATE UNIVERSITY, FULLERTON (CSUF)+
CALIFORNIA STATE UNIVERSITY, LONG BEACH (CSULB)++

Bachelor of Arts in French, German or Spanish

<table>
<thead>
<tr>
<th>Major Language 1, 2, 3, 4 (or equivalent)</th>
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<tr>
<td>French, German or Spanish majors: French 10, German 10* or Spanish 10, respectively.</td>
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</table>

+CSUF NOTES: *German 10 is not articulated at CSUF. Spanish majors at CSUF: ADD Spanish 6. Each course counted toward the major must be completed with a grade of "C" or higher.

++CSULB NOTES: For the French major, CSULB has a second foreign language requirement which is two college years or equivalent of a second foreign language (not English). For the Spanish major, at least one year of a second foreign language at the college level is required for all options. Refer to the CSULB catalog for further details regarding program requirements.

Recommended electives: 
- French 20, 21; German 21, 111; Spanish 20, 21; English literature courses: English 110; History 4, 5; other foreign language courses outside major language.

See CSU General Education certification information in the introduction to this section of the catalog. For further information regarding these majors, refer to the CSUF or CSULB catalogs available for reference in the Career Center at Saddleback College.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Arts in French, German or Spanish

Note: In fulfillment of the requirements below, a single course may be used only once.

Lower Division Requirements for the Major: Select one foreign language sequence from: French 1-4; German 1-4; Spanish 1-4 and 6* (*Spanish 6 at Saddleback is equivalent to UC Irvine’s Spanish 10B only)

AND

School Core Requirements:

Select one course from each of the following areas for a total of four semester courses:
- Writing: English 1A, 1B
- History: History 4, 5
- Philosophy: Philosophy 1, 3, 4
- OR CHOOSE

English 1A and 1B AND Select two courses from: Humanities 1, 2, 3, 4
- German Major: Literature Emphasis ADD: English 21A, 21B

General Education: Refer to the introduction of this section of the catalog for a list of course meeting UCI breadth requirements outside the major for graduation.

FORESTRY

HUMBOLDT STATE UNIVERSITY

Bachelor of Science in Forestry

Options available in forest production management, forest resource conservation, or forest resource management.

Lower Division Preparation: Biology 1B; Mathematics 3A or 11. Chemistry 2A recommended.

General Education: Refer to general education certification information in the introduction to this section of the catalog.

GEODESY

HUMBOLDT STATE UNIVERSITY

Bachelor of Science in Geography

CSUF lower division requirements: Geography 1, 2 and 3. Geography 38 is recommended for elective credit.

CSULB lower division preparation: Geography 1, 2; Mathematics 10. Geography 3 is recommended for elective credit.

General education requirements may be certified for both CSU Fullerton and Long Beach by following the pattern in the introduction to this section of the catalog.

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Bachelor of Arts and Bachelor of Science - Geography

Lower Division Requirements for all options: Geography 2; Geology 1; English 1A and 1B are recommended breadth requirements prior to transfer. In addition, students must fulfill requirements for one of two options below:

Biogeography Option ADD: Biology 1A, 1B, 1C; Chemistry 1A, 1B; Geology 2; Mathematics 3A, 3B; * Physics 4A, 4B, 4C.

Geomorphology Option ADD: Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B; *Physics 4A, 4B, 4C.

*Completion of entire sequence preferred by UCR.

NOTE: IGETC is accepted for this major, but is not recommended by UCR. Please refer to the UCR catalog or the Counseling Services Office for further details regarding specific program and transfer requirements and information pertaining to minimum selection criteria for the major.

GEODESY

Normal high school preparation: chemistry, physics and mathematics through intermediate algebra and trigonometry and mechanical drawing. If you have not taken a mathematically oriented chemistry course in the last five years with a grade of “C” or better and a minimum of three or four years of high school mathematics including trigonometry, you should complete the following prerequisites to a geology major:

Chemistry 3 (or high school chemistry as indicated above) or Chemistry 106 (may be taken concurrently with general chemistry)

Mathematics 253 and 124 (Intermediate Algebra and Trigonometry) and/or Mathematics 2 (Pre-Calculus Mathematics).
CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Geology

Five emphases are offered: General Geology, Petroleum Geology, Structural Geology (Sedimentology), Geochemistry/Mineralogy-Petrology, and Geological Engineering.

Lower Division Core Requirements for all Emphases: Biology 20; Chemistry 1A, 1B; Geology 1; Mathematics 3A, 3B; Physics 4A, 4B

ADD course(s) to the core for the following Emphases:

General Geology: Twelve units of elective courses approved in advance by CSULB advisor.

Petroleum Geology: Mathematics 3C

Geochemistry/Mineralogy-Petrology: Mathematics 3C

Structural Geology/Tectonics: Mathematics 3C

General Education requirements: California State University general education requirements are listed in the introduction to this section of the catalog.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science - Geological Sciences

Lower Division Preparation for Options/Emphases:

Engineering Geology Emphasis: Biology 20; Chemistry 1A, 1B; Engineering 31; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.

General Geology Option: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 10. SDSU recommends the following courses for those students interested in the more quantitative aspects of geology: Geology 1, Mathematics 3B, 3C, and Physics 4A, 4B.

Geochemistry Option: Biology 20; Chemistry 1A, 1B, 5A, 12A; Geology 6; Mathematics 3A, 3B, 10; Physics 4A, 4B, 4C. SDSU recommends Geology 2 and Mathematics 3C in addition.

Geophysics Option: Biology 20; Chemistry 1A, 1B; Geology 6; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C. SDSU recommends Geology 2 in addition.

Hydrogeology Option: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, (3C or Chemistry 12A), 10; Physics 4A, 4B, 4C.

Marine Geology Option: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C.

Paleontology Option: Biology 1A, 1B, 1C; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A.

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts and Bachelor of Science Geology

Lower Division Core requirements for both degrees: Biology 1C; Chemistry 1A, 1B; Geology 1, 2, 6; Mathematics 3A, 3B. *Physics 4A, 4B, 4C. English 1A and 1B recommended prior to transfer (breadth requirement).

Paleontology option: ADD Biology (1A and 1B) or 20.

*Completion of entire sequence preferred by UCR.

NOTE: IGETC is accepted for this major, but is not recommended by UCR. Please refer to the UCR catalog or the Counseling Services Office for further details regarding specific program and transfer requirements and information pertaining to minimum selection criteria for the major.

GRAPHIC COMMUNICATIONS

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Bachelor of Science in Graphic Communication

Lower Division Major Courses: Graphic Communications 101; English 109

*Lower Division Support Courses: Chemistry 1A; Mathematics (2 and 124 combined) or 8.

(*Note: The required support course equivalents listed here also satisfy SLO general education and breadth requirements)

Concentrations:

Design Reproduction Technology: ADD Art 40 and 42


Printing Management Concentration: ADD Business 12 or Legal Studies 12 and Business 135.

General Education and Breadth: See California State University general education certification or the Intersegmental General Education Transfer Curriculum (IGETC) sections in this catalog. Completion of general education requirements before transfer is strongly recommended.

HEALTH CARE ADMINISTRATION

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Health Care Administration

Lower Division Prerequisites: Accounting 1A, 1B; Biology 20; Computer Information Management 1 or Computer Science 10; Economics 4 (formerly 1); Mathematics 9, 10.

An overall GPA of 2.0 or higher is required for entrance into the program. A minimum grade of “C” is required by CSULB for each prerequisite course listed above. Refer to the CSULB catalog for further information regarding program requirements.

HEALTH SCIENCE

CALIFORNIA STATE UNIVERSITY, FRESNO
Bachelor of Science in Health Science

Lower Division Preparation:

Community Health Option: Biology 20; Chemistry 2A, 2B; Health 1; select six units from: Food and Nutrition 50, 64 or Health 2 and 104 (combined).

Environmental Health Science/Industrial Hygiene Option: Biology 1A, 1B, 1C, 5A, and choose one combination from: Chemistry 1A and 1B, or Chemistry 1B+ and 2A+, or Chemistry 2A and 5A*; Mathematics 2 or 11; Physics 2A, 2B.

*Note: For Chemistry 1B and 2A combination, an additional course may be required after transfer to CSU Fresno.

Health Services Option: Economics 2, 4 (formerly 1); Health 1.

Occupational Safety and Health Option: Health 1, (2 and 104 combined); Chemistry 2A, 2B; Physics 20.
CALIFORNIA STATE UNIVERSITY, LONG BEACH  
Bachelor of Science in Health Science  

Lower division Preparation for Options as follows:  
Pre-Radiation Therapy (Preprofessional) Option-Lower Division Prerequisites:  Biology 12, 20; English 1B; Mathematics 8; Physics 2A, 2B; Psychology 1  
Community Health Education Option-Lower Division Prerequisites:  Biology 20, 113; Chemistry 1A or 120; Spanish 1 or language equivalent approved by advisor.  
School Health Option-Lower Division Prerequisites:  Biology 20, 113; Chemistry 1A or 120; Psychology 1; Spanish 1 or language equivalent approved by advisor.  
Health Care Option-Lower Division Prerequisites:  Completion of General Education requirements to include English 1A and one of the following courses from Anthropology 2 or Psychology 1 or Sociology 1; and a minimum of 12 units from Biology 20, 113; Chemistry 1A or 120, or selected with advisor approval.  

Refer to the CSULB catalog for further information regarding program requirements. Also refer to the general education certification requirements listed in the introduction to this section of the Saddleback College catalog.

HISTORY

CALIFORNIA STATE UNIVERSITY, FULLERTON  
Bachelor of Arts in History  

Introductory Survey Course Requirements (12 units):  
American History (six units): History (16 and 17) or (16 and 20) or (16 and 22)  
World Civilization (six units): History 4 and 5  
Recommended electives: Other social science courses including additional history, geography, political science, psychology, sociology, humanities including art and music history and foreign languages.  

Refer also to general education certification requirements listed in the introduction to this section of the catalog.

CALIFORNIA STATE UNIVERSITY, LONG BEACH  
Bachelor of Arts in History  

Lower Division Preparation:  In addition to History 16 and 17, students need to select an additional 12 units of lower division history courses. Recommended courses include: History 4, 5, 19, 40, 41. Per CSULB History majors may not take courses which have overlapping content. In addition, CSULB recommends history majors to include the study of foreign language and literature in their programs.  

Refer to the CSULB catalog for further information regarding program requirements.  

General Education:  refer to the CSU general education certification pattern in the introduction to this section of the catalog.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
Bachelor of Arts in History  

Preparation for the Major:  
1. Two courses in a sequenced survey as follows: History 4 and 5 (Europe); History 16 and 17 (American); or History 70 and 71 (World)  
2. One additional course in history from a different world area: (Europe) History 4, 5, 40, 41, 60, 61; (World) History 10, 16, 17, 30, 31, 70, 71, 72, 75, 80; (American) History 16, 17, 20, 21, 81  
3. Six units in one of the following: Anthropology, Literature, Political Science, Religion, Economics, Philosophy, Sociology, Fine Arts or in an interdisciplinary field; and six units to be chosen from one of the above listed fields of study as a second field  
4. English 1A or 1B  

Supporting Requirement:  Successful completion of the equivalent of a third college semester of a foreign language.  

Single Subject Credential Waiver Program in History:  

Lower Division Preparation in History:  History 4, 5, 16, 17; 3 units of American Government*; 3 units political science electives*; and 6 units in economics including macro/micro economics*; Completion of English 1A or 1B before taking upper-division history courses.  

*Note: 3 units of each area designated may be completed in upper division  

Supporting Requirement:  Successful completion of the equivalent of a third semester of a foreign language at the college or university level. Six units of electives at either upper or lower division in Psychology and/or Sociology.  

UNIVERSITY OF CALIFORNIA, IRVINE  

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]  

Bachelor of Arts in History  

Note: In fulfillment of the requirements below, a single course may be used only once.  

Lower Division Requirements for the major:  History 16 and 17 or History 4 and 5 or History 70 and 71, and up to three transferable history courses.  

School Core Requirements:  Select one foreign language sequence from* French 3-4; German 3-4; Italian 3-4; Japanese 3-4; Spanish 3-4  

AND  

Select one course from each of the following areas for a total of four semester courses:  
Writing: English 1A, 1B  
History: History 4, 5  
Philosophy: Philosophy 1, 3, 4  
OR CHOOSE:  
English 1A and 1B AND Select two courses from* Humanities 1, 2, 3, 4  

General Education:  Refer to the introduction to this section of the catalog for a list of courses meeting UCI breadth requirements outside the major for graduation.

HOME ECONOMICS

SEE FAMILY AND CONSUMER SCIENCES
**HOTEL AND RESTAURANT MANAGEMENT**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY, POMONA**

**Bachelor of Science in Hotel and Restaurant Management**

The major focus of the Cal Poly-Pomona program is to develop those managerial skills, abilities and competencies essential to all professional managers, with specific concentration on those characteristics needed for managing hotels, restaurants and related operations.

**Recommended Lower Division Preparation:** Accounting 1A, 1B; Business 14 or Legal Studies 14; Computer and Information Management 1.

Additional courses recommended for meeting general education requirements or required in support of the major are the following:

- PoliScience 1; History 13; Economics 4 (formerly 1), 20; Mathematics 10; English 1A; Speech 1; Foods and Nutrition 50 or 161, 110; Physical Education activities (two units), Psychology 33, and two courses in natural science and two in humanities from the general education certification list.

**HUMAN DEVELOPMENT**

**SEE CHILD DEVELOPMENT**

**HUMANITIES**

**UNIVERSITY OF CALIFORNIA, IRVINE**

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback's Counseling Services Office or UC Irvine for the latest information.]

**Bachelor of Arts in Humanities**

This is an example of an interdisciplinary-studies major accommodating students who want to organize their undergraduate education around a humanistic perspective and a special topic, field or problem. Not all of the individually tailored courses comprising the major need to be offered in the School of Humanities. Consult a UCI Humanities adviser in planning a program. The school and university requirements are the same as other more specific humanities majors such as languages, history or philosophy.

The school requirements for all humanities majors will be met with the following courses:

- **School Core Requirements:** Select one foreign language sequence from: French 3-4; German 3-4; Italian 3-4; Japanese 3-4; Spanish 3-4

  **AND**

  Select one course from each of the following areas for a total four semester courses:

  - Writing: English 1A, 1B
  - History: History 4, 5
  - Philosophy: Philosophy 1, 3, 4

  OR **CHOOSE**

  - English 1A and 1B AND Select two courses from Humanities 1, 2, 3, 4

**HUMAN SERVICES**

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Bachelor of Science in Human Services**

Community college transfer students may apply a maximum of 12 units of coursework in human services and related fields towards the 54-unit total required for the major. Transfer units must be approved by an advisor and the Program Coordinator at CSUF. Courses may be selected as follows (majors must achieve a grade of "C" or better in all courses included in the core curriculum and in the advisement track):

- **CORE COURSES:** Human Services 100, (110* and 150* combined), 120* (in lieu of CSUF’s PSYC 361 or CAS 312); Mathematics 10 (in lieu of CSUF’s PSYC 201). *Note: No upper division credit granted by CSUF for Human Services 110, 120, 150.

  **NOTE:** For transfer students who have completed an approved Alcohol and Drugs (CAADE-accredited program) or Eating Disorder Certificate Program at local community colleges, the CSUF Human Services program will accept up to eighteen (18) units of transfer credit for majors in the program. Students must show evidence of having completed the certificate program before transfer credit will be accepted. Students who have not completed the certificate program may apply a maximum of twelve (12) units of related coursework in human services or related field toward the total of 54 units.

- The **18 transfer units** may include the following:

  **Sample Alcohol and Drugs Certificate Courses:**

  - Drugs and Alcohol in Our Society  HMAN SERV 170
  - Alcoholism: Intervention Treatment & Recovery  HMAN SERV 171
  - Physiological Effects of Alcohol & Drugs  HMAN SERV 172
  - Substance Abuse Education, Prevention /Intervention  HMAN SERV 175
  - Substance Abuse: Adolescent Treatment & Recovery  HMAN SERV 182

  **Sample Eating Disorders Certificate Courses:**

  - Introduction to Eating Disorders  HMAN SERV 181
  - Management Techniques for Eating Disorders  HMAN SERV 183
  - Medical Aspects of Eating Disorders  HMAN SERV 184
  - Background & Treatment of Eating Disorders  HMAN SERV 185

  General education requirements may be completed following the certification requirements outlined in the introduction to this section of the catalog.

**ALSO SEE SOCIAL WORK**

**INDUSTRIAL ARTS (TECHNOLOGY EDUCATION)**

**SAN JOSE STATE UNIVERSITY**

**Bachelor of Arts (Teaching)**

This program is designed to prepare teachers of industrial arts for K-12. SJSU graduates who satisfactorily complete the requirements for the 124-unit program receive the BA with a major in Industrial Arts and may, concurrent with the degree, receive a Preliminary Single Subject Instruction Credential. A GPA of 2.50 is required in all work in the major. Students are advised to contact San Jose State University’s Division of Technology for further information pertaining to program requirements and coursework.
INDUSTRIAL TECHNOLOGY (ENGINEERING & INDUSTRIAL TECHNOLOGY)

CALIFORNIA STATE UNIVERSITY, FRESNO
Bachelor of Science in Industrial Technology

The Industrial Technology program is accredited by the National Association for Industrial Technology. Emphasis is placed on training individuals for industrial management positions.

Computer Aided Design Management Specialty: Drafting Technology 152; Economics 2, 4 (formerly 1); Mathematics 3A; Physics 2A, 2B.

Computer Aided Manufacturing Management Specialty: Drafting Technology 152; Economics 2, 4 (formerly 1); Electronic Technology 164; Mathematics 3A; Physics 2A, 2B.

Industrial Control Systems Management Specialty: Drafting Technology 152; Electronic Technology 156; 164; Economics 2, 4 (formerly 1); Mathematics 3A; Physics 2A, 2B.

Quality Systems Management Specialty: Drafting Technology 152; Economics 2, 4 (formerly 1); Mathematics 3A, 10; Physics 2A, 2B.

Transportation Systems Management Specialty: Automotive Technology 100, 104B, (105 and 106A and 106BB combined); Drafting Technology 152; Electronic Technology 156; 164; Economics 2, 4 (formerly 1); Mathematics 3A; Physics 2A, 2B.

Refer to CSU certification of general education pattern for additional courses which should be completed prior to transfer.

INTERIOR DESIGN

CALIFORNIA STATE UNIVERSITY, CHICO
Bachelor of Fine Arts - Interior Design Option

Lower Division Preparation: Art 25, 26, 40, 41, 80; Communication Arts 144.

Lower Division Elective Requirements: Select four courses from: Accounting 1A or (1A.1 and 1A.2); Art 10, 50, 60, 70; Business 12 or 14.

CALIFORNIA STATE UNIVERSITY, FRESNO
Bachelor of Arts Interior Design

Art and Design Core Requirements: Art 26, 40, 70, 80; Photography 50 or Art 50

Interior Design Requirements: Architecture 124A; Drafting Technology 152A; Fashion 31; Interior Design 110, 122. (*Note: Drafting Technology 152 is articulated with an upper division course at CSU Fresno and will meet subject matter requirements only. No upper division units will be granted by CSU Fresno for this course)

Additional Major Requirements: English 1A or 1B; Mathematics 10; Speech 1

Note: The Interior Design Option requires an acceptable portfolio to enroll in the more advanced major courses at CSU Fresno.

LAW (PRE–LAW PROGRAM)

No specific college major is required for admission to a school of law. A typical requirement for admission to a school accredited by the American Bar Association is that a student must have been granted a bachelor’s degree from an accredited college or university. Some law schools, however, have alternate plans; therefore, students should consult the catalogs of the schools of law where they expect to apply for admission.

There is no definite pre–legal curriculum. The following recommendations are taken from guidelines supplied by the University of California Schools of Law at Berkeley, Davis, Los Angeles and San Francisco. The student should obtain breadth in humanities, sciences and liberal arts, such as anthropology, English, history, philosophy, mathematics and logic, sociology, economics, political science and psychology. A general understanding of the business world is helpful, and strongly recommended is one year of accounting and the acquisition of computer skills. The student should develop writing competence and should take courses in which his or her work is edited vigorously.

LIBERAL STUDIES

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Liberal Studies

An upper division core of 24 units is required of all majors. In addition, students must complete a 27-unit upper division option under either the Elementary Education Plan or the Thematic Plan. The following courses should be completed at Saddleback College as prerequisites for upper division courses:

Lower Division Prerequisites (either option): History 4, 5, and Music 1.

Elementary Education Plan:

The Elementary Education Plan provides academic preparation for students seeking a multiple subjects teaching credential; however, students will be required to compile a portfolio demonstrating subject matter competency. The following courses at Saddleback College will count in the Liberal Studies Elementary Education Plan toward the major:

English 21A and 21B.

It is recommended that students complete the CSU General Education certification pattern or the IGETC for CSU certification to include the following courses for the Multiple Subject Matter Preparation Program (Multiple Subject Assessment for Teachers examination waiver):

- Geography 2 or 3
- Psychology 1 or Sociology 1 or Anthropology 2
- Psychology 7

It is also recommended that students take an additional science or mathematics course prior to transfer.

Thematic Plan:

Students following the Thematic Plan in consultation with a CSU Fullerton advisor will develop their own 21-unit interdisciplinary program for the purpose of pursuing a problem, theme, or issue.

NOTE: Students interested in pursuing a Multiple Subject Credential at CSU Fullerton also have the option of completing any academic major and demonstrating subject matter competency by completing the Multiple Subject Matter Preparation Program as an alternative to the Multiple Assessment for Teachers examination. The following applicable courses may be completed at Saddleback College as part of general education, the major, or as electives:

- English 21A or Philosophy 1 or 10
- English 21B or 25
- Geography 2 or 3
- History 4 or 5
- Psychology 1 or Sociology 1 or Anthropology 2 and Psychology 7.

SEE COMMUNICATIONS
**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Bachelor of Arts in Liberal Studies**

The program of study for the Liberal Studies Major is composed of two parts: a Core and a Concentration. There are two program tracks in the Liberal Studies Major, each with its own Core and related Concentrations.

Track I of the Liberal Studies Program is designed for those individuals who seek the preprofessional subject matter preparation for elementary school teaching. Students who complete the Track I do not have to take the Multiple Assessment for Teachers exam.

The Track II Liberal Studies Program at CSU Long Beach is designed for those individuals who seek rich, non-specialized, multi-dimensional and cross-disciplinary course of study as a foundation for life long world citizenship and a wide range of academic and career opportunities.

Please refer to the CSU Long Beach catalog, or consult a counselor in the Counseling Services Office at Saddleback College for more information.

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**

**Bachelor of Arts in Liberal Studies**

Preparation for the Major includes the following:

**A. Basic Skills (9 units):**
1. Composition: English 1A
2. Critical Reasoning: English 1B, 170; Philosophy 12; Speech 2,3
3. Oral Communication: Speech 1, 5 (formerly 105)

**B. Mathematics and Science**
1. Physical Science (3 units): Chemistry 1A, 1B, 2A, 2B, 3, 12A, 12B, 12C, 12D, 12E, 24, 25
2. Earth Science (3 units): Astronomy 20, 25; Environmental Studies 23, 120; Geography 1; Geology 1, 2, 3, 5, 20, 23; Marine Science 20
3. Biology (3 units): Biology 1A, 1B, 11, 12, 15, 18, 19, 20, 24, 40
4. Mathematics (6 units): Mathematics 23, 3A, 3B, 3C, 8, 9, 10, 11, 24, 26, 124

*One of the science courses must have a 1-unit laboratory in association with or included in the selected Science course.

**C. Humanities**
2. Advanced Composition (3 units): English 1B
3. Humanities/World Civilization (6 units): History 4 and 5; or Art 25 and 26
   **Note:** If students choose the Art sequence to meet the Humanities area, they may not use the courses for Critical Arts.
5. Third semester of Foreign Language or Upper Division Literature (3 units), Students who complete an intermediate level foreign language course for a grade will be waived from completing an upper-division literature course.

**D. Social Sciences**

*Note:* Students who transfer to CSUSM with a six (6) unit certification in American institutions are considered to have fulfilled American History, State and local (California) government and American government of the Social Sciences requirement.
1. American History (3 units): *see note above
2. State and local (California) and American Government (3 units): Political Science 1
3. One lower-division course (3 units) selected from: Any transferable Anthropology, Economics, Political Science, Psychology, or Sociology course.

**E. Multicultural/International**

Global (3 units) selected from: Study of Africa, Asia, the Middle East, or Latin America. Note: This requirement may be fulfilled simultaneously with required work in the Humanities, Social Sciences, or the Special Field in this major (upper/lower-division).

**F. Health/Physical Education:** [complete after transfer]
**San Diego State University**

**Bachelor of Arts Degree in Liberal Arts and Sciences - Liberal Studies Major**

**Emphasis in Education - Preparation for the major:**

Foreign Language Requirement: Competency (equivalent to that which is normally attained through three consecutive courses of college study) is required in one foreign language (1 or 1A & 1B, 2 and 3) as part of preparation for the major.*Note: Spanish is strongly recommended.* (Also refer to section of SDSU catalog on “Graduation Requirements.”)

**Preparation for the Major:**

<table>
<thead>
<tr>
<th>1. Composition</th>
<th>3 units</th>
<th>English 1A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Composition</td>
<td>3 units</td>
<td>English 1B</td>
</tr>
<tr>
<td>3. Speech</td>
<td>3 units</td>
<td>Speech 1</td>
</tr>
<tr>
<td>4. Literature</td>
<td>3 units</td>
<td>English 21A, 21B or 25</td>
</tr>
<tr>
<td>5. Mathematics</td>
<td>3 units</td>
<td>(Complete a Gen. Ed. Certification course for admission purposes)</td>
</tr>
<tr>
<td>6. Mathematics</td>
<td>3 units</td>
<td>Math sequence must be completed after transfer.</td>
</tr>
<tr>
<td>7. Life Sciences</td>
<td>4 units</td>
<td>Biology 20</td>
</tr>
<tr>
<td>8. Physical or Earth Science</td>
<td>3-4 units</td>
<td>Astronomy 20, 25; Chemistry 2A, 3; Geography 1, 20; Geology 1; Physics 20; From category 7 or 8</td>
</tr>
<tr>
<td>9. Laboratory</td>
<td></td>
<td>Anthropology 2</td>
</tr>
<tr>
<td>10. Social/Global Perspective</td>
<td>3 units</td>
<td>Geography 2 or Sociology 1</td>
</tr>
<tr>
<td>11. Western or World Civ.</td>
<td>3 units</td>
<td>History 4 or 5</td>
</tr>
<tr>
<td>12. American Institutions</td>
<td>6 units</td>
<td>History 16 and 17 are recommended. Political Science 1 will complete second half of American Institution requirement.</td>
</tr>
<tr>
<td>13. Music</td>
<td>3 units</td>
<td>To be taken after transfer.</td>
</tr>
<tr>
<td>15. Values &amp; Ethics</td>
<td>3 units</td>
<td>Philosophy 1, 3, 4, 10, 15</td>
</tr>
<tr>
<td>16. Physical Education</td>
<td>2 units</td>
<td>To be taken after transfer.</td>
</tr>
<tr>
<td>17.a Individual Perspective</td>
<td>3 units</td>
<td>Psychology 1</td>
</tr>
<tr>
<td>17.b Child Development</td>
<td>3 units</td>
<td>Psychology 7 is recommended</td>
</tr>
</tbody>
</table>

*Note: IGETC and American Institutions certifications are not recommended for students who are certain they will transfer to the SDSU Liberal Studies Education program. Completion of the Liberal Studies major fulfills General Education requirements.

Liberal Studies Major - Emphasis in Three Departments:

The “Emphasis in Three Departments” is a student-designed major incorporating coursework from three different departments. It is appropriate for students whose postgraduate goals are not well addressed by a traditional major or major/minor combination. For this major, students design and justify their own cohesive and rational master plans. Approval of the plan must be secured from each of the involved SDSU departmental advisers and from the Dean of Undergraduate Studies prior to completion of 90 semester units.

Preparation for this major includes: A minimum of two courses (normally defined as six units) in each of the three departments selected in the major must be completed in the lower division as foundation for upper division courses. In departments where lower division offerings are insufficient to meet this requirement, the total minimum upper division requirements may be extended.

Foreign Language Requirement: Competency (equivalent to that which is normally attained through three consecutive courses of college study) is required in one foreign language as part of the preparation for this major. Refer to the section of the SDSU catalog on “Graduation Requirements.”

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**Linguistics**

**California State University, Fullerton**

**Bachelor of Arts in Linguistics**

Lower Division Preparation: Two progressive semesters of any two languages or four progressive semesters of one language are required. General education requirements may be met by completion of the CSU certification pattern.

**University of California, Irvine**

**Bachelor of Arts in Linguistics**

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Lower Division Preparation: Computer Science (1A and 1B) or (1A and 15); AND select one course from: Anthropology 1, 2, 3, 9 or Cross Cultural Studies 1 or Economics 2, 4 (formerly 1); Geology 1, 2, 4, 5; Political Science 1 or Psychology 1; Sociology 1; AND select one of the following sequences: one year of a language other than English (in addition to Category VI of the UCI Breadth Requirement) or Mathematics 3A and 3B or Computer Science 1A and 2B and 15.

**Marine Biology**

Several four-year colleges offer a major in marine biology. The preparation for the major is generally the same as that for any other biological sciences major, including a year of physics, two years of chemistry, one to two years of biology and mathematics through calculus. (See Biological Sciences.)

A Bachelor of Science degree in oceanography is offered at Humboldt State University. See oceanography for specific courses required as preparation for the major.

San Diego State University offers a minor in oceanography intended for students with extensive background in the sciences, as well as a major in geology with a marine geology option. Refer to the SDSU catalog and to sections of this catalog outlining engineering and natural science majors.
Oceanography is generally a graduate program. The Scripps Institute of Oceanography, San Diego, indicates that preparation for graduate study should involve a bachelor’s degree in one of the natural sciences or mathematics with work to include: [1] mathematics through calculus (Mathematics 3A, 3B); [2] one year of calculus-based physics (Physics 4A, 4B); [3] one year of general chemistry (Chemistry 1A, 1B); [4] a second year of chemistry or physics (Chemistry 12A, 12B); [5] at least one course each in biology or geology; and [6] preparation in at least one of the following languages: German, Russian, a Romance language.

NOTE: Students who are interested in a transfer major in the marine sciences should refer to the programs outlined in the occupational vocational section of this catalog. Indications are that while advanced degrees are necessary for entering careers in marine sciences, employment possibilities are increased for those with the kinds of skills learned in the marine sciences technology courses. With proper planning, a three-year program can be completed which allows students to complete both vocational and transfer objectives. Because a high level of skill proficiency is required in today’s job market, students are advised to complete vocational courses even if units in excess of the maximum allowed are accumulated.

MATHEMATICS

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Mathematics

Lower Core Requirements: Mathematics 3A, 3B, 3C, 24, 26; and Computer Science 1B* or 12 [*Note: Students selecting the Computer Science Cognate are required to take Computer Science 1B which is equivalent to CSUF’s CPSC 121.]

In addition to the above requirements, each student is required to complete 9-12 units in one of the following cognates or after transfer: Computer Science, Economics, Management Science, Philosophy or Physics/Engineering. Applicable lower division preparation can be completed at Saddleback College for the following cognates:

Computer Science Cognate: Computer Science 2A and 2B
Economics Cognate: Economics 2 and 4 (formerly 1)
Physics/Engineering Cognate: Physics 4A, 4B and (4C or Engineering 31)

General education: Refer to CSU general education certification section of this catalog.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science in Mathematics

Lower Requirements: Computer Science 12; English 1B; Mathematics 3A, 3B, 3C, 26; Physics 4A

Option in Mathematics Education:

Lower Requirements: Computer Science 2A or 12; English 1B; Mathematics 3A, 3B, 3C, 26; and one of the following sequences: Philosophy 12 and 13; Physics 4A and 4B; or two semesters (at least eight units) of a foreign language.

General Education: Refer to CSU general education certification section of this catalog.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Bachelor of Science in Mathematical Sciences

Lower Requirements: Computer Science 1B (and CS 112 taken at CSUSM) and Computer Science 2B or 14 (and CS 212 Taken at CSUSM); Mathematics 3A, 3B, 3C. In addition, at least two transferable approved courses in a single physical or life science are required, together with at least one semester of an accompanying lab for a total of seven units. Allowable sciences are: anthropology, biology, botany, chemistry, geography, geology, and physics.

General Education: Refer to CSU general education certification section of this catalog.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Science in Mathematics

Lower Division Preparation: Mathematics 3A, 3B, 3C, 24, 26; and select Chemistry 1A and 1B or Physics 4A and 4B; and choose from: Computer Science 1A and 15 combined OR one course from Computer Science 1B, 12, 14 or 15.

UCI’s breadth requirements are outlined in the introduction to this section of the catalog. Note: Students are also advised to check the “Courses Accepted for Transfer to the University of California” section of this catalog as UC credit limits may apply for some courses. For further information regarding this major, students are advised to contact the Counseling Services office at Saddleback College, or an academic counselor at UCI.

MEDICAL TECHNOLOGY

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Bachelor of Science in Clinical Science – Medical Technology

Recommended Preparation: Biology 1A, 113 or 11 and 12; Chemistry 1A, 1B, 5A; Mathematics 10

Recommended Pre-Clinical Preparation: Computer and Information Management 1 or Computer Science 10; Physics 2A, 2B; Mathematics 11

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science Microbiology – Medical Microbiology Option

This option emphasizes the host-parasite relationships of humans and microbes and prepares students for careers in clinical laboratory science (medical technology), medical research, and related areas.

Lower Division Preparation: Biology 1A, 1B, 1C, 15; Chemistry 1A, 1B, 5A; Mathematics 3A or 8; Physics 2A.

Refer also to the CSU general education certification requirements in the introduction to this section of the catalog.

SAN DIEGO STATE UNIVERSITY

Bachelor of Science Microbiology – Emphasis in Medical Technology and Public Health Microbiology

The emphasis in medical technology and public health is a program of required and elective courses which prepares students for the Public Health Microbiologist and Clinical Laboratory Technologist academic certification and licensing examinations.

Lower Division Preparation: Biology 1A, 1B, 1C; Chemistry 1A, 1B, 5A, 12A.

Refer also to the CSU general education certification requirements in the introduction to this section of the catalog.
MEDICINE (PRE–MEDICINE)

There are eight medical schools in California. Five of these are operated by the University of California (Davis, Irvine, Los Angeles, San Diego and San Francisco). The three private schools are University of Southern California, Stanford University and Loma Linda University. Preparation for admission requires high scholarship in three or usually four years of premedical study. Students are advised to make normal progress toward a baccalaureate degree in some major of their choice. Admission requirements may vary from one school to another, and the following courses are a composite of minimum admission requirements to medical schools in general.

Biology 1A, 1B; Chemistry 1A, 1B, 12A, 12B, (Chemistry 5A recommended); Physics 2A, 2B or 4A, 4B; Mathematics 3A, 3B; English 1A, 1B and an additional English course.

Detailed information about the offerings, requirements and selection process should be obtained from the announcement or bulletin of the medical school in which the student is interested.

MILITARY SCIENCE

The Saddleback College Career Center maintains current information regarding military science programs leading to a commission and to military service career opportunities.

MUSIC

The following curriculum is designed to meet the needs of the transfer student in music. Although great care has been taken to provide the student with the required courses necessary for acceptance as a junior at any California State University, it always is advisable to check the specific catalog of the school to which you are transferring in order to determine that specific areas have been covered. It should be noted that most colleges and universities require applied music and performance as a major’s requirement each term.

CALIFORNIA STATE UNIVERSITY SYSTEM—INDEPENDENT COLLEGES AND UNIVERSITIES

Transfer core:

Music Theory—Music 1 (or proficiency exam) is a prerequisite to the theory sequence and should be taken, if needed, during the summer session.

*F-1 Music 10—Harmony I
**S-1 Music 11—Harmony II
*F-2 Music 12—Harmony III
**S-2 Music 13—Harmony IV

Music History:

Music 25—Music History; to Mozart or Music 26—Music History; since Mozart or both, depending on transfer institution requirements.

Keyboard:

Music 34—Beginning Piano
Music 55—Intermediate Piano; or 56—Advanced Piano. or May pass proficiency exam.

Performance (each semester enrolled):

Music 30’s or 40’s series or Music 64 (Performance Group)

Applied Music (each semester enrolled):

Music 50, 51 or 52 (Applied Music)

Jury/Recital (each semester enrolled):

Music 59 (Jury/Recital)

*Note: F-1 = Fall Semester of first year
S-1 = Spring Semester of first year
F-2 = Fall Semester of second year
S-2 = Spring Semester of second year

General education:

General education requirements for the California State University system may be certified according to the pattern outlined in the introduction to this section of the catalog. (See the music department staff for suggested electives in specific areas of emphasis.)

A maximum of 70 units is transferable, although subject matter credit is given where needed to meet specific course requirements. Proficiency examinations are generally required to determine placement in upper division courses and/or to determine course waivers for upper division courses which are parallel in lower division.

UNIVERSITY OF CALIFORNIA

The requirements for music theory, music history, enrollment in performance courses and keyboard proficiency are generally uniform throughout the system. Therefore, the program listed above should be followed.

General education or breadth requirements vary from campus to campus; therefore, it is recommended that students follow the Intersegmental General Education Transfer Core Curriculum (IGETC). UC Irvine breadth requirements are listed in the introduction to this section. A reading proficiency in a foreign language, usually French or German, is generally required.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Music

(Liberal Arts Concentration, Music History & Theory Concentration, Music Education Concentration)

Lower Division Preparation - Core Requirements: Music 10, 11, 12, 25, 26.

Music Theory Classes: Transfer students are placed in required music theory classes based on their competence at entrance. Transfer credit will be given by CSU Fullerton only for those classes up to and including the student’s demonstrated level of competence, regardless of how many courses or units have been taken.

Music-Major Piano Classes: All music majors at CSU Fullerton must reach a certain competency in piano. This may be achieved independently or through class-piano study. The CSU Fullerton Music Department does not require class piano in any degree program and thus does not grant transfer credit for piano classes, except as music electives.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Music

(Composition Concentration, Instrumental Concentration, Keyboard Concentration, Voice Concentration, Accompanying Concentration, Commercial Music Concentration)

Lower Division Preparation - Core Requirements: Music 10, 11, 12, 25, 26.

Music Theory Classes: Transfer students are placed in required music theory classes based on their competence at entrance. Transfer credit will be given by CSU Fullerton only for those classes up to and including the student’s demonstrated level of competence, regardless of how many courses or units have been taken.

Music-Major Piano Classes: All music majors at CSU Fullerton must reach a certain competency in piano. This may be achieved independently or through class-piano study. The CSU Fullerton Music Department does not require class piano in any degree program and thus does not grant transfer credit for piano classes, except as music electives.
UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback's Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Music
Bachelor of Music in Music Therapy
Bachelor of Science in Natural Resource Planning and Interpretation

CHAPMAN UNIVERSITY

It is recommended that transfer students enter the major with college-level private instrumental or voice instruction; two years of music theory; the history of western music; ear-training, sight-singing; sight-reading; and piano.

All transfer students must pass a performance audition in order to declare a major in either degree program. Transfer students must also take the placement tests in musicianship, theory, and history in order to receive credit toward fulfilling degree requirements. All transfer students should pass the required piano (sight-reading) examination no later than their second quarter of upper-division standing. A complete list of recommended proficiency levels can be found in the UCI catalog.

Lower Division Core Courses for both degree programs:
- Music 10, 11, 12, 13, 25, 26, 27

Bachelor of Arts in Music ADD: *Two years of vocal or instrumental instruction from Music 50, 51, 52, and *two years of ensemble or repertory from Music 30, 31, 32, 33, 34, 35, 37, 40, 41, 42, 43, 47, 49, 67, 68, 69

*N: At least one year for each category must be taken in residence at UCI.

Bachelor of Music (special string performance) ADD: Music 42, 43, 49, 50, 66 and two courses from Art 21, 25, 26, 28; Physical Education 64 or Theatre Arts 64; Theatre Arts 25, 26

CHAPMAN UNIVERSITY

Chapman University offers a Bachelor of Arts Degree in Music, Bachelor of Music Degree in Composition; Bachelor of Music Degree in Conducting; Bachelor of Music Degree in Music Education, Bachelor of Music in Music Therapy, and a Bachelor of Music Degree in Performance. The Chapman Catalog should be reviewed for degree specific information.

NATURAL RESOURCES

Refer also to specific majors such as environmental studies, fisheries, forestry, oceanography, range management or wildlife management.

HUMBOLDT STATE UNIVERSITY

Bachelor of Science in Natural Resource Planning and Interpretation

Lower Division Preparation (core-all options):
- Chemistry 1A; Biology 1B, 1C or principles course after transfer. Recommended: Chemistry 1A and Computer Information Management 1.

Planning Option - ADD: Geography 1

Interpretation Option - ADD: Anthropology 2; Biology 1A; Geography 2; Geology 1; History 16; Speech 30. Marine Science 20 can also be taken prior to transfer for the Marine/Aquatic area of this option.

Recreation Option - ADD: Business or Legal Studies 14; Speech 5 (formerly 105)


Refer to the HSU catalog for further information regarding program requirements.

General Education: Refer to the CSU general education certification section of this catalog.

NATURAL RESOURCES MANAGEMENT

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Bachelor of Science in Forestry and Natural Resources

Concentrations prepare students for entry into the profession of forestry and natural resources. Concentrations offered are Environmental Management; Forest Resources-Management; Forest Resources-Urban Forestry; Forest Resources-Watershed, Chaparral, and Fire Management; Parks and Forest Recreation Concentration.

Lower Division Preparation:

Support Courses (required for all options):
- Biology 1B*; Chemistry 1A*; Economics 20*; English 109*; Mathematics (2* and 124*), 10*; and an adviser approved science sequence: Chemistry 1B and Cal Poly SLO’s Chemistry 39B; or Biology 1A and Physics 2A, or taken after transfer. *(Note: The required support course equivalents listed here also satisfy SLO’s general education requirements as noted.)

NURSING

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science in Nursing - Basic Nursing Program

To advance from the Pre-Nursing major to the Nursing program students must:
- Earn a “C” or better and a GPA of at least 2.5 in all prerequisite courses; complete a test at CSULB that assesses their ability for logical thinking and problem solving abilities; successfully complete the CSULB Writing Proficiency Examination (WPE); complete all lower division general education requirements; and it is also recommended that perspective students schedule a personal interview with a nursing faculty member at CSULB prior to transfer.

Because the program is impacted, students should apply during the initial filing period.

Lower Division Preparation:
- Biology 11, 12, 15; Chemistry 2A* or 8**; Psychology 1, Sociology 1; Nursing 160.

*CSULB will now accept Chemistry 2B as a substitute for their upper-division Chemistry 302 when taken in sequence with Chemistry 2A at Saddleback College.

**Chemistry 8 was under review by CSULB at the time of catalog publication deadlines. Please check with the Counseling Services Office at Saddleback College for the latest information regarding articulation status of this course.

Registered Nursing Program (CSULB)

Lower Division Preparation:
- Earned Associate Degree in Nursing including certification of general education requirements. The general education program should include the same courses listed above for the Basic Nursing Program. Students should contact the Nursing Department at CSU Long Beach for further information regarding this program.
CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Nursing

The CSU Fullerton program is an upper division program designed for registered nurses seeking a Bachelor of Science degree in nursing. Among the admission requirements are the following: Meet requirements for admission to the university as a transfer student. Completion of an associate degree in nursing or its equivalent. Current licensure as a registered nurse in California. Completion of one year of satisfactory work experience as a registered nurse is recommended. Completion of the following (with a minimum grade of “C” in each):

- Biology 11, 12, 15
- Chemistry 2A or 3 or 1A or 12A
- Psychology 1
- Sociology 1 or Anthropology 2

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Bachelor of Science in Nursing

Lower Division Preparation: Biology 11, 12, 15; Chemistry 2A, 2B; Psychology 1, 7.

Note: Students are advised to complete lower division prerequisite requirements prior to transfer. Students should contact the Nursing Department at CSU San Bernardino for further details regarding nursing program admissions requirements.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Nursing+

*Lower Division Prerequisites: Biology 11, 12, 15; Chemistry 2B; Psychology 1; Sociology 1; Speech 1

*NOTE: Biology 11 and 12 must be completed with a grade of “B” or better, while the remainder of courses listed are to be completed with a grade of “C” or better. Applicants must complete the seven prerequisites courses noted with a minimum overall GPA of 2.5.

+NOTE: The Nursing major at SDSU is designated as an impacted program and specific regulations related to admissions are imposed. Please refer to the SDSU college catalog for more details on this program.

INFORMATION: Other CSUs offering either basic nursing, registered nursing programs, or both, are: Bakersfield, Chico, Dominguez Hills, Fresno, Hayward, Humboldt, Los Angeles, Northridge, Sacramento, San Francisco, San Jose, Sonoma, and Stanislaus.

MOUNT ST. MARY’S COLLEGE
Nursing Program - Baccalaureate Degree

Lower Division Preparation: Biology 11, 12, 15; Chemistry 2A or Physics 2A; English 1A, 1B; Food & Nutrition 50 or 161; Philosophy 15; Psychology 1, 37; Sociology 1; Speech 1, 4; and choose one of the following courses: Philosophy 10 or 14 or English 40 or 41.

For more information regarding program requirements, contact the Counseling Services office at Saddleback College or Mount St. Mary’s College.

UNIVERSITY OF SOUTHERN CALIFORNIA
Nursing Program

Although students may transfer to USC at any time and begin prerequisite coursework, the Nursing curriculum at USC begins in the junior year. Students must complete all of USC’s General Education courses, writing requirement, and nursing program prerequisites.

Lower Division Prerequisites: Biology 11,12,15; Chemistry 1A; Mathematics 10; Psychology 1; and one semester of a foreign language; and USC’s Nursing 202 and 306 after transfer. Students are advised to call the USC School of Nursing at (213) 342-2020 for more information.

In addition, refer to the “Transferring to USC” booklet available at USC or in the Counseling Services office at Saddleback College.

OCCUPATIONAL THERAPY

LOMA LINDA UNIVERSITY
Bachelor of Science Degree in Occupational Therapy

The occupational therapist works with individuals who need help in learning to cope with psychological or physiological dysfunction to improve their ability in self-care or to gain living ability. The therapist has a choice of working with varied disability groups or persons of any age in facilities such as general hospitals, geriatric homes, rehabilitation centers, pediatric or psychiatric hospitals, and home care programs.

Lower Division Requirements

Domain 1: Spiritual and Cultural Heritage: (Total of 14 semester units minimum in Domain 1)

Religion (3-6 units): Any religion or humanities courses

Cultural Heritage (8 semester units minimum): Anthropology 2 (required); and select remainder cultural credits in two areas from: Art 20; English 15, 17, 21; any foreign language; History 4, 5, 16, 17; Music 20 (Applied Art/Music one semester hour maximum); Philosophy 1, 12, 15

Domain 2: Scientific Inquiry and Analysis:

Natural Sciences: Biology 11 and 12 (complete sequence); Chemistry 2A and Physics 20 combined; Mathematics 10, 251*, 253* (*Math 251 and 253 are required courses but no college credit given)

Domain 3: Communication:

Sociology 1; and select one additional course from anthropology or psychology or sociology

Domain 4: Health and Wellness:

Health 1 or Foods and Nutrition 50; and select two units of physical education (activity)

SAN JOSE STATE UNIVERSITY
Bachelor of Science in Occupational Therapy

Recommended Lower Division Preparation (Prerequisites): Biology (11 and 12) or 113; Mathematics 10; Physics 20; Psychology 1. Psychology 37 or take upper division course at SJSU after transfer; Sociology 2 or Anthropology 2; and select one skills course from: Art 10, 11, 60, 65, 70, 130, 133, 135; or Fashion 110, 124; or Millwork and Cabinetry Technology 110, 115.

Refer to the SJSU catalog for further information regarding this program. CSU general education certification information is listed in this section of the catalog.
The requirements for admission to the schools and colleges of optometry vary. However, all optometric schools and colleges require at least two years of pre-optometric study which should include general biology or zoology (Biology 1A); general chemistry (Chemistry 1A, 1B); general physics (2A, 2B); college mathematics (Mathematics 124, 2 or 3A,B); and English composition (English 1A, 1B). Brief survey courses will not prepare a student for the schools and colleges of optometry.

All of the schools and colleges require additional courses for admittance, but each optometry school has its own set of requirements. For example:

**UNIVERSITY OF CALIFORNIA, BERKELEY**

Optometry, Pre-professional Preparation Requirements:

Optometry at UC Berkeley is a four-year professional degree that students enter as seniors or after receiving a bachelor’s degree. Applicants must complete at least one year at a four-year school prior to entering the School of Optometry.

New students are accepted in the fall semester only, following completion of at least 90 semester units/135 quarter units to include all prerequisite courses listed below.

Additionally, the Optometry Admission Test (OAT) is mandatory for all applicants. Students desiring to enter the School of Optometry following completion of their junior year should arrange to take the OAT in October of their junior year, the following February date is too late for consideration.

Lower Division Prerequisites: Biology 1A, 1B, 1C, 11, 12, 15; Chemistry 1A, 12A, 12B; English 1A, 1B, 25; Mathematics 3A, 3B, 10; Physics 4A, 4B, 4C; Psychology 1.

**SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY**

All applicants are required to complete a minimum of 90 quarter units or 135 quarter units prior to matriculation. No more than 70 semester or 105 quarter units earned at a two-year college may apply to the minimum credit hour requirement. It is strongly recommended that applicants be pursuing a baccalaureate degree if they do not already have one.

Recommended Lower Division Preparation: Biology 1A, 1B, 15; Chemistry 1A, 1B, 12A; English 1A, 1B; Mathematics 3A, 10; Physics 2A, 2B; Psychology 1 and one other transferable psychology course; Every course must be completed with a grade of “C” or better.

**OCEANOGRAPHY**

**HUMBOLDT STATE UNIVERSITY**

Bachelor of Science in Oceanography

*Recommended Lower Division Preparation:* Biology 1C; Chemistry 1A, 1B; Geology 1; Marine Science 20; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B.

General Education: Refer to the CSU general education certification section of the catalog for specific requirements.

**OPTOMETRY**

The requirements for admission to the schools and colleges of optometry vary. However, all optometric schools and colleges require at least two years of pre-optometric study which should include general biology or zoology (Biology 1A); general chemistry (Chemistry 1A, 1B); general physics (2A, 2B); college mathematics (Mathematics 124, 2 or 3A,B); and English composition (English 1A, 1B). Brief survey courses will not prepare a student for the schools and colleges of optometry.

All of the schools and colleges require additional courses for admittance, but each optometry school has its own set of requirements. For example:

**UNIVERSITY OF CALIFORNIA, BERKELEY**

Optometry, Pre-professional Preparation Requirements:

Optometry at UC Berkeley is a four-year professional degree that students enter as seniors or after receiving a bachelor’s degree. Applicants must complete at least one year at a four-year school prior to entering the School of Optometry.

New students are accepted in the fall semester only, following completion of at least 90 semester units/135 quarter units to include all prerequisite courses listed below.

Additionally, the Optometry Admission Test (OAT) is mandatory for all applicants. Students desiring to enter the School of Optometry following completion of their junior year should arrange to take the OAT in October of their junior year, the following February date is too late for consideration.

Lower Division Prerequisites: Biology 1A, 1B, 1C, 11, 12, 15; Chemistry 1A, 12A, 12B; English 1A, 1B, 25; Mathematics 3A, 3B, 10; Physics 4A, 4B, 4C; Psychology 1.

**SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY**

All applicants are required to complete a minimum of 90 semester units or 135 quarter units prior to matriculation. No more than 70 semester or 105 quarter units earned at a two-year college may apply to the minimum credit hour requirement. It is strongly recommended that applicants be pursuing a baccalaureate degree if they do not already have one.

Recommended Lower Division Preparation: Biology 1A, 1B, 15; Chemistry 1A, 1B, 12A; English 1A, 1B; Mathematics 3A, 10; Physics 2A, 2B; Psychology 1 and one other transferable psychology course; Every course must be completed with a grade of “C” or better.

**PHARMACY**

The requirements for admission to the schools and colleges of pharmacy vary. Students are advised to contact the institution of choice for details regarding special program and admission requirements. Normally a minimum of two years’ pre-pharmacy undergraduate preparation is required. Because of limited space and other factors, admission has become increasingly competitive. An increasing number of students are entering the school after completion of the bachelor’s degree.

**UNIVERSITY OF SOUTHERN CALIFORNIA**

Pre-Pharmacy Requirements

Lower Division Preparation: Biology 1A, 1C; Chemistry 1A, 1B, 12A, 12B; Economics 2 or 4 (formerly 1); English 1A and 1B; Mathematics 3A; Psychology 1; Speech 1; six additional units of transferable general courses in classics, ethics, fine arts (although no performance courses), foreign language, history, literature, philosophy or religion.

Students are advised to contact USC’s School of Pharmacy for further details regarding program requirements.

**UNIVERSITY OF CALIFORNIA, SAN DIEGO**

Bachelor of Science in Pharmacological Chemistry

The Pharmacological Chemistry major provides a strong background in chemistry and includes most courses required by California pharmacy schools. The major is intended primarily to prepare students for training as pharmacists in pharmacy schools, but students fulfilling their elective requirements with appropriate courses would be prepared for graduate school to obtain a Ph.D. in pharmacology or other areas of science. Degree recipients would also be prepared for most jobs in the biotechnology and chemical industries.

Recommended Lower Division Preparation: Biology 1A and 1B or 1C; Chemistry 1A, 1B; Economics 2 or 4 (formerly 1); Mathematics 3A, 3B, 3C, 24; Physics 4A, 4B; Speech 1. *Note:* Chemistry 12A and 12B - but no upper division credit for this sequence.

Students are advised to contact UC San Diego for further information regarding this program.

**PHILOSOPHY**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO**

Bachelor of Science in Ornamental Horticulture

Major Course Requirements: Horticulture 11, 112, 122

Support Courses (*applicable to SLO’s general education requirements): Biology 1B*; Business or Legal Studies 12; Chemistry 1A*, 1B*; Computer and Information Management 1* or Computer Science 1A*; Mathematics 8*, 10*.

Refer to the CSU general education certification pattern which is listed in this section of the catalog.

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

*Bachelor of Arts in Philosophy*

Lower Division Preparation: A maximum of six units of lower division courses to include Philosophy 13 and an additional course selected from: Philosophy 1, 10, 12.
Transfer Credit: Per CSUF in no case can more than six units of lower-division work taken at another institution count toward the major requirement of 39 units.

Philosophy majors who are planning to attend graduate school in philosophy are urged by CSUF to acquire proficiency in a foreign language.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Arts in Philosophy

A minimum of 12 lower division units in philosophy are required for the bachelor’s degree to include:

- Philosophy 1 or 15, 3, 4 and 13

*NOTE: General Education requirements for both CSU Fullerton and CSU Long Beach can be certified as indicated in the CSU general education certification section of this catalog.

Recommended electives:
- Art 20, 25, 26; History 4, 5; Physics 20; English literature.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Arts in Philosophy

*NOTE: In fulfillment of the requirements below, a single course may be used only once.

Lower Division Requirements for the Major:
- Philosophy 3 and 4

School Core Requirements:
- Select one foreign language sequence from:
  - French 3-4; German 3-4; Italian 3-4; Japanese 3-4; Spanish 3-4
  - AND

Select one course from each of the following areas for a total of four semester courses:
- Writing: English 1A, 1B
- History: History 4, 5
- Philosophy: Philosophy 1, 3, 4
- OR CHOOSE:
  - English 1A and 1B AND Select two courses from:
  - Humanities 1, 2, 3, 4

General Education:
- Refer to the introduction to this section of the catalog for a list of courses meeting UCI breadth requirements outside the major for graduation.

PHYSICAL EDUCATION

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Science in Physical Education

A maximum of 12 units of lower division coursework will apply toward major requirements. A minimum of six different activity courses to be selected from the following (one course in each, minimum).

Intercollegiate sports course may be applied in the appropriate area.

Fitness (P.E. 2, 4, 5 or 6)
- Aquatics (P.E. 41, 42, 43; P.P.E. 13 or 14)
- Combatives (P.E. 93 or 94)
- Team Sports (P.E. 70, 73, 74, 75, 76, 77, 78 or 79)
- Individual Activities (P.E. 19, 20, 21, 23 or 28)
- Racquet Sports (P.E. 11, 12 or 13; 14, 15, 16, 24, 25 or 26)

Recommended: Preprofessional Physical Education 1

General Education: The CSU General Education pattern should be consulted for specific requirements. One or more of the following courses are recommended for general education requirements:
- Biology 11, 12, 20; Chemistry 3; Physics 2A, 20.

CALIFORNIA STATE UNIVERSITY, FRESNO

Bachelor of Science in Physical Education (Exercise Science Option)

Biomechanics, and the Exercise Physiology Emphases:

Lower Division Core Requirements (both emphases):
- Biology 11, 12; Chemistry 2B; Mathematics 10; Physics 2A.

Additional Major Requirements (both emphases):
- Biology 1C or 20; Chemistry 1A or 2A; Computer and Information Management 1; Health 2 and 104 combined; Mathematics 124.

Exercise Physiology Emphasis: ADD: Students may choose 24 additional units from the following courses:
- Computer Science 1B, 10, 12; Mathematics 2, 3A, 3B, 3C; Physics 2B, 4A, 4B, 4C.

Health 2 and 104 combined; Mathematics 124.

PHYSICAL EDUCATION

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Arts in Philosophy

A minimum of 12 lower division units in philosophy are required for the bachelor’s degree to include:

- Philosophy 1 or 15, 3, 4 and 13

*NOTE: General Education requirements for both CSU Fullerton and CSU Long Beach can be certified as indicated in the CSU general education certification section of this catalog.

Recommended electives:
- Art 20, 25, 26; History 4, 5; Physics 20; English literature.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Arts in Philosophy

*NOTE: In fulfillment of the requirements below, a single course may be used only once.

Lower Division Requirements for the Major:
- Philosophy 3 and 4

School Core Requirements:
- Select one foreign language sequence from:
  - French 3-4; German 3-4; Italian 3-4; Japanese 3-4; Spanish 3-4
  - AND

Select one course from each of the following areas for a total of four semester courses:
- Writing: English 1A, 1B
- History: History 4, 5
- Philosophy: Philosophy 1, 3, 4
- OR CHOOSE:
  - English 1A and 1B AND Select two courses from:
  - Humanities 1, 2, 3, 4

General Education:
- Refer to the introduction to this section of the catalog for a list of courses meeting UCI breadth requirements outside the major for graduation.

PHYSICAL EDUCATION

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Science in Physical Education

A maximum of 12 units of lower division coursework will apply toward major requirements. A minimum of six different activity courses to be selected from the following (one course in each, minimum).

Intercollegiate sports course may be applied in the appropriate area.

Fitness (P.E. 2, 4, 5 or 6)
- Aquatics (P.E. 41, 42, 43; P.P.E. 13 or 14)
- Combatives (P.E. 93 or 94)
- Team Sports (P.E. 70, 73, 74, 75, 76, 77, 78 or 79)
- Individual Activities (P.E. 19, 20, 21, 23 or 28)
- Racquet Sports (P.E. 11, 12 or 13; 14, 15, 16, 24, 25 or 26)

Recommended: Preprofessional Physical Education 1

General Education: The CSU General Education pattern should be consulted for specific requirements. One or more of the following courses are recommended for general education requirements:
- Biology 11, 12, 20; Chemistry 3; Physics 2A, 20.

CALIFORNIA STATE UNIVERSITY, FRESNO

Bachelor of Science in Physical Education (Exercise Science Option)

Biomechanics, and the Exercise Physiology Emphases:

Lower Division Core Requirements (both emphases):
- Biology 11, 12; Chemistry 2B; Mathematics 10; Physics 2A.

Additional Major Requirements (both emphases):
- Biology 1C or 20; Chemistry 1A or 2A; Computer and Information Management 1; Health 2 and 104 combined; Mathematics 124.

Exercise Physiology Emphasis: ADD: Students may choose 24 additional units from the following courses:
- Computer Science 1B, 10, 12; Mathematics 2, 3A, 3B, 3C; Physics 2B, 4A, 4B, 4C.

Exercise Physiology Emphasis: ADD: Students may choose 24 additional units from the following courses:
- Biology 15; Chemistry 12A*, 12B*; Mathematics 11; Physics 2B; and/or select upper division courses after transfer to CSU Fresno. *Note: This course is an upper division course at CSUF. Courses completed at a community college that are comparable to upper division courses at CSU Fresno meet subject matter requirements only. No upper division credit will be granted.

SAN DIEGO STATE UNIVERSITY

Bachelor of Science in Kinesiology (Exercise and Nutritional Sciences) --Applied Arts and Sciences

Kinesiology is the study of the processes through which individuals obtain optimal health, physical skill, fitness and human movement. The Kinesiology major includes specializations in Athletic Training; Fitness, Nutrition and Health; Movement Studies; Physical Education; and Prephysical Therapy.

Athletic Training Specialization

Lower Division Preparation:
- Biology 1C, 11; Chemistry 1A, 2B; Computer and Information Management 1; Mathematics 10; Physical Education 4 or 5; Pre-Professional Physical Education (PPE) 3; Psychology 1; Sociology 1; Speech 1.

Fitness, Nutrition & Health Specialization

Lower Division Preparation:
- Biology 11, 20; Chemistry 2A or 3; Gerontology 105; Mathematics 10; Physical Education 4 or 5; Pre-Professional Physical Education (PPE) 3; Psychology 1; Sociology 1; Speech 1. Recommended: Food and Nutrition 50.

Movement Studies Specialization

Lower Division Preparation:
- Biology 11; Mathematics 10; Physical Education 4 or 5; Pre-Professional Physical Education (PPE) 3; Psychology 1; Sociology 1; Speech 1.

Pre-physical Therapy Specialization

Lower Division Preparation:
- Biology 1A, 1B, 1C, 11; Chemistry 1A, 1B; Mathematics 3A, 10; Physical Education 4 or 5; Pre-Professional Physical Education (PPE) 3; Psychology 1; Sociology 1; Speech 1. NOTE: No approved Saddleback College equivalents or substitutions for SDSU’s Physics 180A-B and 182A-B. Students are advised to take required physics courses after transfer.

Physical Education Specialization

This program is for students who wish to be a candidate for a Single Subject Teaching Credential at SDSU. Completion of 12 units towards a minor or supplementary authorization is required. Students are advised to contact SDSU for further information regarding this program.

Lower Division Preparation:
- Biology 11; Mathematics 10; Pre-Professional Physical Education (PPE) 3; Psychology 1; Sociology 1; Speech 1.
PHYSICAL THERAPY

The Department of Physical Therapy at CSU Long Beach selected its last Bachelor’s degree class for Spring 1998, announcing as follows:

"The Commission on Accreditation in Physical Therapy Education (CAPTE) will no longer accredit baccalaureate degree programs after the year 2001. Therefore, the Department of Physical Therapy (PT) at California State University, Long Beach (CSULB) anticipates phasing out the undergraduate degree after Spring 1998 and initiating a Master in Physical Therapy (MPT) degree by Fall 1998.*

Currently, CSU Fresno, CSU Northridge, and San Francisco State University have MPT programs. Interested students are advised to contact the campus of choice for further information.

General Requirements for Pre-Physical Therapy:

The pre-physical therapy education requirements are similar to pre-medical and other pre-health professional programs. Students must follow a prescribed program leading to a Bachelor’s degree including coursework in appropriate physical, biological and behavioral sciences. The physical therapy program at some campuses may be impacted, that is, the number of applicants exceeds the number that can be accepted; therefore, physical therapy applicants are subject to supplemental criteria in addition to those required for admission to a university. Students are advised to consult the catalog or graduate bulletin for specific information on MPT entrance and program requirements at the University of choice.

Lower Division Preparation: The following courses at Saddleback College are recommended as preparation for a major, as general education, or as electives to meet minimum screening requirements for CSU MPT programs: Biology 11, 12; Chemistry 1A, 1B; Mathematics 10; Physics 2A, 2B; Psychology 1.

EXAMPLES: INDEPENDENT COLLEGES/UNIVERSITIES

LOMA LINDA UNIVERSITY

MPT Degree in Physical Therapy

Lower Division Requirements:

Domain 1: Spiritual and Cultural Heritage:
- Religion (3-6 units): Any religion or humanities course
- Cultural Heritage (8 semester units minimum): Anthropology 2 (required); and select remainder cultural credits from: Art 20; English 15, 17, 21; Any foreign language; History 4, 5, 16, 17; Music 20 (Applied Art/Music one semester hour maximum); Philosophy 1, 12, 15

Domain 2: Scientific Inquiry and Analysis:
- Natural Sciences: Biology 11 and 12 (complete sequence), 15; Chemistry 1A and 1B (complete sequence); Mathematics 8, 10; Physics 2A or 20
- Social Sciences: Psychology 1, 7; and one course from: Psychology 2, 30 or Sociology 1, 2

Domain 3: Communication:
- Computer and Information Management 1; English 1A + 1B or +3 or +7; Speech 1

Domain 4: Health and Wellness:
- Health 1 or Foods and Nutrition 50; and select two units of physical education (activity)

Work Experience: A minimum of 80 hours work/observation experience (volunteer/employee) in a physical therapy department, 20 hours of which must be in an in-patient setting.

Note: All courses must be completed with a grade of "C" or better.

MOUNT ST. MARY’S COLLEGE

Emphasis in Pre-Physical Therapy - Biological Sciences

Lower Division Preparation: Biology 1A, 1B, 11; Chemistry 1A, 1B; Computer and Information Management 1; Mathematics 10; Physics 2A, 2B; Psychology 1; Sociology 1 or 3.

For further information regarding program requirements, contact Mount St. Mary’s College or the Counseling Services Office at Saddleback College.

Physical Therapy Assistant (PTA)

Lower Division Preparation: Biology 11, 12; English 1A, 1B; Gerontology 115; Psychology 1; for philosophy elective choose one course from: Philosophy 1, 3, 4, 12, 13, 15; AND for religious studies elective: Philosophy 10 or 14.

For further information regarding program requirements, contact Mount St. Mary’s College or the Counseling Services Office at Saddleback College.

UNIVERSITY OF SOUTHERN CALIFORNIA

Bachelor of Science in Physician Assistant Practice

Lower Division Preparation: English 1A, 1B; Biology 11, 12, 15; Chemistry 1A or 2A or 3; Spanish 1.

Note: PA candidates must satisfy all USC General Education and PA prerequisite coursework and be eligible for junior standing (a minimum of 64 degree applicable semester units) in order to be considered for admission into the PA program. Students are advised to contact USC’s Physician Assistant Program Admissions Office for further details regarding PA admissions requirements.

Please refer to “Transferring to USC” booklet for General Education requirements and other admissions information available in Saddleback’s Counseling Services office or the Career Center.

PHYSICIAN ASSISTANT

UNIVERSITY OF SOUTHERN CALIFORNIA

Bachelor of Science in Physician Assistant Practice

Lower Division Preparation: English 1A, 1B; Biology 11, 12, 15; Chemistry 1A or 2A or 3; Spanish 1.

Note: PA candidates must satisfy all USC General Education and PA prerequisite coursework and be eligible for junior standing (a minimum of 64 degree applicable semester units) in order to be considered for admission into the PA program. Students are advised to contact USC’s Physician Assistant Program Admissions Office for further details regarding PA admissions requirements.

Please refer to “Transferring to USC” booklet for General Education requirements and other admissions information available in Saddleback’s Counseling Services office or the Career Center.

WESTERN UNIVERSITY OF HEALTH SCIENCES

Physician Assistant Program

Lower Division Preparation: Biology 11, 12, 15; Chemistry 1A or 1B; English 1A, 1B; Mathematics 253 or 8; Psychology 1; Sociology 1; select 9 units in Humanities (i.e., art, ethics, foreign languages, music, philosophy, religion); Spanish is strongly recommended by Western University.

Students are advised to contact Western University of Health Sciences for further details regarding this program.
PHYSICS

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Physics

**Lower Division Preparation:** Chemistry 1A, 1B; Mathematics 3A, 3B, 3C; and Physics 4A, 4B, 4C. Note: All courses must be completed with a grade of "C" or better.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Physics

**Lower Division Preparation:** Biology 2A; Biology 2B; Chemistry 1A, 1B; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C. Note: Physics major coursework must be completed with a minimum "C" average.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

**Bachelor of Science in Physics**

**Lower Division Core Requirements:** Computer Science 12; Mathematics 3A*, 3B, 3C, 24, 26; Physics 4A*, 4B*, 4C*; the following courses are recommended, but not required: Chemistry 1A* and 1B*.

**Applied Physics Concentration:** Recommended to ADD: Computer Science 14* or 15* and Engineering 33

**Biomedical Physics:** ADD Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A, 12B.

*UC credit limitations may apply. Refer to “Courses Accepted for Transfer to the University of California” section of this catalog.

Refer to the UC Irvine breadth pattern listed in this catalog for general education requirements.

PLANT SCIENCE

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Science - Plant Science (Botany) Major

**Lower Division Preparation:** Biology 1A, 1B, 1C; Mathematics 3A, 3B, 3C; Chemistry 1A, 1B, 12A, 12B; Physics 4A-4B-4C sequence.

*Note:* English 1A and 1B are recommended prior to transfer (breadth requirement).

Information regarding appropriate courses meeting UCR breadth requirements is available in Saddleback’s Counseling Services Office or Career Center.

Note: Applied majors in agronomy at Cal Poly Pomona and crop science at San Luis Obispo require more specific lower division agricultural science courses. Students interested in transferring into one of these programs should refer to the articulation agreements on file in Saddleback’s Counseling Services office or Career Center for information on appropriate courses meeting major requirements and general education courses required in support of the major. The biology and chemistry requirements listed above are minimal preparation for any of these majors.

POLITICAL SCIENCE

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Political Science

**Lower Division Preparation:** Political Science 1 is a graduation requirement for all students and is not part of the political science major, but is a prerequisite to further work in political science at CSUF. Students may apply no more than nine units total in lower division courses toward the major; Political Science 4 (required), and two additional courses may be applied toward the major from the following: Political Science 3, 4, 12, 14 or 17.

General education requirements may be certified by following the CSU general education certification pattern outlined in this catalog.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Political Science

**Lower Division Requirements:** Political Science 1. Recommended electives (maximum of 6 units): Political Science 4 and 12.

General education requirements may be certified by following the CSU general education certification pattern outlined in this catalog.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Arts in Political Science

**Preparation for the Major:** Political Science 1; Mathematics 10

General Education Requirement: Refer to the introduction of the section of the catalog for information regarding certification of General Education requirement for all students and is not part of the political science major.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in Political Science

**Preparation for the major:** Political Science 1, 4, 12 and Mathematics 10 or Philosophy 12 or 13. Competency in a foreign language equivalent to that which is normally attained through three consecutive semesters of college study is required in one foreign language as part of the preparation for the major. Students majoring in political science must complete a minor in another field to be approved by the chair of the SDSU major department.

General education requirements may be certified by following the CSU general education certification pattern outlined in this catalog.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

**Bachelor of Arts in Political Science**

**Lower Division Requirements** Computer Science 1A or (1A* and 1B) or (1A* and 15*); Mathematics 3A*, 3B; Political Science 4; and Select two courses from: Political Science 1, 3, 10, 11, 12, 14, 17, 61, 75, 80, and

Select one course from: Anthropology 1, 2, 3, 4, 6, 7, 9, 13, 21; Cross Cultural Studies 1, 2; Economics 2.4 (formerly 1), 6, 20*; Geography 1, 2, 3, 20, 38; Psychology 1, 2, 3, 7, 16, 21, 30, 35, 37; Sociology 1, 2, 3, 4, 5, 6, 10, 15, 20, 21*, 25, 30

*UC credit limitations may apply. Refer to “Courses Accepted for Transfer to the University of California” section of this catalog.

Refer to the UC Irvine breadth pattern listed in this catalog for general education requirements.
PSYCHOBIOLOGY

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Science in Psychobiology

The psychobiology major involves the study of brain-behavior relations and laboratory training in standard brain research techniques. The psychobiology major is designed for students who plan to go on to postgraduate work in physiological psychology, neuroscience, behavioral aspects of biology, or the health sciences.

Lower Division Preparation: Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 3A, 3B, 10; Physics 4A, 4B, 4C; Psychology 1

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts and Bachelor of Science in Psychobiology

Lower Division Preparation for the Major (both degree programs): Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 3A, 3B, 10; Physics 4A, 4B, 4C; Psychology 1 recommended for the major.

Note: UCR also recommends completion of English 1A and 1B prior to transfer (breadth requirement).

Information regarding appropriate coursework for meeting UCR breadth or graduation requirements is available in Saddleback’s Counseling Services Office or Career Center.

PSYCHOLOGY

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Psychology

Lower Division Requirements: Mathematics 10, Psychology 1, 2

Note: A maximum of nine lower division units of psychology courses are transferable toward the psychology major. Additional lower division units taken in psychology at a community college and approved by CSUF may be used for university credit for graduation. Because no course may be counted to satisfy both major and general education requirements, students should complete an additional general education mathematics course prior to transfer.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Psychology

Lower Division Preparation: Mathematics 10; Psychology 1, 2, 3.

Note: The Psychology major at CSULB has been designated impacted. Coursework for the major must be completed with a grade of “C” or better.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Arts in Psychology

Lower Division Requirements: Mathematics 10; Psychology 1, 2

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in Psychology

Two plans are offered at SDSU for the major in psychology: Plan A is more general and is suitable for the majority of psychology majors; and Plan B, or “graduate school track” is for those students expecting to pursue the study of psychology beyond the B.A. degree.

Lower Division Requirements (Plan A and Plan B): Psychology 1 and 3; Foreign Language Requirement: competency (equivalent to three consecutive courses of college study) is required in one foreign language. SDSU recommends that psychology majors take a minimum of three units of general education biology coursework.

A minor is not required for this major. However, depending on career goals, students may wish to consider minors in areas such as biology, business, public administration, recreation or social work. Contact SDSU for more information regarding this major.

NOTE - General Education: For CSUF, CSULB, CSUSM and SDSU general education, refer to the California State University general education certification section of this catalog for specific requirements. It is recommended that general education certification be completed prior to transfer.

CHAPMAN UNIVERSITY
Bachelor of Arts in Psychology

Recommended Lower Division Preparation: Psychology 1, 2; Mathematics 10

UNIVERSITY OF CALIFORNIA, IRVINE

Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.

Bachelor of Arts in Psychology

Lower Division Preparation for the Major: Computer Science 1A or (1A and 1B) or (1A and 15); Mathematics 3A, 3B; Psychology 1, 3 and 30 or 35; select one course from: Anthropology 1, 2; Economics 2, 4 (formerly 1); Political Science 4; Sociology 1

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Arts in Psychology

Lower Division Preparation for the Major: Anthropology 1; Biology 20 or Biology 1A and 1B; Chemistry 1A or 2A or 3; Mathematics (3A and 3B) or 9, 10; Physics 2A or 4A or 20; Psychology 1; and select one course from Philosophy 1, 3, 4, 12, 13 or 15

Note: Each course taken above must be completed with a grade of “C” or better. Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission.

PUBLIC ADMINISTRATION

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in Applied Arts and Sciences with a Public Administration major

Lower Division Preparation: Accounting 1A or (1A.1 and 1A.2); Computer and Information Management 1; Economics 2, 4 (formerly 1); Mathematics 10; Political Science 1.

General education requirements may be certified by following the CSU general education certification pattern.

CALIFORNIA STATE UNIVERSITY, FULLERTON
CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts - Public Administration Option

Both CSU Long Beach and CSU Fullerton offer options in public administration within the political science major.

Lower division requirements at CSULB include Political Science 1; three units of economics and three units of statistics (Mathematics 10) are required; up to six units of lower division electives may be chosen from: Political Science 4, 12.
CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Film and Electronic Arts

Recommended Lower Division Preparation: Communication Arts 31 or 124; English 1B. Students interested in this major should contact CSULB for further information and admissions requirements.

General Education: Refer to California State University certification of general education requirements outlined in this catalog.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts (Communication)

Emphasis in Media Management or Telecommunications and Film

These majors are designated as impacted programs and have enrollment limitations and require additional application procedures. Students are advised to contact SDSU for further information.

Note: A minor is required for both majors. Refer to the SDSU catalog for information on requirements for completion of the minor.

Emphasis in Media Management:

Lower Division Preparation: Communication Arts/Journalism 1; Journalism 2 or Communication Arts 40; Economics 2; Political Science 1, 4; Foreign Language Requirement: Competency in one foreign language equivalent to that which is normally attained through three consecutive courses of university study.

Emphasis in Telecommunications & Film:

Lower Division Preparation: Communication Arts/Journalism 1; Communication Arts 30, 31, 40, 110, 124; Foreign Language Requirement: Competency in one foreign language equivalent to that which is normally attained through three consecutive courses of university study.

Bachelor of Science (Applied Arts & Sciences) in Television–Film, and Bachelor of Arts in Radio/Television/Film

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Social Ecology

Lower Division Major Requirements:

Anthropology 1, 2; Economics 2, 4 (formerly 1), 20; Geography 1, 2; History 7 and 8 or 16 and 17; Political Science 1, 4, 12; Sociology 1, 2.

Recommended general education courses: Theatre Arts 20 or Music 20; Psychology 1; Sociology 1

Note: Per CSULB, students earning less than a “C” grade in a required course for the major must repeat that course.

See CSU general education certification pattern for additional courses applicable.

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Religious Studies

Lower Division Preparation: The major at CSUF requires nine units of lower division religion courses. Philosophy 10 and Hebrew 21 may satisfy six of the nine units required.

One year of the classical languages of religious literature is highly recommended (e.g., Arabic, Latin, or Hebrew 1 and 2 or one semester of each).

SOCIAL SCIENCE
Foreign Language Requirement: Competency (equivalent to that which is normally attained through three consecutive semesters of college study) is required in one foreign language as part of the preparation for the major (Spanish is recommended).

General Education: See section of for CSU Certification of General Education for specific requirements.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Arts in Social Science
Preparation for the Major: Mathematics 10
Primary Field:
History 4 and 5 or 16 and 17 or Psychology 1 and 2 or Economics 2 and 4 (formerly 1) or Political Science 1 or Sociology 1
Secondary Field:
(Any two of the following which are different from that selected in the Primary Field) Economics 2 and 4 (formerly 1); any History course; any Political Science course; Psychology 1; Sociology 1

UNIVERSITY OF CALIFORNIA, IRVINE
[Note: Courses listed are from the 1997-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Arts in Social Sciences
Students majoring in Social Science must choose a specialization from the following: Multicultural Studies, Public and Community Service, Research and Analytical Methods, or Social Studies.

Required Core Courses: Mathematics 3A and 3B; AND select one course from: Anthropology 1, 2, 3, 9 or Cross Cultural Studies 1, 2 or Economics 2, 4 (formerly 1) or Geography 1, 2 or Political Science 4 or Psychology 1 or Sociology 1.

Multicultural Studies Specialization ADD two courses from: Anthropology 4 or Cross Cultural Studies 1 or Sociology 20
Research and Analytical Methods Specialization ADD two courses from: Anthropology 2 or Economic 1, 2 or Political Science 4.
Social Studies Specialization ADD four courses from at least three different social science disciplines: Anthropology 1, 3, 4, 6, 7, 9, 13, 21; Cross Cultural Studies 1, 2; Economics 6, 20; Geography 1, 2, 3, 20, 38; Political Science 1, 3, 10, 11, 12, 14, 17, 61, 75, 80; Psychology 1, 2, 3, 16, 21, 30, 35, 37; Sociology 1, 2, 3, 4, 5, 6, 10, 15, 20, 21, 25, 30.
Refer to the UC Irvine breadth pattern listed in this catalog for specific requirements which should be completed prior to transfer.

SOCIAL WORK

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Social Work

Required lower division preparation: Anthropology 2; Biology 113; Psychology 1; Sociology 1; Mathematics 10; Human Services 100 and Human Services 110 or 150.

Note: Courses are to be completed with a minimum 2.5 GPA. The Social Work program at CSULB has been designated as impact-ed. Applicants are subject to supplemental criteria. Refer to the CSULB catalog for further information.

Refer to the CSU general education certification section of the catalog for specific requirements.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts Degree in Liberal Arts and Sciences with a Major in Social Work

Lower Division Preparation: Biology 20; Economics 20; Health 1; Human Services 100; Mathematics 10; Psychology 1; Sociology 1, 2.

Foreign Language Requirement: Competency (equivalent to that which is normally attained through three consecutive courses of college study) is required in one foreign language as part of the preparation for the major.

Refer to the California State University general education certification pattern for additional specific requirements which should be completed prior to transfer.

SOCIOLOGY

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Sociology

A maximum of nine lower division units may be transferred and applied to the 36 required in the major. Minimum requirements include Sociology 1. Although no other equivalencies exist, these sociology courses may be transferred for credit toward the major within the nine (9) unit limitation: Sociology 15, 20 (or History 20), 21, 25, 30 (or Psychology 30). Coursework must be completed with a grade of “C” or better.

It also is recommended that general education requirements be certified prior to transfer. See CSU General Education certification section for specific requirements.

CALIFORNIA STATE LONG BEACH, UNIVERSITY
Bachelor of Arts in Sociology

Lower Division Preparation: Sociology 1, 2, and Mathematics 10. CSULB recommended elective: Anthropology 2.

General Education: See CSU General Education certification section for specific requirements.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Arts in Sociology

Lower Division Preparation: Mathematics 10 and Sociology 1.

General Education: See CSU General Education certification section for specific requirements.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in Sociology

Lower Division Preparation: Sociology 1, 2 and Mathematics 10.

Foreign Language Requirement: Competency in a foreign language equivalent to that which is normally attained through three consecutive courses of college study in one foreign language.

General Education: See CSU General Education certification section for specific requirements.
UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Arts in Sociology

Lower Division Preparation: SOCIOLOGY 1 and one course from: Anthropology 1, 2, 3, 9; Cross Cultural Studies 1; Economics 2, 4 (formerly 1); Geography 1, 2; Political Science 4; Psychology 1; AND

One additional course selected from Anthropology 4, 6, 7, 13, 21; Cross Cultural Studies 2; Economics 6, 20; Geography 3, 20, 38; Political Science 1, 3, 10, 11, 12, 14, 17, 61, 75, 80; Psychology 2, 3, 7, 16, 21, 30, 35, 37; Sociology 2, 3, 4, 5, 6, 10, 15, 20, 21, 25, 30; AND

Computer Science 1A or (1A and 1B) or (1A and 15); Mathematics 3A and 3B AND Two additional courses from Sociology 2, 10, (30 or Psychology 30)

Note: In fulfillment of the requirements listed above, a single course may be used only once.

Refer to the UC Irvine breadth pattern listed above for additional courses acceptable for social sciences and for meeting the breadth or university graduation requirements outside the major.

CHAPMAN UNIVERSITY

Bachelor of Arts in Sociology

Recommended Lower Division Preparation: Computer Science 1B; Mathematics 10; Sociology 1, 2.

SOIL SCIENCE

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Bachelor of Science Degree - Soil Science Option (Environmental Science Program)

Environmental Science Core Requirements: Environmental Studies 1 and (Economics 6 or Environmental Studies 6); Chemistry 1A, 1B; Mathematics 2; Political Science 1; Choose one course from: Computer and Information Management 1 or 2A or Computer Science 1A or 10. English 1A and 1B recommended by UCR prior to transfer (breadth requirement). In addition, students must meet requirements for one of the following four options:

Soil Science option: ADD: Biology 1A, 1B, 1C; Chemistry 12A, 12B; Geology 1; Mathematics 3A, 3B; *Physics 4A-4B-4C. UCR recommends Chemistry 5A prior to transfer.

*Completion of entire sequence preferred by UCR.

NOTE: IGETC is accepted for this major, but is not recommended by UCR. Please refer to the UCR catalog or the Counseling Services Office for further details regarding specific program and transfer requirements and information pertaining to minimum selection criteria for the major.

Further information for meeting UCR breadth requirements is available in Saddleback’s Counseling Services Office or Career Center.

NOTE: Also available in the Career Center are articulation agreements indicating courses applicable toward degree requirements in this major offered at Cal Poly Pomona and San Luis Obispo. Biology, chemistry and physics requirements listed above are typical for the major.

SPEECH COMMUNICATION

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Communicative Disorders

Speech 1 recommended to meet general education requirement in oral communication.

Bachelor of Arts in Speech Communication

Speech 1 required; a minimum of six units recommended from the following: Speech 2, 3, 4, 35, 105, 106

Refer to the CSU General Education certification section in this catalog for specific requirements.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Arts in Speech Communication

Recommended Lower Division Preparation for all Speech Options: 12 units from the following: Speech 1, 3, 4, 5 (formerly 105), 35.

THEATRE ARTS

SEE DRAMA

VETERINARY MEDICINE

UNIVERSITY OF CALIFORNIA, DAVIS

Requirements for Admission to the School of Veterinary Medicine

The only program in veterinary medicine in California is offered at the University of California, Davis. Candidates for admission to the UCD program must have completed the equivalent of at least 72 semester units at an accredited college or university. The required lower division equivalents are listed below. Required upper division courses normally include biochemistry, genetics, embryology and systemic physiology. The undergraduate program should include plans to obtain a baccalaureate degree.

Lower Division Preparation:

Subject Requirements: Biology 1A and 1C; Chemistry 1A, 1B and 12A, 12B; Physics 2A.

Additional Requirements: English 1A, 1B and one other transferable English course (English, rhetoric or literature); Mathematics 10; and three transferable courses in humanities and social sciences.

Veterinary and Animal Experience: A minimum of 180 hours of relevant veterinary and animal experiences with types of activities that give an understanding and appreciation of veterinary medicine must be met in order to have an application evaluated by the Admission Committee.

Students are advised to contact the School of Veterinary Medicine at UC Davis at (916) 752-1383, for more detailed information regarding this program. Also refer to the UC Davis catalog which is available in the Career Center at Saddleback College.
WILDLIFE MANAGEMENT

HUMBOLDT STATE UNIVERSITY

Bachelor of Science in Wildlife

Recommended Lower Division Preparation: Biology 1A, 1B, 1C; Chemistry 1A and 1B, or Chemistry 2A and 2B or Physics 2A; Math 2 or 3A or 11. Computer Science 10 or 12 is also recommended.

Refer to the CSU General Education certification section in this catalog for specific requirements.

WOMEN'S STUDIES

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Bachelor of Arts in Women's Studies

The California State University, San Marcos program holds a membership in the National Women’s Studies Association. Students with a Women’s Studies background work in a variety of fields including journalism, the arts, counseling, teaching, public administration and business. Students interested in graduate study in Women’s Studies have an array of programs available around the country, including Master’s and Doctorate programs and certificates in Women’s Studies earned in connection with another discipline.

Lower Division Requirement: Women’s Studies 10

General Education: Refer to the CSU general education certification listing in this section of the catalog for requirements.

UNIVERSITY OF CALIFORNIA, IRVINE

[Note: Courses listed are from the 1996-98 agreement available at the time of catalog publication deadlines. Please check with Saddleback’s Counseling Services Office or UC Irvine for the latest information.]

Bachelor of Arts in Women’s Studies

Note: In fulfillment of the requirements below a single course may be used only once.

Lower Division Major Requirements: Select one course from Women’s Studies 10 or 21 or 30 and one course from: Anthropology 21 or History 21 or Psychology 21 or Sociology 21; and select two courses from: Art 21; English 35, 46, 50; History 21; Music 29; Women’s Studies 10, 40; ADD one foreign language sequence from: French 3-4; German 3-4; Italian 3-4; Japanese 3-4; Spanish 3-4.

General Education: Refer to the introduction of this section of the catalog for a list of courses meeting UCI breadth requirements outside the major for graduation.

*Note: UC credit limitation may apply. Please refer to the “Courses Accepted for Transfer to the University of California” listing in this section of the catalog.

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Bachelor of Arts in Women’s Studies

Lower Division Preparation: Women’s Studies 10 or Music 29 (required). Recommended Electives: History 21 or Sociology 21; Psychology 21.

General Education (breadth): A complete UCR articulation agreement with Saddleback College indicating the appropriate courses for meeting breadth requirements is available in the Career Center. Students may substitute the Intersegmental General Education Transfer Curriculum (IGETC) for UCR breadth requirements.

IMPORTANT NOTE: The preceding examples of articulated major programs illustrated for representative colleges were based on articulation information available at the time of Saddleback College catalog publication deadlines and are subject to change as articulation is a year-round process. Please check with the Counseling Services Office for the most current information.

The counseling staff, in cooperation with instructional divisions, will continue to work out articulation agreements establishing course correspondence especially for those majors about which a number of students inquire. Copies of articulation agreements with four-year institutions are available in Saddleback College’s Career Center, the Counseling Services Office, or ASSIST*.

*ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) database now available on the World Wide Web is the statewide repository of articulation information for all California public postsecondary institutions--UCs, CSUs and Community Colleges: www.assist.org
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td></td>
</tr>
</tbody>
</table>
ANNOUNCEMENT OF COURSES

Course Numbering System Defined

Unless exceptions are noted following the course description in the college catalog, the following numbering system governs the applicability of courses toward completion of programs.

1-199 Courses which are parallel to baccalaureate-level courses and, as such, are offered for transfer to four-year colleges and universities. The California State University system accepts courses in this category for credit. As a general rule, numbers 1-99 are used to designate courses which are accepted by the University of California. Exceptions to this rule are noted following the course description, in such cases, students should refer to the UC Course Agreement for details regarding credit limitations.

200-299 Courses which are typically intended for certificate and associate degree programs or for skill development related to both basic skills and employment. Courses from several disciplines may be offered in this category of interest and value to all ages, but particularly to the mid-life and older-adult student. Course content is related to both skill development and acquisition of knowledge for second-career development or information applicable to developing survival skills or to roles in the community at large.

Occasionally these courses are accepted for transfer credit by four-year institutions. (The determination of acceptance of these courses will be made by the receiving institution.)

300-399 Courses which are generally remedial and college preparatory.

Courses in this category completed Fall 1988 and later will not be applicable to associate degrees.

400-499 Courses which generally provide vocational training but are not degree applicable. Many of these courses are open/entry—open/exit and/or are scheduled for less than a full semester.

Prerequisites, Corequisites and Recommended Preparations

“Prerequisite” means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. (Article 2.5 §55200)

All courses shall be open for enrollment to any student who has been admitted to the college, except that students may be required to meet necessary and valid prerequisites. The term “prerequisite” also includes “corequisites”, which require a student to concurrently enroll in one course as a condition of enrollment in another course.

Recent state laws require the enforcement of prerequisites. Beginning Fall 1995 any student enrolling in a designated course with a prerequisite, must show evidence of completion of the prerequisite course or the equivalent with a satisfactory grade or complete the appeals process. For further information, contact the Matriculation Office.

“Advisory or recommended preparation” means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or education program. (Article 2.5 §55200)

“Advisories” are indicated in the catalog description as “recommended preparation.” Students who have had training or experience which they feel is equivalent to an advisory course may enroll in the course level appropriate with their experience.

Concerns about enrolling in courses with advisories should be discussed with the instructor, dean, or a counselor.

Repeatable Courses

A completed course may be repeated with the following provisions:

1. Previous grades and credits for repeated courses will be disregarded in the computation of the student’s grade point average.

2. When courses are repeated, credit will be given only once and previously recorded coursework shall remain on the student’s transcript. The transcript will show which courses were excluded for purposes of grade-point calculation, insuring a true and complete academic history.

3. Courses in which skill development may require more than one semester may be repeated. These classes involve skill progression and often require intensive individual instruction in specific areas. The model under which a course may be repeated is presented by a code which includes R- and the model for repeating, for example, R-A. This code indicated by the (R-) following the course description in the “Announcement of Courses” section of this catalog.

4. When counting the number of times a course can be taken, begin with Fall 1983. Thus, courses taken in Fall Semester 1983 or later may have already used up some of the “takes” of that course.

5. Once a student has taken a more advanced course they cannot go back and repeat a lower-level course.

6. Courses without a Repeat (R) Code cannot be repeated.

7. A course previously completed with a satisfactory grade may not be repeated except by approval of the Admissions Office, by a student petition reflecting unusual circumstance.

Models for repeating courses are:

Model A courses: These are separate and distinct courses in a skill-building sequence. Any combination of courses within the sequence (beginning, intermediate, advanced) may be taken a maximum of four times combined.

Model B courses: These courses have one course number and title but more than one course outline. Each time it is offered, a separate and distinct course outline will be used.

Model C courses: These courses have one course number and title but more than one course outline. A student enrolling for the first time follows outline No. 1 and is graded on achievements of the objectives therein. Subsequent enrollments require the student to follow course outlines 2, 3 or 4 in progressive order. These course outlines reveal a clear progression of skills development.

Model D courses: These courses are offered several times with the same course number and title but with a different theme. These will be labeled 1, 2, or 3 with a theme subtitle. A student may enroll in 1, 2, or 3 and thereby repeat the course but may not be enrolled twice in either 1, 2, or 3.

Model E courses: This course has one course number and title but has a different syllabus each time it is offered. The course may be taken a total of four times to afford development through supervised practice or group assignments. Courses not identified as repeatable by one of the above models may not be repeated.

Note: Students who have earned a standard grade, that is, D, F and/or NC, in a course are allowed to repeat the course one more time regardless of whether it is repeatable or not.

All courses designated as repeatable afford the student the opportunity to develop skills; and, all such repetitions count, where applicable, to the associate degree. Transfer students, however, should be aware that limitations on transfer credit for course repetitions are generally placed by most universities.
ACCOUNTING

ACCT 1A
FINANCIAL ACCOUNTING
The study of accounting as an information system using a double-entry accounting system. The financial accounting cycle includes journalizing and posting, as well as the study of financial statements, merchandising operations, manual and electronic accounting systems, cash and short-term investments, receivables and notes, inventories, plant assets and depreciation, current liabilities, notes payable and payroll, financial statement disclosures, long-term liabilities, partnerships, corporations, stockholder’s equity, earnings, dividends, investments in stock and consolidated statements. Course may be offered by mediated mode of instruction.

ACCT 1A.1
FINANCIAL ACCOUNTING - PART 1
The study of accounting as an information system using a double-entry accounting system. The financial accounting cycle includes journalizing and posting, as well as the study of financial statements, merchandising operations, manual and electronic accounting systems, cash and short-term investments, receivables and notes, and inventories. ACCT 1A.1 covers the first half of the content of ACCT 1A. Completion of ACCT 1A.1 and ACCT 1A.2 is equivalent to the completion of ACCT 1A.

ACCT 1A.2
FINANCIAL ACCOUNTING - PART 2
Prerequisite: ACCT 1A.1 or ACCT 215
Continuation of the study of the accounting cycle. Includes plant assets and depreciation, current liabilities, notes payable and payroll, financial statement disclosures, long-term liabilities, partnerships, corporations, stockholder’s equity, earnings, dividends, investments in stock and consolidated statements. ACCT 1A.2 covers the second half of the content of ACCT 1A. Completion of ACCT 1A.1 and ACCT 1A.2 is equivalent to the completion of ACCT 1A.

ACCT 1B
MANAGERIAL ACCOUNTING
Recommended Preparation: ACCT 1A
The study of financial statement analysis and managerial accounting concepts and principles as well as manufacturing and non-manufacturing costs, product and period costs; job order cost system, materials, labor, factory overhead, work in process and finished goods; process cost systems, equivalent units, joint and by-products; cost-volume-profit analysis, fixed and variable costs, sales mix considerations; absorption and variable costing, the master budget, standard costing; accounting for cost, profit and investment centers; differential analysis and product pricing and capital budgeting including discounted cash flow and capital rationing. Course may be offered by mediated mode of instruction.

ACCT 110
BUSINESS FINANCE
Course describes fundamentals of business organizations, capitalization, financial planning, credit, special problems of small business, problems of expansion, liquidity and solvency. Both short-term and long-term capital markets are studied in the context of sources of funds for business operations. Designed to give the student a practical understanding of economic and financial markets affecting everyday life and business decision making; emphasis on domestic and international market forces, interest rates, money supply, basics of statistical information gathering, time value of money, risk and rates of return, and stock and bond valuation. Also listed as BUS 110. Credit to be in either area, not both.

ACCT 114
BUSINESS MATHEMATICS
Review of fundamental mathematical concepts and operations. Emphasizes the application of mathematics to personal and professional business problems such as interest, weights and measures, insurance, installment purchases and personal loans, marketing and merchandising, stocks and bonds, depreciation, notes and drafts, and analysis of financial data. Instruction is provided in the proper use of a handheld calculator to enhance problem-solving skills and to increase speed and accuracy.

ACCT 189
SPECIAL TOPICS: ACCOUNTING
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of accounting. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course.

ACCT 202A
INTERMEDIATE ACCOUNTING I
Recommended Preparation: ACCT 1B
Review of fundamental accounting processes; in-depth studies of working capital involving cash and temporary investments, receivables, inventory evaluation procedures and current liabilities; stock investments.

ACCT 202B
INTERMEDIATE ACCOUNTING II
Recommended Preparation: ACCT 202A
Continued in-depth studies of noncurrent assets and liabilities including investments in bonds, bond redemption funds; plant and equipment acquisition, use and retirement problems, paid-in capital and retained earnings; analytical processes relating to statement analysis, comparative data, ratios and measurements, funds-flow and cost flow reporting.

ACCT 203
COST ACCOUNTING
Recommended Preparation: ACCT 1B
Survey of cost accounting; job-order, process and standard cost concepts; emphasis on costing methods for materials, labor and factory overhead; preparation and analysis of financial statements rendered from cost data.

ACCT 204
MICROCOMPUTER APPLICATIONS FOR FINANCE
Recommended Preparation: ACCT 215 or 1A
Course designed to implement the microcomputer as a tool for organizing finances for a small business with an emphasis on planning and analysis. Students will utilize industry standard application software package in finance which uses a single-entry accounting system to track financial resources. No prior computer knowledge or experience is required. R E 3

ACCT 215
GENERAL ACCOUNTING
Basic theory and principles of elementary accounting applicable to a single-proprietorship business. Practical application of accounting theory to the accounting cycles of service and merchandising business enterprises. Recommended for students needing a bookkeeping foundation before enrolling in ACCT 1A, and for retailing, sales and merchandising, clerical and secretarial majors.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 216</td>
<td>INDIVIDUAL INCOME TAX</td>
<td>4/4/1</td>
<td>Course is designed to provide an introduction to Federal and California state income tax rules and regulations. Practical applications of the Internal Revenue Code and Franchise Tax Board rules and regulations pertaining to the taxation of individuals is presented. Course meets 66 CE hours minimum education requirements to prepare for California's tax preparers license. R E 3</td>
</tr>
<tr>
<td>ACCT 217</td>
<td>PARTNERSHIP AND CORPORATE TAXATION</td>
<td>3/3/0</td>
<td>Recommended Preparation: ACCT 216 Course is designed to provide an introduction to Federal and California State corporate and partnership income tax rules and regulations. Practical applications of the Internal Revenue Code and Franchise Tax Board rules and regulations pertaining to the taxation of partnerships and corporations are presented. R E 3</td>
</tr>
<tr>
<td>ACCT 220</td>
<td>INTRODUCTION TO FINANCIAL PLANNING</td>
<td>3/3/0</td>
<td>Study of spending, borrowing and investment practices of individuals for developing financial planning management tools and strategies. Introductory course for becoming a professional financial planner. Content covers financial planning for insurance (term, whole, disability, hospital, annuities), stocks, bonds (mutual funds, options), real estate (home, rentals, leases, limited partnerships), and associated industries.</td>
</tr>
<tr>
<td>ACCT 222</td>
<td>FINANCIAL PLANNING: INVESTMENT MANAGEMENT</td>
<td>3/3/0</td>
<td>Recommended Preparation: ACCT 220 This course is the second course in Financial Planning and presents the financial planning process and introduces the legal, ethical, and regulatory issues affecting financial planners, emphasizing the construction of financial statements and analysis of the client’s current financial situation. The course addresses two critical areas applicable to financial planning: the economic environment and time value of money concepts. It also provides a survey of financial planning topics, steps in the analysis of a client’s financial situation, and planning ideas for special needs. R E 3</td>
</tr>
<tr>
<td>ACCT 275</td>
<td>AUDITING</td>
<td>3/3/0</td>
<td>Recommended Preparation: ACCT 1B Examines the use of financial statement audits and details the audit process. Topics include professional responsibilities of auditors, audit design, sampling approaches, substantive testing and testing controls.</td>
</tr>
<tr>
<td>ACCT 289</td>
<td>SPECIAL TOPICS: ACCOUNTING</td>
<td>.5-4/.5-4/.5-9</td>
<td>The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of accounting. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course.</td>
</tr>
<tr>
<td>ACCT 410</td>
<td>ANALYSIS BASICS OF CORPORATE FINANCIAL STATEMENTS</td>
<td>.5/.5/0</td>
<td>Provides practical application of basic financial analysis techniques for measuring historical financial data from information provided by corporate annual reports. Emphasis is placed on comparison of results to industry standards, competition, and past performance. R E 3</td>
</tr>
<tr>
<td>ACCT 420</td>
<td>CAPITAL, SECURITY AND INVESTMENT MARKET BASICS</td>
<td>.5/.5/0</td>
<td>Basics of capital, security and investment markets for individuals including the acquisition of assets, such as stocks, bonds, and other securities with emphasis on long-term planning and security analysis. Provides an overview of markets, exchanges, risk, strategy, taxes, money value, inflation and financial information. R E 3</td>
</tr>
<tr>
<td>ACCT 421</td>
<td>CORPORATE STOCKS, BONDS, &amp; GOVERNMENT SECURITIES BASES</td>
<td>.5/.5/0</td>
<td>Introduces various techniques and methods of measuring desirability of investing in common and preferred stock as well as corporate and government debt securities. Course will cover valuation methods, investor philosophy, and risk. R E 3</td>
</tr>
<tr>
<td>ACCT 422</td>
<td>MUTUAL FUNDS BASICS</td>
<td>.5/.5/0</td>
<td>Introduces the various types of mutual funds such as stock funds, bond funds, and money market mutual fund and contrasts the difference. In addition, covers mutual fund families, profits and risk, as well as fees and loads, and open and closed mutual funds. R E 3</td>
</tr>
<tr>
<td>ANTH 1L</td>
<td>PHYSICAL ANTHROPOLOGY LABORATORY</td>
<td>1/0/3</td>
<td>Prerequisite: Completion of or concurrent enrollment in ANTH 1 This is an introductory course in micro-evolutionary theory, primatology, and the paleoanthropological fossil record. Primary focus is on human variation and evolution.</td>
</tr>
<tr>
<td>ANTH 2</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td>3/3/0</td>
<td>An introduction to the cultural aspects of man’s behavior and the nature of culture. Includes a study of the uniformities and variables of culture such as social organization, religion, personality, family structure and other basic topics. Includes comparison and relevance of primitive society to modern life. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>ANTH 3</td>
<td>CULTURE AND LANGUAGE</td>
<td>3/3/0</td>
<td>Recommended Preparation: ANTH 2 Language, as an integral part of culture, will be examined in cross-cultural comparison with special emphasis on non-industrialized societies and subcultures. Topics will cover animal communication, the origins of language, the structure of languages and their relationship to content, and the growth and differentiation of languages.</td>
</tr>
<tr>
<td>ANTH 4</td>
<td>NATIVE AMERICAN INDIAN CULTURE</td>
<td>3/3/0</td>
<td>An introduction to and broad survey of Native American cultures prior to the European arrival with their origins and probable migrations. The course includes several “cultural areas” and focuses on cultural conflicts resulting from the impact of European intrusion.</td>
</tr>
<tr>
<td>ANTH 6</td>
<td>CULTURE CHANGE</td>
<td>3/3/0</td>
<td>Recommended Preparation: ANTH 2 A study of cross-cultural change from “vanishing” ways of life to the contemporary Mexican peasant. Emphasis will be placed on changes among native American Indian cultures as excellent examples of peoples in cultures existing in the Los Angeles area.</td>
</tr>
<tr>
<td>ANTH 7</td>
<td>INDIANS OF SOUTHERN CALIFORNIA</td>
<td>3/3/0</td>
<td>A comprehensive study of the Indians of Southern California taking into account: archaeological evidence, historical aspects, and an examination of the present day status of the Southern California Indians.</td>
</tr>
</tbody>
</table>
ANTH 9  
INTRODUCTION TO ARCHAEOLOGY  3/3/0
An introduction to the historical development, theory and techniques of archaeology. The course will cover the development of prehistoric cultures as revealed through the excavation and analysis of their material remains in both the Old World and the New World. Field trips to local archaeological sites.

ANTH 10  
THE WORLD OF THE CELTS  3/3/0
Covers a variety of topics concerning the world of the Celts. Areas of study include prehistory, history, mythology, and general culture of those people identified as the Celts.

ANTH 12  
DIRECTED GROUP STUDY IN ANTHROPOLOGY  2/1/3
Prerequisite: ANTH 2 or 9
Organized group study on topics selected by the student under the sponsorship and direction of a member of the anthropology faculty. Topics will be offered reflecting the faculty member's expertise.

ANTH 13  
MAGIC, WITCHCRAFT AND RELIGION  3/3/0
Cultural parallels and variation in supernatural beliefs and practices. The origin and development of supernaturalism from primeval man through contemporary societies. The techniques of supernatural control and the reality of "reality." Special topics include myth, religious healing, witchcraft and sorcery, ritual, and millenarian movements.

ANTH 14  
CULTURE THROUGH FILM  3/3/0
Introduces current issues in cultural anthropology, using film as a medium with which to explore culture. Raises key anthropological questions regarding cultural differences in the context of global inequalities.

ANTH 15  
PRIMATE BEHAVIOR  3/3/0
Focuses on primates from the perspectives of their taxonomy, behavior, and ecology. Students will learn about data collection and analysis and the importance of primate conservation. Students will survey living primates through examination of case studies focused on representative primate species, and observations at a local zoo.

ANTH 20  
INTERCULTURAL COMMUNICATIONS  3/3/0
Designed to reveal how culture influences interaction patterns. As people from different cultures and backgrounds interact, the markings of culture and perception have an impact on communication. The course will familiarize students with the theory and the process of communicating with people across cultural, ethnic and racial divides. Students will be left with a better understanding of the meaning of culture and communication. The process of becoming a competent intercultural communicator will be explored through lectures, readings, discussions, and written and oral assignments. Also listed as SP 20. Credit given in either area, not both. (Formerly ANTH 109)

ANTH 21  
WOMEN AND CULTURE: CROSS-CULTURAL PERSPECTIVE  3/3/0
An anthropological approach addressed to the status of women. Emphasis is placed on current-day primitive and complex societies. The relative status of women in different societies will be covered from the point of view of the female anthropologists.

ANTH 105A  
SOUTHWESTERN INDIAN CULTURES  4/2/4
Two week lecture-field trip to prehistoric and contemporary cultures of the Indians of the Southwest. Course will involve meeting Indian families, attending dances, and at meetings with local Indian specialists demonstrating silversmithing, carving, and pottery-making, etc. Anthropology 105B will concentrate on cultures in Arizona.

ANTH 105B  
SOUTHWESTERN INDIAN CULTURES  4/2/4
Two week lecture-field trip to prehistoric and contemporary cultures of Indians of the Southwest. Course will involve meeting Indian families, attending dances, and at meetings with local Indian specialists demonstrating silversmithing, carving, pottery-making, etc. Anthropology 105A will concentrate on cultures of New Mexico.

ANTH 108  
ARCHAEOLOGY OF MEXICO, CENTRAL OR SOUTH AMERICA  4/2/4
Recommended Preparation: ANTH 9
A lecture-field trip to significant ruins in Mexico, Central or South America. The trip will include visits to important archaeological museums, excavation research sites, Indian markets and other cultural and historical sites. Itineraries and sites included will vary; may not be repeated for field trip to the same site. R E 3

ANTH 110A  
ARCHAEOLOGICAL FIELD METHODS  4/2/4
An introduction to archaeological field methods. This course will cover the relationship of archaeology and culture, field methods and techniques, field work at a local site, and laboratory analysis of field data.

ANTH 110B  
ARCHAEOLOGICAL ANALYSIS  4/2/4
An introduction to analysis of archaeological field data. After a brief introduction to field methods, students will analyze field data in the laboratory.

APSY 140  
EDUCATIONAL AND VOCATIONAL PLANNING  3/3/0
This course is designed as an instrument of individual and group counseling. Activities are centered on self-analysis including the use of tests and inventories, the analysis of occupational areas and trends, and the study of educational requirements and factors in academic success and personal achievement. Recommended for all freshman students, especially those who are uncommitted to a major or goal. Credit/No Credit grading option recommended.

APSY 141  
ASSESSMENT OF PRIOR LEARNING  3/3/0
Recommended Preparation: College level writing skills.
Course designed to assist students planning to apply for life/career experience toward the associate degree. Students will assess and document their life experiences relevant for college credit with the help of individual and group counseling. Students will develop a portfolio of their life learning to be submitted for faculty evaluation. This course is offered on a credit/no credit basis.

APSY 150  
HELPING RELATIONSHIP  3/3/0
This course is designed to aid the individual in acquiring the skills and personal growth necessary to help others in self-exploration and positive changes. The student will learn a process of helping which relies heavily on empathy, honesty and caring in relationships to effect positive change in others. This course will benefit those in the helping professions as well as any individual seeking to be more helpful in relationships with others.
**APSY 151  HUMAN RELATIONSHIPS**  
3/3/0  
This course integrates psychological theory with human experiences and presents a positive view of the human connections that make us whole. Students will study the many ways in which people relate to each other. Eight basic dimensions of relatedness and how they impact our lives over the life cycle will be the focus of the course. The course will describe the environments we create in which relationships flourish and the spaces between us that give us meaning.

**APSY 160  CAREER AND VOCATIONAL EXPLORATION**  
3/3/0  
Focuses on process of vocational choice through study of occupational trends and survey of specific occupations. Working with information about themselves obtained through standardized tests and other measures and selected occupational information, students develop a tentative vocational plan. Recommended for the 2-year student seeking employment after completion of an associate degree or certificate program. Course may be offered by mediated mode of instruction.

**APSY 161  LEARNING AND STUDY TECHNIQUES**  
1.5/1.5/0  
This course applies principles derived from cognitive/behavioral psychology to facilitate development of organizational and information processing skills. Course content includes strategies for information acquisition, retention and retrieval. Practical applications focus on decision-making, goal-setting, motivational techniques, time management and didactic learning skills. Principles and techniques are applicable in educational and professional settings.

**APSY 162  ASSERTION: A BEHAVIORAL MODEL**  
1/1/0  
The therapeutic technique of assertion training is explored as a systematic function in the process of changing overt behavior. This technique is taught as a function to be applied to related fields of study within the helping professions and as a tool for personal insight.

**APSY 164  TOPICS IN APPLIED PSYCHOLOGY**  
1/1/0  
Course emphasizes the application of information derived from psychology such as cognitive styles and learning and motivation theories to assist the students in successfully attaining his or her academic and vocational goals. A variety of topics such as goal-setting, anti-procrastination strategies, overcoming test anxiety, and time management will be offered. No topic may be repeated.

**APSY 166  THEORETICAL AND APPLIED LEADERSHIP**  
1/1/1  
Students will learn and apply basic theoretical and practical applications of leadership focused on contemporary issues such as governance, organization structure, and planning. Includes a variety of subtopics, such as decision making, team building, parliamentary procedure, time management, diversity, conflict resolution, budgeting, and ethics.

**APSY 289  SPECIAL TOPICS: APPLIED PSYCHOLOGY**  
5.4-4/.5-4/.5-9  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Applied Psychology. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course.

**APSY 365  TESTING: APTITUDE, PERSONALITY INTEREST AND VALUES**  
1/1/0  
A course designed to use a variety of instruments to assess the student's interests, aptitudes, values and personality. Activities are centered on test-taking, interpreting, evaluating and matching test results to a career choice, an academic major or personal growth.

**ARAB 1  ELEMENTARY ARABIC**  
5/5/0  
Recommended Preparation: College-level reading ability  
This course is designed to develop the fundamentals of communicative competence in daily spoken Arabic. The emphasis is on listening, comprehension and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture. Use of Language Lab strongly recommended.

**ARAB 1A  INTRODUCTORY ELEMENTARY ARABIC**  
2.5/3/0  
Recommended Preparation: College-level reading ability  
This course is designed to develop fundamentals of communicative competence in daily spoken Arabic. Introductory Elementary Arabic 1A is equivalent to the first half of a regular elementary language course. Upon completion of its continuation, 1B, students may enroll in the second semester of a normally paced language program. Use of Language Lab strongly recommended.

**ARCH 10  INTRODUCTION TO ARCHITECTURE**  
2/2/0  
Introduction to the professional field of architecture and related fields such as landscape architecture, engineering, construction, and city planning. Talks by professionals as well as representatives of universities of advanced training to acquaint the student with developments in the various fields, their requirements and job possibilities.

**ARCH 112  HISTORY OF ARCHITECTURE**  
3/3/0  
The study of the architecture and environmental achievements of man from the earliest times to the present. It presents the important buildings, cities, sites and civilizations, focusing on the influences that made each unique.
**ART (CERAMICS)**

**ART 10**
**BEGINNING CERAMICS (HANDBUILDING)**
An introduction to clay, glaze and handbuilding techniques with emphasis on craftsmanship and good design. A combination of ART 10, 11, 12, or 13 may be taken a maximum of four times. **R A 3**

**ART 11**
**BEGINNING CERAMICS-INTRODUCTION TO WHEEL TECHNIQUES**
Recommended Preparation: ART 10
An introduction to beginning wheel techniques with emphasis on traditional shapes and forms. A combination of ART 10, 11, 12 or 13 may be taken a maximum of four times. **R A 3**

**ART 12**
**INTERMEDIATE CERAMICS (INTERMEDIATE WHEEL)**
Recommended Preparation: ART 11
A continuation of basic throwing techniques with emphasis on specific shapes and forms utilitarian and decorative. A combination of ART 10, 11, 12 or 13 may be taken a maximum of four times. **R A 3**

**ART 13**
**ADVANCED CERAMICS (ADVANCED WHEEL)**
Recommended Preparation: ART 12
A continuation of throwing skills emphasizing contemporary decorative and design techniques. Emphasis is placed on problems related to student’s individual needs. A combination of ART 10, 11, 12 or 13 may be taken a maximum of four times. **R A 3**

**ART 200**
**SPECIAL TOPICS: CERAMICS**
The Special Topics course in Ceramics is designed to provide a group of students with an opportunity to focus intensely in one specialized area of Ceramics. The topic will vary thematically each time the course is offered.
ART (CRAFTS)

ART 130 3/3/3
BEGINNING JEWELRY
A studio course emphasizing traditional and contemporary concepts, processes and techniques in the making of jewelry, including soldering, stone setting and lost wax casting. A student can take a maximum of 12 units in combination from ART 133 or 134. R E 3

ART 133 3/3/3
BEGINNING JEWELRY
Recommended Preparation: ART 40
A studio course emphasizing basic traditional and contemporary concepts, processes and techniques in the making of jewelry, including forging, chasing and repousse. A student can take a maximum of 12 units in combination from ART 133 or 134. R A 3

ART 134 3/3/3
ADVANCED JEWELRY
Recommended Preparation: ART 133
A studio course emphasizing advanced processes and techniques of jewelry making, including forging, chasing and repousse. A student can take a maximum of 12 units in combination from ART 133 or 134. R A 3

ART 201 .5-4/.5-4/.5-9
SPECIAL TOPICS: CRAFTS
The Special Topics course in Crafts is designed to provide a group of students with an opportunity to focus intensely in one specialized area of Crafts. The topic will vary thematically each time the course is offered. R E 3

ART (DESIGN)

ART 40 3/3/3
TWO-DIMENSIONAL DESIGN
A basic course in the application and appreciation of the principles of organization and art elements as they relate to two-dimensional design. Selected problems in using line, shape, color, value and texture. Required for all art majors.

ART 41 3/3/3
THREE-DIMENSIONAL DESIGN
Recommended Preparation: ART 40
A basic course in the application and appreciation of the art elements and principles related to problems in three-dimensional design. Required for art majors.

ART 42 3/3/3
COLOR THEORY AND PRACTICE
Recommended Preparation: ART 40
The class will investigate various aspects of color, color theories, color symbolism, psychology of color, physiology of color, history of color, expressive aspects of color, nature’s use of color and will include practical lab experience in mixing color, matching colors and color analysis.

ART 140 3/3/3
GRAPHIC DESIGN A
Recommended Preparation: ART 40, GD 163
Introduction to fundamentals of design concepts that explore organization of visual elements for graphic communication. Studio work will include traditional and computer generated assignments in layout and typography, exploration in the areas of color overlay, and half-tones. Designed to convey current concepts and techniques in the Graphic Design field. Also listed as GD 140. Credit to be given in either area, not both.

ART 141 3/3/3
GRAPHIC RENDERING TECHNIQUES
Recommended Preparation: ART 40, 80
The exploration of two-dimensional media for graphics; pencil, ink, felt-tip pens and airbrush. Problems encourage exploration and control in a variety of design applications. A recognition and choice of techniques in translating ideas into visual experience. Also listed as GD 141. Credit to be given in either area, not both. R E 3

ART 80 3/3/3
BEGINNING DRAWING
A course emphasizing the development of perceptual and technical skills in drawing. This course will include line, shape, proportion, value and composition in the representation of still-life and other subject matter using dry media. Required for Art majors. A combination of ART 80, 81 and 82 may be taken a maximum of four times. R A 3

ART 81 3/3/3
INTERMEDIATE DRAWING
Recommended Preparation: ART 80
A course that emphasizes the process of drawing as a form of creative expression. An exploratory approach to technical and conceptual problems in drawing is encouraged through the use of dry and fluid media. A combination of ART 80, 81 and 82 may be taken a maximum of four times. R A 3

ART 82 3/3/3
ADVANCED DRAWING
Recommended Preparation: ART 81
A course that further develops the concepts and processes introduced in Art 80 and 81, emphasizing the development of the individual student’s artistic ability. A combination of ART 80, 81 and 82 may be taken a maximum of four times. R A 3

ART 85 3/3/3
BEGINNING LIFE DRAWING
Recommended Preparation: ART 80
A course emphasizing drawing from the human figure designed to develop an understanding of the human anatomy and proportion as well as the ability to draw the figure in various attitudes and movements using dry and fluid media. Required for the studio art major. A combination of ART 85, 86 and 87 may be taken a maximum of four times. R A 3

ART 86 3/3/3
INTERMEDIATE LIFE DRAWING
Recommended Preparation: ART 85
A course depicting a knowledge of anatomy as it relates to drawing the human form from the basic learning experience of proportion and perspective and the expressive extension into other styles and media directions. A combination of ART 85, 86 and 87 may be taken a maximum of four times. R A 3

ART 87 3/3/3
ADVANCED LIFE DRAWING
Recommended Preparation: ART 86
A course emphasizing a thorough understanding of anatomy for the artist and the use of the human figure as the basis of both representational and more abstract and expressionistic drawing. A combination of ART 85, 86 and 87 may be taken a maximum of four times. R A 3

ART (DRAWING)
ART 20
ART APPRECIATION
3/3/0
Designed to develop an understanding of historical and contemporary art forms, including examples of painting, sculpture, and architecture. Attendance at scheduled field trips is required. Designed to apply toward humanities general education requirement for all students.

ART 21
WOMEN AND ART
3/3/0
Women and Art will present critiques of traditional art historical discourse. Students will critically analyze texts and visual works of art (including film), closely examining the language and images which have simultaneously limited women's role as artist and have produced visual stereotypes.

ART 22
SURVEY OF ASIAN ART (India, China, Japan and Korea)
3/3/0
Designed as a survey of artistic traditions found in Asia including India, Korea, China and Japan. The arts of painting, sculpture and architecture will be discussed as artistic expressions as well as visual manifestations of Eastern religion.

ART 23
AFRICAN AND OCEANIC ART
3/3/0
Designed to develop an understanding and appreciation of the indigenous arts of Africa and the South Pacific. This course will consider the painting, sculpture and architectural traditions of pre-literate societies emphasizing their culture as well as artistic significance. Recommended for both majors and non-majors.

ART 24
INDIGENOUS ARTS OF THE AMERICAS
3/3/0
Survey of the indigenous artistic traditions of North, Central and South America extending from the United States and Mexico to Peru from circa 1000 BC to the Conquest. The course will address historical and contemporary cultures of the Western hemisphere (Native American and Pre-Columbian) from a historical ethnographical context, examining the formal elements of painting, sculpture, architecture, ceramics and textiles in the context of native socio-political systems and religious beliefs.

ART 25
SURVEY OF ART HISTORY: ANCIENT WORLDS TO GOTHIC
3/3/0
Emphasizing the historical development of painting, sculpture and architecture including philosophical and cultural perspectives. Required of art majors but open to all students. Applies toward humanities requirement for all students.

ART 26
SURVEY OF ART HISTORY: RENAISSANCE TO MODERN
3/3/0
Emphasizing the historical development of painting, sculpture and architecture including philosophical and cultural perspectives. Required of art majors but open to all students. Applies toward Humanities requirement for all students.

ART 144
HANDBLETTERING AND TYPOGRAPHY
3/2/3
Basic principles of various kinds of hand-lettering, illumination and typography discussing and practicing type styles and characteristics, construction and development of type styles, familiarization with spacing techniques, and relationships and knowledge of tools, including computers and terminology. Also listed as GD 144. Credit to be given in either area, not both.

ART 145
GRAPHIC ILLUSTRATION
3/2/3
Recommended Preparation: ART 40, 80, 140
Learn to develop illustration for advertising and graphics, and editorial use. Design and apply illustrations with consideration for reproduction requirements. Illustrations will be done in line art, black and white, limited, and full color in all mediums. Also listed as GD 145. Credit to be given in either area, not both.

ART 202
SPECIAL TOPICS: DRAWING
.5-4/.5-4/.5-9
The Special Topics course in Drawing is designed to provide a group of students with an opportunity to focus intensely in one specialized area of Drawing. The topic will vary thematically each time the course is offered. R E 3

ART 215
PASTEL DRAWING: EXPLORATORY METHODS AND MATERIALS
3/3/3
Recommended Preparation: ART 80
Traditional and contemporary methods in the use of painting the application of pastels.

ART HISTORY AND THEORY
ART 4
FUNDAMENTALS OF ART
3/3/0
Emphasizing fundamental art ideas, modes, devices, problems of organization and structure terminology, media, and the relationship of art to society.

ART 206
SPECIAL TOPICS IN GALLERY
.5-4/.5-4/.5-9
The Special Topics course is designed to provide a group of students with an opportunity to focus intensely in one specialized area of Gallery. The topic will vary thematically each time the course is offered. R E 3

ART 189
SPECIAL TOPICS IN ART
.5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of art. The course content is thematic in nature and each seminar within the course differs from the other offering of the same course. R E 3

ART 120
TOUR-ART HISTORY/APPRCIATION
3/3/0
This class is designed to provide for the study of the visual arts: painting, sculpture, and architecture and the minor arts, on location in the state, country or foreign countries. Applies towards humanities requirement for all students. R E 3
### ART (PAINTING)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Prerequisites</th>
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</table>
| ART 50      | 3/3/3 |               | Beginning Painting  
Recommended Preparation: ART 40, 80  
A course emphasizing painting as a creative process while developing advanced skills in oil, acrylic, and mixed media. A combination of ART 50, 51, 52 may be taken a maximum of four times. |  |
| ART 51      | 3/3/3 |               | Intermediate Painting  
Recommended Preparation: ART 50  
A course emphasizing painting as a creative process while developing advanced skills and techniques in oil, acrylic, and mixed media. |  |
| ART 52      | 3/3/3 |               | Advanced Painting  
Recommended Preparation: ART 51  
A course exploring representational and non-representational subject matter in a variety of media including acrylic and oil. |  |
| ART 53      | 3/3/3 |               | Beginning Life Painting-Human Figure  
Recommended Preparation: ART 51  
A course emphasizing painting in representational and non-representational subject matter in a variety of media including acrylic and oil. |  |
| ART 54      | 3/3/3 |               | Advanced Life Painting-Human Figure  
Recommended Preparation: ART 53  
A course emphasizing painting as a creative process while further developing basic skills in representational and interpretive direction using the live model. |  |
| ART 57      | 3/3/3 |               | Beginning Watercolor  
Recommended Preparation: ART 40, 80  
A course involving the use of transparent media. Technique includes wet into wet, dry brush, glazing, and direct approaches. Contemporary trends will be employed through the study of traditional means. |  |
| ART 58      | 3/3/3 | ART 57        | Intermediate Watercolor  
Recommended Preparation: ART 57  
Intermediate Watercolor will give the student an opportunity to further implement the information learned in ART 57 and to explore more advanced problems in color, the representation of light and composition. |  |
| ART 59      | 3/3/3 |               | Advanced Watercolor  
Recommended Preparation: ART 58  
A course emphasizing advanced techniques of transparent media, including use of collage. |  |
| ART 60      | 3/3/3 | ART 57, 58, 59| Beginning Intaglio (Etching) and Relief  
Recommended Preparation: ART 60  
A course designed to introduce students to a variety of approaches involving relief and intaglio areas of printmaking. Basic processes of etching, collograph, linoleum/woodcut and monotypes will be stressed. |  |
| ART 61      | 3/3/3 | ART 60, 62    | Intermediate Intaglio (Etching) and Relief  
Recommended Preparation: ART 60  
A course with emphasis on advanced skills in the process of relief and intaglio areas of printmaking. Edition printing, color printing and continued development of personal imagery and unique style will be stressed. |  |
| ART 62      | 3/3/3 | ART 60, 61    | Advanced Intaglio (Etching) and Relief  
Recommended Preparation: ART 60  
A course with emphasis on advanced skills in the process of relief and intaglio areas of printmaking. Edition printing, color printing and continued development of personal imagery and unique style will be stressed. |  |
| ART 63      | 3/3/3 | ART 60, 61    | Special Topics: Painting  
Recommended Preparation: ART 60, 61  
Art course exploring representational and non-representational subject matter in a variety of media including acrylic and oil. |  |
| ART 64      | 3/3/3 | ART 60, 61    | Special Topics: Printmaking  
Recommended Preparation: ART 60, 61  
Art course exploring representational and non-representational subject matter in a variety of media including acrylic and oil. |  |
| ART 70      | 3/3/3 |               | Fundamentals of Sculpture  
A survey of basic sculpture processes to include both additive and subtractive sculpture procedures. Lectures and demonstrations involving the classic and contemporary use of sculpture materials such as clay, plaster, stone, and metal will be covered. Students will research, design, and develop representational and abstract sculptural forms. Course emphasis will be placed on the effective use of design, materials and sculptural procedures, as well as the safe and proper use of hand and power tools. |  |
| ART 71      | 3/3/3 |               | Additive Sculpture  
Recommended Preparation: ART 70  
An in-depth investigation of the additive processes in sculpture, including clay and plaster. A combination of ART 70, 71 or 72 may be taken a maximum of four times. |  |

### ART (PRINTMAKING)

<table>
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</table>
| ART 205    | .5-4/.5-4/.5-9 | ART 80 | Special Topics: Printmaking  
Recommended Preparation: ART 80  
The Special Topics Course in Printmaking is designed to provide a group of students with an opportunity to focus intensely in one specialized area of Printmaking. The course will vary thematically each time the course is offered. |  |

### ART (SCULPTURE)

<table>
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| ART 70      | 3/3/3 |               | Fundamentals of Sculpture  
A survey of basic sculpture processes to include both additive and subtractive sculpture procedures. Lectures and demonstrations involving the classic and contemporary use of sculpture materials such as clay, plaster, stone, and metal will be covered. Students will research, design, and develop representational and abstract sculptural forms. Course emphasis will be placed on the effective use of design, materials and sculptural procedures, as well as the safe and proper use of hand and power tools. |  |
| ART 71      | 3/3/3 |               | Additive Sculpture  
Recommended Preparation: ART 70  
An in-depth investigation of the additive processes in sculpture, including clay and plaster. A combination of ART 70, 71 or 72 may be taken a maximum of four times. |  |
ART 72
SUBTRACTIVE SCULPTURE
Recommended Preparation: ART 70
An in-depth investigation of the subtractive process in sculpture, including plaster, wood and stone. A combination of ART 70, 71 or 72 may be taken a maximum of four times. R A 3

ART 78
BEGINNING LIFE SCULPTURE
A course in which students sculpt from the live model in clay with emphasis placed on gesture, composition, scale, proportion as related to representational forms. A combination of ART 78 or 79 may be taken a maximum of four times. R A 3

ART 79
ADVANCED LIFE SCULPTURE
Recommended Preparation: ART 78
A course in which students expand their ability to sculpt from the live model to include larger scale and the materials of wood and/or stone. A combination of ART 78 or 79 may be taken a maximum of four times. R A 3

ART 175
METAL CASTING
Recommended Preparation: ART 70
A specialized course in foundry procedures. Activities will include direct and indirect techniques of developing wax models to be used in the lost wax metal casting process. Students will design unique sculptural forms which will be cast in metal using either plaster investment or ceramic shell molds. Course emphasis will be placed on the safe and proper use of hand and power tools and upon a variety of foundry practices such as: mold making; spruce and gate systems; mold dewaxing; metal pouring procedures; metal finishing; and coloring techniques. R E 3

ART 205
SPECIAL TOPICS IN SCULPTURE
The Special Topics course in Sculpture is designed to provide a group of students with an opportunity to focus intensively in one specialized area of Sculpture. The topic will vary thematically each time the course is offered. R E 3

ASTRONOMY

ASTR 20
GENERAL ASTRONOMY
An introductory astronomy course to cover the development of astronomy from ancient times to modern times. Includes the study of the Solar System, the stars and stellar systems, the Milky Way Galaxy, other galaxies and galaxy-like objects and the expanding Universe and theories of its origin. Field trips may be required to fulfill the objectives of the course.

ASTR 25
OBSERVATIONAL ASTRONOMY
Recommended Preparation: ASTR 20
An introductory observational astronomy course to cover various observational targets, tools, and methods, through actual observation and experimentation. Students will use college-owned telescopes to observe the Sun, Moon, planets, available comets, multiple stars, variable stars, and deepsky objects including nebulae and galaxies. Additional laboratory and/or observation hours to be arranged. Field trips may be required to fulfill the course objectives.

ASTR 46
FROM BIG BANG TO BLACK HOLES
Recommended Preparation: ASTR 20
An introductory, non-mathematical course in cosmology and relativity. Study of the origin, present state and ultimate state of the universe as described by various modern theories and observations. Also included will be the study of violent sources of energy such as quasars and black holes and their role in the evolving universe.

ASTR 189
SPECIAL TOPICS: ASTRONOMY
Recommended Preparation: ASTR 20
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Astronomy. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

AUTOMOTIVE TECHNOLOGY

AUTO 100
AUTOMOTIVE FUNDAMENTALS
Principles of operation of modern automobile systems and a practical introduction to automotive tools and diagnostic equipment. Demonstrated lectures and some practical experience in the laboratory. This course is structured for the non-technical student and is a required introductory course for other automotive courses. Outside assignments are required.
AUTO 105 3/2/2
AUTOMOTIVE POWER TRAIN
Recommended Preparation: AUTO 100
Operating principles and overhaul and repair procedures of automotive power trains including clutches, three- and four-speed synchronesh transmissions, overdrives, drive line, differentials, and rear axles. Demonstrated lectures and practical experience in the laboratory on power train components. Outside assignments are required. R E 3

AUTO 106A 3/3/1
AUTOMOTIVE SUSPENSION AND ALIGNMENT
Recommended Preparation: AUTO 100
Operating principles, troubleshooting techniques and repair of suspension components, alignment techniques, wheel balance and power steering systems. Demonstrated lectures will be presented and students will have practical experiences in the lab on live vehicles. R E 3

AUTO 106B 3/3/1
AUTOMOTIVE BRAKE SYSTEMS
Recommended Preparation: AUTO 106A
Operating principles, troubleshooting techniques and repair of automotive disc and drum brake systems. Complete component overhaul, machining methods and selection of materials for safe brake operation will be covered. Prepares a technician for state brake inspectors license. R E 3

AUTO 107 3/2/2
AUTOMATIC TRANSMISSION
Recommended Preparation: AUTO 100
Operating principles, design, overhaul, adjustment and servicing of automatic transmissions. Demonstrated lectures and laboratory work on automatic transmissions. Outside assignments are required. R E 3

AUTO 108 3/2/2
AUTOMOTIVE AIR CONDITIONING
Recommended Preparation: AUTO 100
Covers the theory of operation for domestic and imported vehicle air conditioning systems. Emphasis is placed on diagnosis and troubleshooting. Design and servicing techniques of each manufacturer will be included. Outside assignments are required. R E 3

AUTO 109 4/4/0
CALIFORNIA STATE SMOG LICENSE COURSE
Prerequisite: Completion of or concurrent enrollment in AUTO 102 or 103
State B.A.R. approved course covering Modules 1-8 of the "Clean Air Car Course". Upon successful completion of courses technician will be eligible for state "inspection and maintenance" license. Covers all aspects of pollution controls and testing procedures. Combination of AUTO 102 or 103 and AUTO 109 satisfies California Smog License Clean Air Car Course (CACC) requirements. R E 1

AUTO 189 .5-4/.5-4/.5-9
SPECIAL TOPICS: AUTOMOTIVE TECHNOLOGY
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Automotive Technology. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

AUTO 204 3/2/2
HIGH PERFORMANCE ENGINE BLUEPRINTING
Recommended Preparation: Completion of or concurrent enrollment in AUTO 104A or 104B
A course designed to incorporate advanced measuring techniques, machining skills and advanced theory in building a high performance engine. Advanced cylinder honing, crankshaft balancing, block machining as well as cylinder airflow studies will be covered using the latest air flow bench techniques. R E 3

AUTO 206 1.5/1.5/0
ELECTRICAL/ELECTRONIC SYSTEMS TRAINING (BAR ALTERNATIVE)
A Bureau of Automotive Repair (BAR) approved training course to provide the technician with an alternative opportunity to partially satisfy the prerequisites of Automotive Service Excellence (ASE) certification for taking the bureau's smog check technician examination. Designed to build on the basics of electricity and electronics. Emphasis will be placed on the diagnosis of electrical/electronic systems. R E 2

AUTO 220 3/2/2
ALTERNATIVE PROPULSION SYSTEMS
Recommended Preparation: AUTO 101
Alternative fuels and the electric vehicle industry with emphasis on the skills necessary to convert existing automotive platforms to electric power and repair techniques used to maintain electric vehicles. R E 3

AUTO 225 3/3/1
AUTOMOTIVE SERVICE INDUSTRY OPERATIONS
An introductory course in the business and technical skills as they apply to the automotive industry. Basic structure of business, personnel practices, advertising and consumer awareness are also covered. R E 1

AUTO 226 3/2/2
SPECIAL PROJECTS AUTOMOTIVE SERVICING
Recommended Preparation: AUTO 100
Increases the student's skills and knowledge in Automotive Service area, working to industry's standards. R E 3

AUTO 289 .5-4/.5-4/.5-9
SPECIAL TOPICS: AUTOMOTIVE
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of automotive technology. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

AVIA 110 4/4/0
BASIC AVIATION SCIENCE
This course covers basic aerodynamics, flight data, meteorology, navigation, radio communications, Federal Aviation Administration regulations, and general service and operation of aircraft. Field trips may be required.

AVIA 151 4/4/0
COMMERCIAL AND INSTRUMENT GROUND SCHOOL
Recommended Preparation: AVIA 110
Covers the Federal Aviation Administration regulations for the instrument and commercial flight ratings. The aeronautical knowledge in preparation for the FAA exams includes lectures on regulations, meteorology, navigation, flight performance, flight instruments, ATC, flight planning and required publications review.

AVIA 157 3/3/0
AVIATION WEATHER
This course is designed to study and investigate weather as it applies to the pilot and to commercial-pilot training. Emphasis will be placed on the understanding of weather activity and its effects on the aircraft, and will cover such items as: thermal activity, thunderstorms, turbulence, fog and restrictions to visibility, as well as the use of aviation weather charts and forecasts. A special look at the weather activity common to Southern California will be included. This course is designed for the purpose of upgrading and retraining for commercial pilot's licensure.
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<thead>
<tr>
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<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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</tbody>
</table>

**BIOLOGY**

**BIO 1A**  
**ANIMAL DIVERSITY AND ECOLOGY**  
Recommended Preparation: High school biology, BIO 20 or the equivalent with a grade of "C" or better  
The units covered are biochemistry, cellular organization and function, and cellular energetics. Also included is a detailed survey of the major animal phyla, within an evolutionary framework. Emphasis will be placed on the classification and naming of organisms, the distinctive anatomical and physiological adaptations of the different animal groups, behavior and the principles of ecology. Field trips may be required to fulfill the objectives of this course.

**BIO 1B**  
**PLANT DIVERSITY AND GENETICS**  
Recommended Preparation: BIO 1A  
Introduction to the principles of genetics and a survey of the plant kingdom. Included are discussions of cellular reproduction, chromosome structure and laws of inheritance. Study will include structure, reproduction, physiology, evolution, and natural history of the major plant groups. Field trips may be required to fulfill the objectives of the course.

**BIO 1C**  
**BIOCHEMISTRY AND MOLECULAR BIOLOGY**  
Recommended Preparation: BIO 1B; completion of or concurrent enrollment in CHEM 12A  
An introduction to biochemistry and molecular biology. Included are discussions of biological macromolecules, energy production, metabolic pathways, genetic information storage and retrieval, transcription, translation, and gene regulation. Laboratory activities will include use of spectroscopy, electrophoresis, centrifugation, and electron microscopy. This course is designed for biology majors and health pre-professionals. Field trips may be required to fulfill the objectives of the course.

**BIO 11**  
**HUMAN ANATOMY**  
Recommended Preparation: BIO 20  
A course dealing with basic human anatomy. The course will include a synopsis of fundamental concepts of human embryology and an introduction to histology. The course is heavily based on human material and the dissection of a cat. Field trips may be required to fulfill the objectives of this course. It is designed for biology majors and pre-professionals.

**BIO 12**  
**HUMAN PHYSIOLOGY**  
Recommended Preparation: BIO 11 and CHEM 2B  
A course in human physiology that will center on the functioning and integration of the major organ systems. Emphasis will be placed on the cardiovascular, excretory, respiratory, digestive and nervous systems and their interactions. Extensive use of physiographs will be included in the laboratory sessions. Field trips may be required to fulfill the objectives of this course. It is designed for biology majors and health pre-professionals.

**BIO 15**  
**GENERAL MICROBIOLOGY**  
Recommended Preparation: College-level biology course; CHEM 2B  
An examination of the fundamental biological concepts as they apply to viruses, bacteria, fungi, and protozoa. Emphasis is placed on the prokaryotic cell. Theoretical as well as practical applications are discussed in such topics as bacterial morphology, metabolism, genetics, chemotherapy and antibiotics. Also included are resistance and immunity, health and disease. Laboratory work will relate to topics covered in lecture.

**BIO 18**  
**INTRODUCTION TO ECOLOGY**  
Recommended Preparation: BIO 20  
Examines the relationship among organisms (including humans) and their environment, with an emphasis upon understanding the casual mechanisms underlying each phenomenon. Learning activities will include formal laboratory investigations, examination of live animals and plants, and short field trips to surrounding areas. Also listed as ENV 18. Credit given in either area, but not both.

**BIO 19**  
**MARINE BIOLOGY**  
Recommended Preparation: Previous college-level biology course  
Study of the description, distribution and natural history of marine organisms. Marine life of Southern California will be studied with an emphasis on ecology and adaptations. Field trips may be required to fulfill the objectives of this course. Also listed as ENV 19. Credit to be given in either area, not both.

**BIO 20**  
**INTRODUCTION TO BIOLOGY**  
Integrated study of the basic principles of biology, with emphasis on the principles of structure and function, genetics, development, evolution and ecology. Discussion of the philosophy, concepts and implications of modern biology will be included. Field trips will supplement laboratory work.

**BIO 24**  
**NATURAL HISTORY OF CALIFORNIA**  
Recommended Preparation: Prior or concurrent enrollment in ENV 1  
Through lecture and lab, acquaints the non-biology major with the basic physical and biological aspects of the coastal, valley, mountain and desert environments of California. Field trips may be required to fulfill the objectives of this course. Also listed as ENV 24. Credit to be given in either area, not both.

**BIO 40**  
**MODERN THEORIES OF EVOLUTION**  
An introduction to the theory of evolution. Emphasis will be placed on both the theory of evolution and the evidences of evolution. A non-majors course for students with little background in the sciences. Field trips may be required to fulfill the objectives of this course.

**BIO 106**  
**NATURAL RESOURCE CONSERVATION**  
Provides a comprehensive overview of natural resources and conservation issues. Topics discussed include: the history of conservation including national parks and wildlife conservation, human history in relation to natural-resource utilization, and contemporary natural resource use. The course will investigate contemporary conservation solutions. Also listed as ENV 106. Credit to be given in either area, not both.
**BIO 172**  
Pathophysiology  
Recommended Preparation: BIO 112, and CHEM 2B  
A lecture and laboratory field course to study the flora and fauna and natural history of selected sites within Joshua Tree National Monument and adjacent areas.

**BIO 182**  
BIOLOGY FIELD STUDIES: JOSHUA TREE NATIONAL MONUMENT  
A lecture and laboratory field course to study the flora and fauna and natural history of selected sites within Joshua Tree National Monument and adjacent areas.

**BIO 183**  
BIOLOGY FIELD STUDIES: KING’S CANYON NATIONAL PARK  
A lecture and laboratory field course to study the flora and fauna and natural history of selected sites within King’s Canyon National Park and adjacent areas.

**BIO 187**  
BIOLOGY FIELD STUDIES: ANZA-BORREGO DESERT STATE PARK  
A lecture and laboratory field course to study the flora and fauna and natural history of selected sites within Anza-Borrego Desert State Park and adjacent areas.

**BIO 188**  
BIOLOGY FIELD STUDIES: GRAND CANYON NATIONAL PARK  
A lecture and laboratory field course to study the flora and fauna and natural history of selected sites within Grand Canyon National Park and adjacent areas.

**BIO 186**  
BIOLOGY FIELD STUDIES: YOSEMITE NATIONAL PARK  
A lecture and laboratory field course to study the flora and fauna and natural history of selected sites within Yosemite National Park and adjacent areas.

**BIO 184**  
BIOLOGY FIELD STUDIES: CALIFORNIA COASTAL ISLANDS  
A lecture and laboratory course studying the ecology of estuaries of Big Sur Coastline. The course will include origin of estuaries, morphology and parameters of estuarine basins, estuarine shores and substrates, and flora and fauna identification.

**BUS 1**  
INTRODUCTION TO BUSINESS  
Survey course provides an awareness of the functions of business in society, both domestically and internationally. Promotes an appreciation for business ownership, competition, and the systems and controls through which business organizations operate. Provides the opportunity for developing critical thinking skills regarding the role business plays in worldwide economics and its effect on people as members of society. Course may be offered by mediated mode of instruction.

**BUS 12**  
BUSINESS LAW  
Introduction to the legal environment of American business including history, legal systems, social, ethical and political forces affecting the development and operation of the legal system. A focal point of the course is the law of contracts and sales of goods. Additional topics include ethical considerations impacting management’s decision-making, torts, crimes, business organizations, bailments, agency and employment, product liability, and constitutional issues. Also listed as LGL 12. Credit to be given in either area, not both. (Formerly BUS 12A)

**BUS 14**  
LEGAL ENVIRONMENT OF BUSINESS  
Focuses on the legal system as it affects the business environment, on sources of law, and on law’s impact on social, business, and ethical issues. Emphasis is on law as it pertains to business torts, personal torts, crimes, contracts, business regulation, agency and employment, and international business, and protection of intellectual property. Also listed as LGL 14. Credit to be given in either area, not both.

**BUS 31**  
TEXTILES  
Fabric selection and care considering fibers, yarns, weaves and color. Emphasis on properties of fiber as related to their end use and consumer understanding of fiber performance. Also listed as FASH 31. Credit to be given in either area, not both.
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<tr>
<th>Course Prefix</th>
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<th>Lecture Hours Per Week</th>
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<td>ACCT 220</td>
<td>BUS 102</td>
<td>ORAL BUSINESS TECHNIQUES</td>
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<td>BUS 125</td>
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<td>INTRODUCTION TO MARKETING</td>
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<td>BUS 136</td>
<td>PRINCIPLES OF RETAILING</td>
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<td>BUS 137</td>
<td>PROFESSIONAL SELLING FUNDAMENTALS</td>
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<td>BUS 138</td>
<td>ADVERTISING</td>
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<td>BUS 143</td>
<td>FASHION BUYING AND MERCHANDISING</td>
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<td>BUS 145</td>
<td>INTERNSHIP</td>
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<td>BUS 147</td>
<td>THE FASHION SHOW</td>
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**BUS 102 ORAL BUSINESS TECHNIQUES**

Designed to give an understanding of interpersonal communication styles with superiors, colleagues and subordinates with emphasis on assertive, non-assertive and aggressive communication styles, active listening techniques, and giving and receiving feedback in the business environment. Students will be trained in conflict resolution, decision making and problem-solving techniques currently used in business organizations. Techniques of conducting meetings, planning and running conferences, and preparing for and making business presentations also will be emphasized.

**BUS 103 BUSINESS ENGLISH**

Focuses on most common errors in grammar, punctuation and usage. Stresses only the "must" rules. Builds confidence that business professionals and office workers need to tackle business writing. Course may be offered by mediated mode of instruction.

**BUS 104 BUSINESS COMMUNICATION**

Recommended Preparation: ENG 1A and BUS 103

Studies the principles and role of business communication and the need for communication skills in a global marketplace. Emphasizes written communications such as standard and persuasive business letters, memorandums, and informational as well as analytical reports. Studies effective proposals, resumes, and other employment-related documents. Develops planning, organizing, and outlining skills as well as editing proficiency. Evaluates grammar skills and improves writing style. Course may be offered by mediated mode of instruction.

**BUS 110 BUSINESS FINANCE**

Recommended Preparation: ACCT 1A

Course describes fundamentals of business organizations, capitalization, financial planning, credit, special problems of small business, problems of expansion, liquidity and solvency. Both short-term and long-term capital markets are studied in the context of sources of funds for business operations. Designed to give the student a practical understanding of economic and financial markets affecting everyday life and business decision making; emphasis on domestic and international market forces, interest rates, inflation, money supply, basics of statistical information gathering, time value of money, risk and rates of return, and stock and bond valuation. Also listed as ACCT 110. Credit to be given in either area, not both.

**BUS 120 PRINCIPLES OF BUSINESS MANAGEMENT**

Recommended Preparation: BUS 1

Course is an active approach to learning to use the concepts needed today in all levels of management. Develops strategies to effectively develop and sharpen skills in planning, leading, controlling, and decision making. Course may be offered by mediated mode of instruction.

**BUS 125 HUMAN RELATIONS IN BUSINESS**

Behavioral science concepts applied to management and development of human resources in the social subgroup of business organizations. Focuses on the ways people act in response to their working environment; creates awareness of policies and actions which prevent or resolve problems among individuals within groups; develops methods of inquiry used through study of current management techniques; and stimulates critical thinking about human organizational problems and solutions aimed at greater productivity of the individual or group.

**BUS 135 INTRODUCTION TO MARKETING**

Introduction to the marketing function and how marketing relates to profit and non-profit organizations and to the overall economy. Course provides analysis of marketing strategies necessary to develop and market, as well as provides ways of handling product and service development, pricing, distribution, and promotion. Stimulates problem solving with case studies. May be offered by mediated mode of instruction.

**BUS 136 PRINCIPLES OF RETAILING**

Study of merchandising, marketing, management, buying, pricing, transaction/stock control, location, layout, consumer behavior, and current problems and trends, as it applies to the retailing of goods and services.

**BUS 137 PROFESSIONAL SELLING FUNDAMENTALS**

Covers the principles, problems, and techniques of one-on-one selling of ideas, products, and services in today's domestic and international markets. Active participation provides practical experience through guided role playing with techniques for success as a sales professional. Psychological and social aspects of buyer motivation are studied, as well as critical thinking, elements of presentation, and ethics, as appropriate for developing beginning sales skills. The course will adopt particular business sectors to use as a semester-long case study to more fully apply sales techniques. Course may be offered by mediated mode of instruction. (ID Regional Program #ID 160)

**BUS 138 ADVERTISING**

Advertising plays an important role in marketing for profit and non-profit organizations. Course will survey strategies, design approaches and applications, and media selection. In addition, the elements of good copy, layout and production of both print and electronic media will be discussed.

**BUS 143 FASHION BUYING AND MERCHANDISING**

Study the principles and techniques of merchandising especially pertinent to the fashion industry. It will include the buying function, methods of merchandising fashion, and merchandising control. Also listed as FASH 143. Credit to be given in either area, not both.

**BUS 145 INTERNSHIP**

Corequisite: CWE 168/169

Supervised and educationally directed internship. Weekly lectures will relate on-the-job experiences with academic program. To be taken in the final semester of program. Also listed as FASH 145. Credit to be given in either area, not both.

**BUS 147 THE FASHION SHOW**

Emphasis on student-produced fashion show. The course will provide fashion office training in fashion promotion, retail sales, and advertising, public relations. Also listed as FASH 147. Credit to be given in either area, not both.
BUS 148  FASHION DISPLAY
This course trains the student in visual merchandising as both an art form and a selling technique in fashion retailing. The use of color, outfit coordination, store layout, fixtures, lighting, signing, composition, mannequins and props will be studied. Also listed as FASH 148. Credit to be given in either area, not both. R E 3

BUS 160  INTRODUCTION TO SMALL BUSINESS MANAGEMENT
Focuses on evaluating the benefits and risks of small business ownership. Course surveys principles of small business for managing, marketing and financing a sole proprietorship, partnership, and/or small corporation. Course may be offered by mediated mode of instruction. (ID Regional Program #ID 280)

BUS 180  PROGRAM MANAGEMENT TECHNIQUES WITHIN HUMAN SERVICES
An introductory course intended for individuals involved in human services and considering a career extending into management. The course will cover general management concerns of program funding, planning, cash management, human resources, accountability and community relations. Also listed as HS 180. Credit to be given in either area, not both.

BUS 189  SPECIAL TOPICS: BUSINESS .5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Business. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

BUS 201  SMALL BUSINESS: MANAGING AND MARKETING THE NEW ENTERPRISE
The principles, problems and techniques of marketing and sales promotion; personnel and management; and legal controls and insurance for the small business.

BUS 209  SPECIAL TOPICS: BUSINESS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Business. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

BUS 290  DYNAMICS OF THE JOB SEARCH
An intensive experiential-based course designed to equip students with basic skills necessary to obtain desired employment position. Emphasizes demonstration, practice, and feedback in learning resume writing, job hunting and interviewing techniques. Critical issues of career development—interpersonal communication, support systems, advancement and career-change strategies will be explored. Course may be offered by mediated mode of instruction.

BUS 295  INTERNSHIP PREPARATION - BUSINESS
1/1/0
Designed to prepare for on-the-job experiences in a business environment. Career goals, analysis and techniques of job application, interviewing and resume writing will be emphasized. R E 3

BUS 300  MOTIVATION BASICS FOR MANAGERS .5/.5/0
Develops methods for improving workplace management skills to enhance employee participation and teamwork. Emphasis on developing skills to lead others at work, to enhance techniques for motivating others, and to design plans for implementing such techniques. May also be offered by mediated mode of instruction. R E 3

BUS 405  CUSTOMER SATISFACTION BASICS .5/.5/0
Provides managers and employees with techniques for developing and enhancing business skills to reach the best solution for providing customer satisfaction. May be offered by mediated mode of instruction. R E 3

BUS 410  QUALITY IMPROVEMENT BASICS .5/.5/0
Focuses on developing a strategy to improve the quality and bottom line of your business. May be offered by mediated mode of instruction. R E 3

CHEM 1A  GENERAL CHEMISTRY
Prerequisite: CHEM 3 and MATH 253
Corequisite: CHEM 106
An introduction to the principles of chemistry. Topics include: atomic and molecular structure, bonding, nomenclature, formulas, equations, stoichiometry, thermochemistry, gases, liquids, solids and solutions.

CHEM 1B  GENERAL CHEMISTRY
Prerequisite: CHEM 1A with a grade of "C" or better
This course includes the following topics: thermodynamics, equilibria, kinetics, acids and bases, oxidation-reduction, electrochemistry, coordination chemistry, nuclear chemistry and qualitative analysis.

CHEM 2A  INTRODUCTION TO CHEMISTRY
An introduction to general, inorganic, and organic chemistry designed primarily for (1) students planning to earn a four year nursing degree, (2) students interested in allied health fields, paramedical fields, nutrition or home economics, and (3) interested and motivated liberal arts majors. Intended primarily for people who intend to continue with Chem 2B. Not intended as a preparatory course for Chem 1A. The following topics are included: measurements, atomic theory, bonding, nomenclature, equations, redox, solutions, energetics, kinetics, equilibria, acids, bases and an introduction to organic chemistry.

CHEM 2B  INTRODUCTION TO ORGANIC AND BIOCHEMISTRY
Prerequisite: CHEM 2A or its equivalent with a grade of "C" or better
A continuation of Chemistry 2A with emphasis on organic and biochemistry. Intended primarily for (1) students planning to enter Saddleback's Nursing Program; (2) students interested in allied health or paramedical fields, nutrition or home economics; and (3) interested and motivated liberal arts majors. The following topics are included: organic compounds, hydrocarbons, common functional groups, alcohols, ethers, aldehydes, ketones, carbohydrates, acids and their derivatives, amino acids, proteins, enzymes, nucleic acids, isomerism, energetics, digestion, metabolism and other biochemical reactions, pathways and systems.
CHEM 3  4/3/3
FUNDAMENTAL CHEMISTRY
Prerequisite: MATH 251
Recommended Preparation: MATH 253
A study of some basic principles of chemistry designed especially for
the student who intends to take Chemistry 1A but needs more preparation. Topics
include problem solving and calculation methods, nomenclature, formulas, equa-
tions, stoichiometry, thermodynamics, atomic and molecular structure, bond-
ing, gases, solutions, acids and bases.

CHEM 120  4/3/3
CHEMISTRY OF EVERYDAY LIFE
A look at issues of contemporary inter-
est to the layman from a chemical point of view. The chemistry employed is lim-
ited to that necessary for a coherent treatment of selected topics such as
foods and food additives, vitamins, drugs, household chemicals, polymers,
energy production, nuclear power and chemical pollution. Also listed as ENV
120. Credit to be given in either area, not both.

CHEM 189  .5-4/.5-4/.5-9
SPECIAL TOPICS: CHEMISTRY
The Special Topics course is a grouping of short seminars designed to provide
students with the latest ideas in the field of Chemistry. The course content is the-
matic in nature and each seminar within the course differs from the other of-
ferings of the same course. R E 3

CHEM 299  1/1/0
COMPUTER-ASSISTED CHEMISTRY
A computerized course which may be
offered on a Credit/No Credit basis.
The course consists of a set of computerized practice problems, a portion of which
the student must complete satisfacto-

CHI 1  5/5/0
ELEMENTARY CHINESE
Corequisite: CHI 999
Recommended Preparation: College
level reading ability
This course is designed to develop funda-
amentals of communicative compet-
tence in daily spoken Chinese. Empha-
sis is on reading and writing skills, as well as fundamental aspects of culture.

CHI 1A  2.5/3/0
INTRODUCTORY ELEMENTARY CHINESE
Corequisite: CHI 999
Recommended Preparation: College
level reading ability
This course is designed to develop funda-
amentals of communicative compet-
tence in daily spoken Chinese. Element-
ary reading and writing will be intro-
duced, as well as aspects of culture. CHI
1A is equivalent to the first recommend-
ed. CHI 1A is equivalent to the first half
of a regular elementary language course.

CHI 1B  2.5/3/0
CONTINUING ELEMENTARY CHINESE
Prerequisite: CHI 1A
Corequisite: CHI 999
This course reviews and expands the
fundamentals of communicative compe-
tence in daily spoken Chinese. There is
increased emphasis on reading and writ-
ing skills, as well as fundamental as-
pects of culture. CHI 1B is equivalent to
the second half of a regular elementary
language course. Upon completion, stu-
dents may enroll in Chinese 2.

CHI 2  5/5/0
ELEMENTARY CHINESE
Prerequisite: CHI 1A or 1B
Corequisite: CHI 999
This course is designed to further the
fundamentals of communicative compe-
tence in daily spoken Chinese. Although the focus remains on listening compre-
hension and speaking, reading and writ-
ing skills will be expanded. This course
continues the familiarization with cus-
toms and cultural achievements begun
in the previous semester.

CHI 21  3/3/0
INTRODUCTION TO CHINESE CULTURE
Recommended Preparation: College
level reading ability
Brief overview in English of the history,
geography, economic, and political sys-
tems and culture of the Chinese, de-
signed as a general introduction to Chi-
nese culture. Topics will include: the
present implications of the thousand-
year-long history, developmental imbal-
ances as a consequence of geographi-
cal and communication barriers, the
ethnic and other origins of cultural di-
versity, the integrative power of the writ-
ten language, the stability of the family
system, and the tension between tradi-
tion and modernity. No prior study of
Chinese language or culture required.

CHI 250  1/3/0
PRACTICAL CHINESE
A basic course in Chinese emphasizing
conversational skills as applied to every-
day situations, including business, trav-
el, and related topics. Consideration also
given to cultural topics. Assumes no pri-
or knowledge of the language.  R E 1
FILM PRODUCTION
CA 31 3/2/3
THE HISTORY AND APPRECIATION OF FILM
CA 30 3/3/0
WOMEN IN FILM
CA 29 3/3/0
GREEK AND LATIN ROOTS
CLSS 5 3/3/0
BUILDING ENGLISH VOCABULARY THROUGH GREEK AND LATIN ROOTS
Course teaches the formation and use of English words from Greek and Latin derivatives. The course does not require any prior knowledge of Greek or Latin. Also listed as ENG 65. Credit given in either area, not both.

COMUNICATION ARTS
CA 1 3/3/0
MASS MEDIA AND SOCIETY
A study of mass media and media technology as they apply to society. Includes a study of media functions, responsibilities, practices and influences, as well as a study of media law, ethics, history, development, and potential for the future. The course is designed to increase student awareness of the impact of mass media in shaping society. Also listed as JRN 1. Credit given in either area, not both.

CA 29 3/3/0
WOMEN IN FILM
An historical perspective on the role of women in film politically, economically, philosophically. Talent vs. Tradition: Women in a male-dominated business. Includes various genres and analysis of the societal impact women have had in film. Students will view and evaluate a large cross-section of films.

CA 30 3/3/0
THE HISTORY AND APPRECIATION OF FILM
The evaluation of film as an art form and as a medium of mass communication through exploration of its history, literature, creative techniques and relationship to society. Students will view and critique outstanding films from different eras of cinema’s history. Fulfills the humanities requirement.

CA 31 3/2/3
FILM PRODUCTION
This course teaches the student single camera, film style pre-production, production shooting techniques and editing. R A 3

CA 32 3/2/4
ADVANCED FILM PRODUCTION
Recommended Preparation: CA 31
The aesthetics and production of film through single-camera techniques. To reflect changes in the industry, portions of the course will utilize video to demonstrate various stages of film production, but film will be used consistently as well. The course will cover hands-on applications of pre-production, production and post-production, with emphasis in directing, producing and shooting projects. The student will receive a foundation in concept to completion production. A combination of CA 31 or 32 may be taken a maximum of four times. R A 3

CA 40 3/3/0
BEGINNING TELEVISION AND FILM SCRIPTWRITING
Prerequisite: Completion of or concurrent enrollment in ENG 1A
A course emphasizing the theories, formats, practices and organization in writing scripts for television broadcasting and film production. The study will include the problems of timing, pacing, style, diction, visualization, editing and producing the script. A combination of CA 40 or 142 may be taken a maximum of four times. R A 3

CA 42 3/2/4
TELEVISION AND FILM DIRECTING
Recommended Preparation: CA 124 and TA 12
Specialized training in directing television and film productions. The course offers the advanced student an opportunity to produce, write and direct scenes and complete television film programs. Problems in staging and working with actors, camera movements and angles, and cutting and editorial decisions will be studied in depth.

CA 110 3/2/3
RADIO PRODUCTION
A course emphasizing the basic principles and techniques of developing, producing and directing various types of radio programs and spot announcements in the areas of public service, commercial-spot announcements, talk shows, music programs and sports programs. The course provides a basic understanding of audio principles and technology related to all radio, television or film programs.

CA 111 3/2/2
ADVANCED RADIO PRODUCTION
Recommended Preparation: CA 110
An advanced course in audio production techniques used for radio broadcasting. Course offers students hands-on experience using digital audio equipment. Applications and techniques will be discussed and demonstrated in the areas of: recording, mixing, effects and mastering. Audio terminology and current equipment technology will be applied to: pre-production, production and post-production. Students will produce programming for distribution over the college’s radio station.

CA 113 3/3/1
RADIO STATION OPERATIONS
Recommended Preparation: CA 110
A course emphasizing the basic elements of radio-station operation. The areas explored include station organization, programming concepts, FCC rules and regulations. The course closely examines the operations of the college station KSBR-FM and prepares students for advanced courses and participation in actual on-air experiences at a later date.

CA 114 2/1/2
RADIO STATION ACTIVITIES
Corequisite: CA 115
Recommended Preparation: CA 110 and 113 plus auditions
A laboratory course providing the student with regular and continuing experience in the operation of the college radio station, KSBR-FM. Students may elect roles in the radio operation involving on-air announcing, special production, programming, and news and public affairs.

CA 115 2/1/2
RADIO BROADCASTING
Corequisite: CA 114
Recommended Preparation: CA 110, 113
A lecture/laboratory course providing the student with regular and continuing experience in operating the college radio station, KSBR-FM. Emphasis will be placed on operating studio equipment and in music programming and formats. The course provides the student interested in a professional career a varied workshop in broadcasting. R E 3

CA 116 4/3/3
SOUND RECORDING - THEORY AND PRACTICE
Initial exposure to sound-recording principles, techniques and equipment. Emphasizes current processes and application through discussion and “hands on” experience.

CHI 999 .25/0/1
CHINESE LANGUAGE LAB
Corequisite: CHI 1, 1A, 1B, 2
Requires concurrent enrollment in designated Chinese courses. Enhances and provides practice in skills learned in Chinese language courses. Minimum one hour per week required. R E 3

R A 3
production shooting techniques and editing.
CA 124
TELEVISION PRODUCTION
A basic course in the organization, theories, techniques and aesthetics of producing television programs. Intensive laboratory experience is required in studio equipment operation and use: color-camera operation, video switching, audio, video monitoring, lighting, videotape editing, and recording and studio setup.

CA 125
ADVANCED TELEVISION PRODUCTION
Recommended Preparation: CA 124
An advanced course in television production techniques, with special emphasis on producing, directing and editing. Emphasis in planning, taping and post-production video programs. Various program types will be produced, including rock videos, dramas, commercials, remote productions and news broadcasts.

CA 126
STUDIO VIDEO PRODUCTION
Recommended Preparation: CA 124 or proficiency
A course in which students master the basic operation of studio equipment and technology for broadcast. Advanced students will have an opportunity to assist in production and direction and for television programs.

CA 127
REMOTE VIDEO PRODUCTION
Recommended Preparation: CA 124
A course in which students master the basic operation of remote broadcast equipment and technology. Advanced students will have an opportunity to assist in production and direction for television programs.

CA 128
RADIO-TV NEWS AND PUBLIC AFFAIRS
Recommended Preparation: CA 110, 113, 124
Radio-Television News and Public Affairs is designed to acquaint students with the fundamental skills for gathering, writing and producing news for the broadcast media. Lectures will cover current radio and television news practices, writing for both radio and television news, the use of audiotape and videotape in the production of broadcast news.

CA 129
HISTORY AND APPRECIATION OF RADIO & TELEVISION
Designed to give the student a comprehensive overview of the history and appreciation of radio and television. The focus will be the development and evolution of both media. Additionally, the course will analyze the formats and programming of contemporary radio and television. Students will learn to evaluate and understand the impact radio and television has had and will continue to have on society and culture.

CA 131
NON-LINEAR EDITING
Recommended Preparation: CA 124
An introduction to the aesthetics and physical elements of editing on a digital non-linear system. Includes analysis and application of software as it is developed for various systems and an overview of the multimedia market. The student will also learn how to post projects in both professional and consumer categories.

CA 141
RADIO AND TV ANNOUNCING
Training in the development of effective radio and television speech techniques, stressing the variety of broadcast speech forms and requirements. Students will utilize the radio and television studios of the Radio/TV Film Department of recording, playback and critique.

CA 142
ADVANCED TELEVISION AND FILM SCRIPTWRITING
Recommended Preparation: CA 40
In this course the student writes and analyzes scripts at an advanced level by working on an actual TV or film script. Students who enroll in this course should be presently working on a script or have previous experience in scriptwriting. A combination of CA 40 or 142 may be taken a maximum of four times. (Formerly CA 41) R E 3

CA 145
BROADCAST AND CABLE ADVERTISING
An analysis of sales and sales management functions in radio, television, and cable. Includes study of the methodology and practical applications of sales office organization, traffic operations, inventory control, sales research, audience demographic surveys, sales promotions, and advertising message design and production. Explores the implications of the electronic media’s dependency on advertising revenues.

CA 149
TELEVISION PRODUCTION EQUIPMENT OPERATION
This course is intended to provide a professional approach to the set-up and operation of the color video system. The course will cover the following television production equipment operations: the set-up and operation of the wave form monitor; video camera set-up; operation and use of 3/4" videotape recorders; and video distribution equipment. Videocassette editing techniques will be emphasized.

CA 189
SPECIAL TOPICS IN COMMUNICATION ARTS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of communication arts. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course.

CA 210
ARTIST IN RESIDENCE
The course is designed to provide students an opportunity to study with a visiting artist. The special qualifications of the artist/Instructor will dictate the direction of the content.

CA 233
RADIO TELEVISION INTERNSHIP/PRACTICUM
Corequisite: CWE 168/169
Recommended Preparation: Completion of/or concurrent enrollment in production course
This course is designed to train the student in a professional working environment, such as a radio station or television production studio.

CIM 1
INTRODUCTION TO COMPUTER INFORMATION SYSTEMS
Provides an overview of computer information systems, and introduces computer hardware, software, procedures, and the Internet with emphasis on their application in business (40%); uses spreadsheet and database management software to solve business problems (30%); as well as incorporates computer programming to solve business problems (30%). Course may be offered by mediated mode of instruction. (Formerly CIM 1A)
CIM 2A 3/3/3
BUSINESS PROGRAMMING I: VISUAL BASIC
Recommended Preparation: CIM 173A/B or 174A/B
Provides an introduction to the fundamentals of event-driven, object-based programming using Microsoft Visual Basic. Emphasis is on business application development. Topics include graphical design of windows, programming event procedures, general procedures and application development with multiple windows. Students will create complete applications in addition to weekly exercises in visual programming. Course may be offered by mediated mode of instruction. R E 1

CIM 2B 3/3/3
BUSINESS PROGRAMMING II: VISUAL BASIC
Recommended Preparation: CIM 2A
Expands upon the object-oriented, event-driven paradigm of Rapid Application Development (RAD) using Visual Basic and supplemental custom controls. Topics covered include third-party extensions to Visual Basic, application development using current/accepted programming conventions, creating client/server front ends to ODBC databases using Data Access Object, creating custom reports, and tapping the resources of the Windows Dynamic Link Libraries. Course may be offered by mediated mode of instruction. R E 1

CIM 4 3/3/3
BUSINESS PROGRAMMING: C
Recommended Preparation: CIM 1
Designed for students who have some experience with a procedural-oriented language. Students will learn the C programming language and its syntax as it applies to business applications. Students will solve selected problems using a computer by documenting, coding, entering, computing, and executing programs written in the C language. (Formerly CIM 4A)

CIM 6A 3/3/3
BUSINESS PROGRAMMING I: C++
Recommended Preparation: CIM 4
Covers C++ and object-oriented programming for software development of business applications. Topics covered include C++ as an object-oriented design tool, class and data types, functions, overloading operators, inheritance, object-oriented programming concepts, I/O stream library, and reusability. Course may be offered by mediated mode of instruction. R E 1

CIM 6B 3/3/3
BUSINESS PROGRAMMING II: C++
Recommended Preparation: CIM 6A
Covers advanced C++ and object-oriented design concepts for software development of business applications. Topics covered include: object-oriented design techniques using the C++ inheritance mechanism, building reusable software components using the Standard Template Library, complex classes and data mechanisms, and the use of class libraries. R E 1

CIM 7 3/3/3
BUSINESS PROGRAMMING: JAVA
Recommended Preparation: CIM 2A or 4
Covers the Java language and object-oriented programming for development of business applications. Topics covered include: the significance of Java as an object-oriented programming tool, classes and methods, input and output, Applets, networking, graphics, and GUI concepts, threads, interfaces, packages, and the Java API. R E 1

CIM 10 1.5/1.5/.5
COMPUTER LITERACY IN SOCIETY
Provides students basic knowledge of how computers are used in society. Assists students in using computers to solve computer-related educational, work, or personal problems. Focuses on using the computer as a tool to manage information, access the Internet, communicate with others in all intellectual pursuits, and enhance their lifelong learning in a technologically changing society. No computer experience is required. Course may be offered by mediated mode of instruction. (Formerly CIM 170)

CIM 110 3/3/1
INFORMATION SYSTEMS: CONCEPTS AND APPLICATIONS
An introductory concepts and hands-on applications software course designed for those who currently use or are interested in using computers in their work. Emphasis on hardware and software analysis and design of computers and other types of information systems used for creating, maintaining, retrieving, printing, and communicating computer files. Hands-on exercises using word processing, spreadsheet, database, graphics, and communications including an intro to Internet, which provides the experience necessary to recognize the major capabilities available in each software application and how the software applications work together in an integrated info. systems environment. (Formerly CIM 136)
### Business Programming: 4th Generation Languages

**Recommended Preparation:** CIM 1

Course in application development used by non-programmers as well as programmers in a business application development environment. The course emphasis of using Fourth Generation Languages (4GLs) is to develop tools for end-users, programmers, and software developers to work together to design mission-critical business applications for computer systems. Students will describe files; edit, change and delete records stored in networked distributed databases; query and prepare reports from the information in the files. The business application development tools used (e.g. FOCUS, SOL, or ORACLE) will change with the needs of industry.  

**CIM 142**

**3/3/3**

**Systems Analysis Methodologies**

Provides the tools and techniques to conduct a systems analysis in today’s business enterprises. Focuses on determining user requirements and processes; how data is distributed across platforms; appropriate systems architectural designs, as well as, developing systems integration processes, implementation strategies, and detailed tasks that encompass all aspects of the system development life cycle and evaluation issues. Hands-on systems analysis applications will be developed using an expert system-based methodology with automated documentation. (Formerly CIM 142A)  

**Recommended Preparation:** CIM 142A

**RE 1**

**CIM 171A**

**1.5/1.5/1.5**

**Computer Operating Systems: DOS**

This course provides an overview of computer hardware and operating system concepts used on computer systems. Fundamentals of computer command syntax are studied with the focus on the Disk Operating System (DOS) commands. Students will use a computer system to execute problem solving exercises using beginning DOS commands.  

**Recommended Preparation:** CIM 171A  

**RE 3**

**CIM 171B**

**1.5/1.5/1.5**

**Computer Operating Systems: DOS**

Recommended Preparation: CIM 171A

An in-depth study of computer hardware and operating system concepts used on computer systems. It provides intermediate level skills including the ability to manage the hard disk, write programs for computer operation using the batch file language and configuring the basic computer system. Students will use a computer system to execute problem solving exercises using intermediate Disk Operating System (DOS) commands and techniques.  

**RE 3**

**CIM 172A**

**1.5/1.5/1.5**

**Computer Operating Systems: UNIX**

This course provides an overview of computer hardware and operating system concepts used on computer systems. Class studies fundamental computer command syntax with an in-depth study of the UNIX Operating System commands. Students will use a computer system to execute problem solving exercises using beginning UNIX commands.  

**RE 3**

**CIM 172B**

**1.5/1.5/1.5**

**Computer Operating Systems: UNIX**

Recommended Preparation: CIM 172A

This course is a continuation of Computer and Information Management 172A, and it comprises an in-depth study of operating system concepts used on computer systems. It provides the information and equipment training necessary to be an advanced user of the UNIX operating system. It will cover selected topics in basic system administration and Shell programming techniques.  

**RE 3**

**CIM 173A**

**1.5/1.5/1.5**

**Computer Operating Environment: Windows - Beginning**

Recommended Preparation: CIM 171A

This course provides a brief look at computer hardware and software, with an in-depth study of a graphical user interface by using Windows. Topics covered will include Examining Windows, Program Manager, File Manager, and a brief look at Control Panel.  

**RE 3**

**CIM 173B**

**1.5/1.5/1.5**

**Computer Operating Environment: Windows - Intermediate**

Recommended Preparation: CIM 173A

This is the continuation course studying the graphical user interface, Windows. Topics covered will include advanced features of Program Manager, Control Panel, Accessories, Write, Paintbrush, and Object-Linking and Embedding, Recorder, Terminal and Program Information Files will be introduced.  

**RE 3**
CIM 176B 1.5/1.5/1.5
WINDOWS NT WORKSTATION - INTERMEDIATE
Recommended Preparation: CIM 176A
Continuation course for Windows NT Workstation operating system. Topics covered will include managing Windows NT resources, using and configuring services, using administrative tools, using peer-to-peer services, and the client/server networking interfaces. R E 3

CIM 189 5.4/5.4/5.9
SPECIAL TOPICS: COMPUTER AND INFORMATION MANAGEMENT
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Computer and Information Management. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

CIM 204A 3/3/3
BUSINESS PROGRAMMING I: POWERBUILDER
Recommended Preparation: CIM 173A and 173B or 174A and 174B
Designed to learn the fundamentals of the PowerBuilder applications development environment, its interface with the World Wide Web, and N-tier architecture. Emphasis on using PowerBuilder and object-oriented techniques to develop basic client/server, Windows-based business applications. Students will use painters and language to build windows, menus, and DataWindow objects. R E 1

CIM 204B 3/3/3
BUSINESS PROGRAMMING II: POWERBUILDER
Recommended Preparation: CIM 204A
Designed for students and current users needing advanced skills in PowerBuilder. Course emphasis is on using the advanced features of the PowerBuilder development environment; reporting with DataWindows, developing Multiple-Document Interfaces, Advanced Programming, integrating OLE 2, using Inheritance, its interface with the World Wide Web, and N-Tier Architecture. Students will build Windows-based GUI applications using advanced functionality. R E 1

CIM 205 3/3/3
SQL AND CLIENT/SERVER DATABASE DESIGN
Recommended Preparation: CIM 173A and 173B or 174A and 174B
Course in Client/Server Database Design using SQL (Structured Query Language) to create, manipulate, and query databases. The student will learn the fundamentals of database design in a client/server environment (e.g., data entries and relationships, normalization guidelines, concurrency issues, performance issues), how to create databases and tables using SQL, the basics of table indexing, and how to do simple and complex table queries using SQL. Course may be offered by mediated mode of instruction. R E 1

CIM 206 3/3/0
INFORMATION RESOURCE MANAGEMENT
Recommended Preparation: BUS 120, CIM 110
An overview of top-level planning for all computer and information resources within organizations. Types of organizational plans, their scope, and associated activities are used as a framework to describe the need for Information Resource Management (IRM) planning. Course enhances the organizational implications of managing an IRM function which includes the personnel, technical skills and specialties, continuing education, training, and equipment.

CIM 207 1.5/1.5/1
DOCUMENT IMAGING AND MANAGEMENT
Recommended Preparation: CIM 173A and 173B
Designed to prepare students to use optical disk and document imaging techniques. Students will compare optical-type systems and uses from standard magnetic systems, identify hardware components, software requirements, operational differences, and applicable business uses. Study will include acquiring the necessary skills to apply imaging methodology to specific business tasks and problems. R E 1

CIM 208 1.5/1.5/1.5
MANAGING THE CLIENT/SERVER ENVIRONMENT
Focuses on the organizational, managerial and architectural issues facing any company which is planning or contemplating a migration to a client/server architecture. Examines the technology behind client/server environment via a review of the different platforms and support levels required to manage them. Also, a review of the changing role of the database server and cost of client/server computing will be analyzed. Course may be offered by mediated mode of instruction. R E 1

CIM 214A 1.5/1.5/1.5
MICROCOMPUTER APPLICATIONS: WORD PROCESSING
Recommended Preparation: Completion of or concurrent enrollment in CIM 173A or 174A
Provides information and training on the use of microcomputer-based word processing software and/or applications. The functions of creating, editing and manipulating documents of varying sophistication will be accomplished. Course may be offered by mediated mode of instruction. R E 3

CIM 214B 1.5/1.5/1.5
MICROCOMPUTER APPLICATIONS: WORD PROCESSING
Recommended Preparation: CIM 214A
Provides intermediate skills for the user of word processing applications software and emphasizes the features available for unique layouts. Course may be offered by mediated mode of instruction. R E 3

CIM 214C 1.5/1.5/1.5
MICROCOMPUTER APPLICATIONS: WORD PROCESSING
Recommended Preparation: CIM 214B
Provides advanced skills for the user of word processing applications software and emphasizes advanced functions, such as desktop publishing. R E 3

CIM 215 1.5/1.5/1.5
NETWORKING SKILLS FOR END-USERS
Course provides a comprehensive view of networking and services available on networked computers in the workplace. Designed to help build end-user skills in communicating more effectively on a computer network through the use of electronic mail, time management and other network services. R E 3

CIM 216A 1.5/1.5/1.5
MICROCOMPUTER APPLICATIONS: SPREADSHEETS - BEGINNING
Recommended Preparation: CIM 173A or 174A
This entry-level course provides beginning information and training in the use of microcomputer-based spreadsheet software for business applications. Spreadsheet worksheets will be produced for a variety of applications. R E 3

CIM 216B 1.5/1.5/1.5
MICROCOMPUTER APPLICATIONS: SPREADSHEETS - INTERMEDIATE
Recommended Preparation: CIM 216A
Provides information and training in the use of intermediate microcomputer-based spreadsheet software for business applications. R E 3
CIM 216C 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: SPREADSHEETS - ADVANCED
Recommended Preparation: CIM 216B
Provides information and training in the use of advanced microcomputer-based spreadsheet software for business applications. Emphasis will be placed on problem-solving and analytical applications. R E 3

CIM 218A 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: DATABASE
Recommended Preparation: CIM 173A or 174A
Provides theory, information and training in the concepts of database management systems using microcomputer database software to apply and validate these concepts. Concepts of databases will be introduced. A database will be designed with files created to implement that design. Data files will be manipulated, output formatted and reports generated from this design. R E 3

CIM 218B 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: DATABASE
Recommended Preparation: CIM 218A
Provides the methodology, techniques and training that apply database management software (DBMS) to generate applications for solving business problems. Students will use a microcomputer DBMS to prototype an underlying database and generate solutions to implement a business application. Concepts of the design methodology will be applied to definition of needs, creation of specifications, and implementation of those specifications. A database will be designed and implemented using multiple files. Sophisticated reports will be generated. R E 3

CIM 222 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: FINANCE - QUICKEN
Recommended Preparation: CIM 173A or 174A
Entry-level course provides information and training in the use of finance and money management software for business and personal use. Course focuses on organizing financial records and automating finances. Introduces capabilities to analyze cash flow, prepare and analyze budgets, profit-and-loss statements, net worth and other finance-related reports using the single-entry accounting system provided by the software. (Formerly CIM 221) R E 3

CIM 223 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: FINANCE - QUICKBOOKS
Recommended Preparation: CIM 173A or 174A
Provides information and training in the use of Quickbooks software in the Windows environment. Business accounting records are set up to include accounts receivable, accounts payable, merchandise, payroll and reports. R E 3

CIM 227 1.5/1.5/1.5 MICROCOMPUTER COMMUNICATIONS: INTERNET
Provides an overview of the historical and current aspects of the Internet, a working knowledge of microcomputer communications, and the required software and hardware. Students are introduced to Internet skills such as electronic mail, discussion groups, file transfer, search techniques and tools, the World Wide Web, and Internet browsers. Course may be offered by mediated mode of instruction. R E 3

CIM 228A 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: DESKTOP PUBLISHING-BUSINESS
Recommended Preparation: CIM 214A
Provides desktop publishing concepts and training using microcomputers, laser printers, scanners, and various page layout software packages. Text and graphics will be integrated into camera-ready, near-typeset quality publications for business. R E 3

CIM 228B 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: DESKTOP PUBLISHING-BUSINESS
Recommended Preparation: CIM 228A
Emphasizes the production of business forms, multiple-page reports, newsletters, proposals, and presentations utilizing stored master pages and templates. Advanced formatting techniques will be studied. R E 3

CIM 229A 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: BUSINESS GRAPHICS - BEGINNING
Recommended Preparation: CIM 171A
Introduction to business graphics software packages that have been developed to enable the display of business information in non-textual form utilizing microcomputers. Emphasis is placed on the use of existing commercially available software. The course surveys the concepts, structures, and processes utilized in microcomputers to implement business presentation graphics. (Formerly CIM 220) R E 3

CIM 229B 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: BUSINESS GRAPHICS - ADVANCED
Recommended Preparation: CIM 229A
Provides advanced features of business graphics software with particular emphasis on automating and customizing effects and affects. The student will produce professional-looking business information in graphical form. R E 3

CIM 230 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: DESKTOP PRESENTATION FOR BUSINESS
Recommended Preparation: CIM 173A or 174A
Surveys the concepts, structures, and processes utilized in developing and managing professional business presentations utilizing commercially available software packages on a microcomputer. Students will create a variety of presentation formats that include line charts, pie graphs, and bar graphs. R E 3

CIM 232 3/2/3 MICROCOMPUTER APPLICATIONS: MULTIMEDIA DEVELOPMENT
Recommended Preparation: CIM 171A, 173A and 173B or 174A and 174B
Introduces multimedia design and implementation techniques by combining video and sound into an interactive information tool for education or business. Some applications for this technology include marketing, purchasing and advertising forms, and corporate training presentations. Explores CD-ROM interfaces and introduces sound editing and video capture. Students will create a project combining sound and video to demonstrate basic capabilities in using multimedia technology. Course may be offered by mediated mode of instruction. R E 2

CIM 246 3/3/3 APPLICATION DEVELOPMENT FOR EXCEL WITH VISUAL BASIC
Recommended Preparation: CIM 216B
Provides information and training in the use of advanced microcomputer applications using the features of Excel and Visual Basic programming to build high-end functionality into custom applications. Prepares student for Microsoft certification test. R E 3

CIM 248 3/3/3 APPLICATION DEVELOPMENT FOR ACCESS WITH VISUAL BASIC
Recommended Preparation: CIM 218B
Provides information and training in the use of advanced microcomputer applications using the features of Access and Visual Basic. Prepares student for Microsoft certification test. R E 3
CIM 249 1.5/1.5/1.5
ADMINISTERING MICROSOFT WINDOWS NT
Recommended Preparation: CIM 171A and 174A
Provides network administrators with an in-depth look at how to perform day-to-day administrative and maintenance tasks on a Windows NT-based network. R E 3

CIM 250 3/3/3
DATA FILES AND DATABASES
Recommended Preparation: Completion of or concurrent enrollment in CIM 2A and 218A
Stresses application development through fourth-generation programming techniques. These advanced techniques are designed to take advantage of database capabilities and are built on an assumption of the prevalence of database systems within the computing universe. Content of the course stresses basic knowledge in data structures, normalization of data, data modeling, and database methods. Students will learn the rudiments of construction of database schema. R E 1

CIM 251 3/3/0
INTRODUCTION TO NETWORKING
Recommended Preparation: CIM 110
Provides an in-depth look at the terminology, technology, and economic realities of local area network (LAN) and the Operation Systems Interconnection (OSI) protocols. Experience the installation of different network operating systems (NOS): MS Windows NT, Windows 95, Workstation, Workgroups, Novell NetWare 3X and 4X and Artisoft LANtastic. Course may be offered by mediated mode of instruction. (Formerly CIM 260)

CIM 252 3/3/3
NETWORKING ESSENTIALS AND TECHNOLOGIES
Recommended Preparation: CIM 251
Examines the concepts of data communications, computer networking, and connectivity. Focuses on the Open System Interconnection (OSI) reference model; communication protocols and standards; data translation and transmission; network structures; and communication protocol implementations. Course includes hands-on experience with installation and interconnectivity among different network operating systems, such as MS Windows NT, Windows 95, Workstation, Workgroups, Novell NetWare 3X/4X or Artisoft LANtastic. Exercises will be on LANalyzer, a protocol analyzer. (Formerly CIM 270) R E 1

CIM 253 3/3/3
SUPPORTING WINDOWS NT CORE TECHNOLOGIES
Recommended Preparation: CIM 171A, or 174A
Provides a foundation for supporting Windows NT operating systems. Includes the skills to configure, customize, optimize, integrate networks, and troubleshoot. Covers the latest enhancements, utilities, and improvements introduced in the Windows NT family of operating systems. Topics covered will include hardware, software, manipulating Windows NT, using Help, launching applications, and managing files and folders. R E 3

CIM 254 3/3/3
SUPPORTING WINDOWS NT ENTERPRISE TECHNOLOGIES
Recommended Preparation: CIM 174A and 253
Provides a foundation for using Microsoft Windows NT operating system, including the skills to operate, customize, share facilities, integrate networks, and troubleshoot. Covers the latest enhancements, utilities, and improvements introduced in the Windows NT family of operating systems. Intended for network support professionals who configure and support Windows NT. R E 3

CIM 255 3/3/3
INTERNETWORKING TCP/IP ON WINDOWS NT
Recommended Preparation: CIM 254
Prepares student to install, configure, use, and support Microsoft Transmission Control Protocol/Internet Protocol and utilities on the Microsoft Windows NT operating system. Course may be offered by mediated mode of instruction. R E 3

CIM 256 3/3/3
NETWARE ADVANCED ADMINISTRATION: NOVELL
Recommended Preparation: CIM 265
Focuses on the configuration and monitoring of a Novell file server. Topics covered include configuring the server, start-up files, memory management, optimizing server performance, and basic server troubleshooting. Successful completion of this class prepares the student to take one of the tests required for the Certified Novell Engineer (CNE) certification. Course may be offered by mediated mode of instruction. R E 1

CIM 272A 1.5/1.5/1.5
WEB DESIGN FOR BUSINESS - BEGINNING
Develop World Wide Web pages. Discuss Internet and Web concepts. Assess basic Web marketing issues along with construction development and layout techniques. Use HTML (HyperText Mark-up Language) programming language to create a Web page that includes techniques for formatting text, importing graphics, creating forms and tables, E-mail and dynamic links. Learn basic theories and techniques of page construction. Course may be offered by mediated mode of instruction. R E 3

CIM 272B 1.5/1.5/1.5
WEB DESIGN FOR BUSINESS - ADVANCED
Recommended Preparation: CIM 272A
Advanced development of World Wide Web pages. Various programming languages and construction helpers will be examined including HTML, Java, PERL, and CGI (Common Gateway Interface) scripting. Different methods and techniques of Web site interaction, including, but not limited to, forms, CGI backends, Java Applets and security will be discussed. R E 3

CIM 285 1/1/0
OFFICE SYSTEMS - INTERNSHIP
Recommended Preparation: Office systems skills and CIM 101A/B
Corequisite: CWE 168/169
A course designed to provide a realistic training environment in which the student will refine office systems skills. This will include technological, procedural, decision-making and interpersonal experiences. Career goals, analysis and techniques of job application, interviewing, and resume writing will be emphasized. R E 3

CIM 289 5-4/5-4/5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Computer and Information Management. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3
CIM 290  
INTERNSHIP  
Corequisite: CWE 168/169  
Designed to provide a realistic training environment in which the student will refine skills. This will include technological, procedural, decision-making and interpersonal experiences. Career goals, analysis and techniques of job application, interviewing, and resume writing will be emphasized. To be taken in the final semester of program.

CIM 301  
WORD PROCESSING FOR STUDENTS  
This course provides introductory hands-on training on the use of microcomputer-based word processing software. Students will create, perform simple revisions, and print documents to enable them to complete college homework assignments on a computer. This is not a course for employability in a word processing environment.  R E 3

CIM 400  
COMPUTER BASICS  
Provides students familiarity with computer hardware, software, applications and their uses, as well as terminology to guide them in how to use computers to be more productive in their work life or for personal use. Course is for any individual with no computer experience or background.  R E 3

CIM 401  
KEYBOARDING BASICS  
Introduces keyboarding touch typewriting skills (inputting on microcomputers). Students will use the proper manipulation of the alphanumeric keyboard. This course is not a course in programming. No previous computer or typewriting experience is required.  R E 3

CIM 403  
DOS BASICS  
Course provides the novice a brief look at computer hardware and Disk Operating System (DOS) concepts used on computer systems. Basic command syntax is studied to enable students to prepare to use beginning DOS commands. (Formerly CIM 411)  R E 3

CIM 404  
WINDOWS 3.1 BASICS  
Provides a brief look at the graphical user interface--Windows. Will include a brief look at the features of this program. (Formerly CIM 413)  R E 3

CIM 407  
UNIX BASICS  
Provides a brief look at computer hardware and UNIX operating system concepts used on computer systems. Basic command syntax and the UNIX Operating System commands are reviewed to enable students to prepare to use beginning UNIX commands. (Formerly CIM 412)  R E 3

CIM 408  
NT WORKSTATION BASICS  
Course provides varying aspects of the NT operating system concepts used on computer systems, as well as an overview of the computer hardware needed for NT. Fundamentals of the NT operating system commands and its networking capabilities are reviewed.  R E 3

CIM 409A  
WINDOWS 95 - I  
Provides a brief look at the graphical user interface, Windows 95. Topics reviewed and their uses will include hardware, software, manipulating Windows 95, using Help, launching programs, using My Computer.  R E 3

CIM 409B  
WINDOWS 95 - II  
Covers the Windows 95 graphical user interface operating system. Topics reviewed and their uses will include Explorer, organizing files and folders, disk maintenance, Control Panel and Windows 95 accessories.  R E 3

CIM 411  
WORD PROCESSING BASICS  
Provides information and training on the use of the basic features of word processing software and/or applications. A brief overview of certain functions of creating, editing, and manipulating documents will be presented.  R E 3

CIM 414  
SPREADSHEET BASICS  
Provides a brief overview of information and training on the use of specific aspects of spreadsheet software for business applications.  R E 3

CIM 416  
DATABASE BASICS  
Provides an overview and aspects of training in the concepts of database management systems using microcomputer database software to demonstrate these concepts.  R E 3

CIM 420  
BUSINESS GRAPHICS BASICS  
Provides a brief overview of business graphics software for displaying business information in non-textual form (such as line charts, pie graphs, and bar graphs) utilizing microcomputers.  R E 3

CIM 422  
BASICS OF AN INTEGRATED SOFTWARE SUITE  
Introduces various concepts of an integrated suite of software which provides an end-user in one program a number of applications such as word processing, spreadsheets, database management, graphics, and communications.  R E 3

CIM 424  
DESKTOP PERSONAL INFORMATION MANAGERS (PIM’S)  
Provides an overview of an electronic desktop personal information manager (PIM). Designed to assist computer users in communicating more effectively through schedules, electronic mail, time management tasks, and other services.  R E 3

CIM 426  
DESKTOP COMMUNICATIONS BASICS  
Provides an overview of various aspects of the operational, managerial, and technical elements of microcomputer communications and a brief look at software. Applications of microcomputer communications are reviewed.  R E 3

CIM 427  
MICROCOMPUTER COMMUNICATIONS: INTERNET  
Provides an overview of the organizational, operational, and technical aspects of the Internet. Students are introduced to three basic skills: using electronic mail (e-mail), locating the World Wide Web, and obtaining online documents and other network resources (ftp).  R E 3

CIM 428  
DESKTOP PUBLISHING BASICS FOR BUSINESS  
Provides concepts of various desktop publishing software and an overview in the use of microcomputers, laser printers, desktop scanners, and various page composition software packages.  R E 3

CIM 430  
DESKTOP PRESENTATION BASICS FOR BUSINESS  
Provides a brief overview of the concept, structures, and processes utilized in developing and managing business presentations utilizing a microcomputer.  R E 3

CIM 440  
MULTIMEDIA BASICS  
Briefly looks at multimedia desktop presentation technology for business which has combined video and sound into a single computer tool. Provides an overview of technologies such as CD-I, DVD-I, and CD-ROM and introduces sound editing and video capture.  R E 3
DESIGNING COMPUTER TRAINING SEMINARS

Course integrates key components from the fields of evaluation and computer training into a system for planning, managing, implementing, and measuring computer-related productivity through various evaluation instruments. Designed for technical writers, computer trainers, course developers, managers of computer training, or support services. R E 3

COMPUTER SCIENCE

INTRODUCTION TO COMPUTER SCIENCE

This course is designed as a hands-on, exploratory course for students who are preparing to enter the field of computer science and/or for students who are looking for a general interest course in this field. It includes an overview of the history of computers, software and computer programming languages. It emphasizes algorithms, algorithm design and algorithm development tools as they are used in the program development cycle. Students will be introduced to simple programs in languages such as BASIC, LOGO, FORTRAN, and Pascal. R E 3

PASCAL PROGRAMMING

Recommended Preparation: CS 1A

A basic course in computer programming which covers the properties and design of procedures, and applies Pascal, a procedure-oriented language, to solutions of a wide variety of problems relating to business and science. Emphasis is on development, debugging and testing of procedure-oriented programs that use scalar, structured and dynamic data types, including arrays, files, records and pointers. These programs will use both non-recursive and recursive procedures and functions in the solution of problems. R E 3

ADA PROGRAMMING

Recommended Preparation: CS 1A

This course is designed for computer science majors and interested professionals needing an introduction to the ADA programming language. Topics include lexical style, control structures, data types, exceptions, packages and tasking. R E 3

DATA STRUCTURES

Recommended Preparation: CS 1B and 2A or 14 or 15

This course covers basic concepts of data structures and related algorithms. The abstract data types of lists, stacks, queues, string, binary and general trees, multidimensional and sparse arrays and graphs will be discussed with implementation using a programming language such as Pascal, C, Ada or C++. Recursion, searching and sorting will also be examined. R E 3

COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE

Recommended Preparation: Any two programming-language courses and Intermediate Algebra

This is an introductory course in computer organization with emphasis on machine-language programming. The concepts covered include finite precision arithmetic, floating point architecture, Boolean Algebra, computer systems organization, microprogramming, and conventional machine language programming with the corresponding assembly language notation. R E 3

FORTRAN PROGRAMMING

Recommended Preparation: MATH 253 and CS 1A

This course will develop skills in writing computer programs using the FORTRAN programming language. Structured problem solving techniques will be employed in applying FORTRAN to a wide variety of problems related to science and business. R E 3

C PROGRAMMING

Recommended Preparation: CS 1B or 3A

This course is designed for computer science majors and interested professionals needing an introduction to the C programming language. Topics include lexical conventions, data types, control structures, functions, pointers, records, structures, I/O and operating system interface. R E 3
CON 110  3/2/6
CONCRETE CONSTRUCTION
This course will stress various types of concrete structures and their materials; analysis and tests of concrete and architectural structures; techniques of forming, cast-in-place reinforced concrete and tilt-up concrete.

CON 120  3/2/4
CONCRETE CONSTRUCTION
This course will stress various types of concrete structures and their materials; analysis and tests of concrete and architectural structures; techniques of forming, cast-in-place reinforced concrete and tilt-up concrete.

CON 121  4/3/3
MASONRY CONSTRUCTION
This course covers masonry history, employment, tools, materials, blueprint reading and estimating. Practical construction of walls, sawing, veneering, tile, arches, fireplaces and concrete block are experienced. Reinforcing tiles, ornamental work, glass blocks and slump stone are also covered.

CON 125  4/2/6
PRINCIPLES OF CONSTRUCTION FINISHING
The students will be taught the various aspects of finish carpentry including interior and exterior millwork, cabinetry, doors, sash, trim, hardware, wall covering and stairs. This course will stress estimating of finish work.

CON 130  3/2/2
BLUEPRINT PLANS AND SPECIFICATION READING
Designed to inform students about the purpose of blueprints and to develop their skill in using blueprints. Students will be taught to take measurements from blueprints and become familiar with symbols, skills in drafting, diagramming and depicting ideas for better communications among persons in the construction field. 

CON 135  4/4/0
UNIFORM BUILDING CODE INSPECTION
Designed to meet the minimum preparation and upgrading for inspectors and construction managers who seek certification. Federal, state and local codes and regulations concerning construction, grading and performance standards are covered. On site evaluations of code requirements and interpretations are stressed. 

CON 140  3/3/0
CONSTRUCTION ESTIMATING
This course will include the following aspects of the construction trade: bid preparations; material quantity and analysis; labor and material pricing and quantities summations; subcontract bids; bid corrections; bidding practices; and final-bid form compilation and submittal.

CON 145  2/2/0
COMBINATION RESIDENTIAL DWELLING INSPECTION
Recommended Preparation: CON 135
Prepares certified building inspectors to take the International Conference of Building Officials (ICBO) Certified Combination Dwelling Exam. Particular emphasis given to those sections in the Uniform Codes which deal with inspection and enforcement of the Plumbing, Mechanical and Electrical Codes as they relate to residential and framing. 

CON 151  2/2/0
ELECTRICAL CODE
This course will provide a comprehensive study and review of the National Electrical Code and local authorities, and the regulations for inspection of residential and commercial units.

CON 153  3/3/0
CONTRACTORS’ LICENSE LAW
This course stresses legal factors in construction inspection, lien laws, codes and typical qualifying or license examinations. Legal responsibilities and safety factors will be covered as important aspects of the industry.

CON 200  2/2/1
INTRODUCTION TO BUILDING CONSTRUCTION AND REPAIR
An introductory course in the use of applications of construction process and the methods of construction repair. The course will include concrete, masonry, interior-exterior finishes, plumbing and electrical applications for residential and light-commercial construction.

CON 212A  3/3/0
PLUMBING CODES: DRAINS, WASTE, VENTS, WATER AND GAS
This course will cover the responsibilities of the plumbing inspector. Rules and regulations which are applicable to the responsibilities of the owner, builder, and mechanics concerning the installation and inspection of water, waste and ventilating systems are covered.

CON 212B  3/3/0
MECHANICAL CODE: HEATING, AC, REFRIGERATION, DUCTWORK
This course covers the responsibilities of the mechanical code application as it applies to the inspector, contractor, worker, and owner/builder. It outlines the responsibility for the design, sizing, installation, and inspection of heating, air conditioning, refrigeration, ductwork and ventilation of buildings.
CROSS CULTURAL STUDIES

CCS 1 MULTICULTURAL AMERICA: THE ONE AND THE MANY

Examines the cultures of African Americans, Asian Americans, Chicano/Latinos, and Native Americans. Focuses on the topics of racial/ethnic identity, family, religion, and traditions within each group, and how each group relates to the others and to the dominant American culture.

CCS 2 MULTICULTURAL AMERICA: TURNING POINTS

Examines the cultures of African Americans, Asian Americans, Chicano/Latinos, and Native Americans. Focuses on the topics of gender, sexuality/sexual orientation, work and class, dreams and healing, and education within each group and how each group relates to the other and to the dominant American culture.

CCS 10 MARGINS AND BORDER CROSSINGS

Focuses on the experiences of those who negotiate cultural borders - boundaries of race, ethnicity, region, religion, gender, class, and sexuality/sexual orientation, and we will examine the borders between cultures and how people “manage” crossing those spaces. Readings will be taken from imaginative literature, and psychological, sociological and biographical texts.

COSMETOLOGY

COS 400A COMPREHENSIVE COSMETOLOGY I

This is the first course in a program designed to prepare the student for the State Board of Cosmetology Examination and success in a career as a Cosmetologist. This is an open entry/open exit class with a required minimum number of combined lecture/lab hours per week. The program includes both classroom instruction and laboratory practice of the knowledge and skills required by the State Board as well as personal hygiene, grooming, salesmanship, public relations, and reception practices and techniques. The Cosmetology Act and Regulations are also studied. Twelve units are granted upon the successful completion of 400 classroom/laboratory hours. The units earned for this course may not be applied toward the 60 units for graduation. R E 3

COS 400B COMPREHENSIVE COSMETOLOGY II

Prerequisite: COS 400A. Hours: 400
This course is a continuation of Cosmetology 400A. Twelve units are granted for the successful completion of 400 hours in class. A variable-unit course offered on an open-entry/open-exit basis. The units earned for this course may not be applied toward the 60 units for graduation. R E 3

COS 400C COMPREHENSIVE COSMETOLOGY III

Prerequisite: COS 400B. Hours: 400
This course is a continuation of Cosmetology 400B. Twelve units are granted for the successful completion of 400 hours in class. A variable-unit course offered on an open-entry/open-exit basis. The units earned for this course may not be applied toward the 60 units for graduation. R E 3

COS 400D COMPREHENSIVE COSMETOLOGY IV

Prerequisite: COS 400C. Hours: 400
This course is a continuation of Cosmetology 400C. Twelve units are granted for the successful completion of 400 hours in class. A variable-unit course offered on an open-entry/open-exit basis. The units earned for this course may not be applied toward the 60 units for graduation. R E 3

COSMETOLOGY (MANICURING)

COS 420 MANICURING

Designed to exceed minimum California State Board of Cosmetology standards. The course covers a study of proper use of instruments, equipment, personal hygiene, sanitation, common nail conditions, diseases, and the use of electrical appliances. Chemistry as it relates to the composition of cosmetic materials is also covered. Principles of salesmanship and skills in serving the public are emphasized. The Cosmetology Act and Regulations are studied. A variable-unit course offered on an open-entry/open-exit basis. Eleven units are granted upon the successful completion of 400 classroom/laboratory hours. The units earned for this course may not be applied toward the 60 units for graduation. R E 3

COOPERATIVE WORK EXPERIENCE

CWE 168 1-4/60-300/0 COOPERATIVE WORK EXPERIENCE

Corequisite: Concurrent enrollment in 7 units including CWE 168
Provides supervised work experience extending classroom-based occupational learning at an on-the-job learning station relating to the student’s occupational goal; employment related to major. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit awarded for each 75 hours of paid or 60 hours of volunteer employment, for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for certificate. R 11

CWE 169 1-4/60-300/0 COOPERATIVE WORK EXPERIENCE

Corequisite: May not be enrolled in more than one other course
Provides supervised work experience extending classroom-based occupation learning at an on-the-job learning station relating to the student’s occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. Students will attend classes one semester and work full-time the following semester and may not be enrolled in more than one other course during the semester of full-time employment. Students may not transfer from the Alternate Plan to Occupational or General Cooperative Work Experience without having completed 12 units between plans. The student may earn a maximum of 16 units of the Alternate Plan, Cooperative Work Experience in alternating semesters. R 11
DRAFTING TECHNOLOGY

DR 23
ENGINEERING GRAPHICS AND DESCRIPTIVE GEOMETRY
Recommended Preparation: DR 100 or one year of High School Mechanical Drafting.
This course presents principles of communicating graphically using sketching and drafting of multiview projections, auxiliary views and working drawings, including dimensions. Descriptive geometry is used to obtain points, lines, planes, intersections and developments, and spatial relationships. A Computer Aided Drafting (CAD) system is used.

DR 100
FUNDAMENTALS OF MECHANICAL DRAFTING
Develops basic drafting skills including the proper use of drafting instruments, lettering, geometric construction, multiview projection, sections, pictorial drawings, auxiliary views and dimensioning.

DR 101
MECHANICAL DRAFTING
Recommended Preparation: DR 100 or one year of high-school mechanical drafting.
Develops the basic skills required to produce industrial quality assembly and detailed drawings including: first and second auxiliary views, shop practices, tolerancing and further development of mechanical drafting skills.

DR 102
MECHANICAL DRAFTING AND DESIGN
Recommended Preparation: DR 101
Develops basic skills needed for industrial-level mechanical drawing and conceptual design including: assembly drawings, detail drawings, fundamentals of mechanical design and strategies for creative design.

DR 120
FUNDAMENTALS OF TECHNICAL ILLUSTRATION
Recommended Preparation: DR 100
An introduction to technical illustration, including oblique and isometric pictorial drawings and shading.

DR 150
INTRODUCTION TO COMPUTER-AIDED DRAFTING
Recommended Preparation: ARCH 124A or DR 100
An introductory course in the operation and application of computer-aided drafting (CAD) systems, used to create, modify, store and plot technical drawings. Also listed as ARCH 150. Credit to be given in either area, not both.

DR 151
COMPUTER-AIDED DRAFTING
Recommended Preparation: DR 150
An intermediate level course in the operation and application of computer-aided drafting systems, used to create, edit, save and plot technical drawings. Also listed as ARCH 151. Credit will be given in either area, not both.

DR 152
ADVANCED COMPUTER-AIDED DRAFTING
Recommended Preparation: DR 150 or 151
A course in advanced computer-aided design and drafting. Emphasis is on advanced CAD knowledge and skills in the completion of technical drawings which reflect industry standards. Also listed as ARCH 152. Credit will be given in either area, not both.

DR 160
ELECTRONIC DRAFTING
Recommended Preparation: DR 100
An electronics drafting course dealing with electronic components, symbols, block diagrams, schematic layout and development, transistor circuits, industrial schematics and wiring diagrams. The course also consists of a study of transistor circuits along with their associated printed circuit adaptation.

ECONOMICS

ECON 2
PRINCIPLES (MACRO)
Recommended Preparation: MATH 251
Economic analysis of the theory of income determination including national income concepts, business cycles, monetary and fiscal policy, public debt and the United States banking system; labor and industrial relations, patterns of governmental expenditures, taxing principles, international trade and finance; study of comparative economics systems.

ECON 4
PRINCIPLES (MICRO)
Prerequisite: MATH 251
An introduction to the concepts and tools of economic analysis, study of price theory including supply and demand, marginal utility cost and revenue concepts, imperfect competition, production and pricing the factors of production. Application of economic principles to the analysis of problems of the business organization and income distribution. (Formerly ECON 1)

ECON 6
SCARCITY AND ENVIRONMENT
Prerequisite: MATH 251
An introduction to environmental economics. Focuses on market failure as a cause of inefficient resource use, depletion, and environmental pollution. Addresses the impact of ecological problems on the distribution of wealth in three areas: within a nation, internationally, and intergenerationally. Examines public policy in the environmental area. Also listed as ENV 6. Credit given in either area, not both.

ECON 20
THE AMERICAN ECONOMY
A course for non-economics majors which gives a descriptive survey of the economic system of the United States emphasizing economic problem areas such as taxes, public debt, international trade production, economic growth and contemporary competing economic theories and systems. Course may be offered by mediated mode of instruction.

EDUCATION

ED 100
INTRODUCTION TO EDUCATION
An introduction to the field of education including a basic preview of such subjects as organization of education, types of credentials, needs and opportunities, rights and responsibilities, innovations, philosophies and techniques, professional ethics and related subjects.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 110</td>
<td>3/3/0</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>ET 101</td>
<td>3/3/3</td>
<td>Survey of Electronics</td>
</tr>
<tr>
<td>ET 102</td>
<td>4/3/3</td>
<td>D.C. Fundamentals</td>
</tr>
<tr>
<td>ET 104</td>
<td>4/3/3</td>
<td>A.C. Fundamentals</td>
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<tr>
<td>ET 106</td>
<td>4/3/3</td>
<td>Electronic Devices</td>
</tr>
<tr>
<td>ET 108</td>
<td>4/3/3</td>
<td>Electronic Circuits</td>
</tr>
<tr>
<td>ET 110</td>
<td>4/3/3</td>
<td>Linear Integrated Circuits</td>
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<tr>
<td>ET 114</td>
<td>4/3/3</td>
<td>Digital Electronic Circuits</td>
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<tr>
<td>ET 116</td>
<td>4/3/3</td>
<td>Industrial Electronics</td>
</tr>
<tr>
<td>ET 118</td>
<td>4/3/3</td>
<td>Electronic Communication Systems</td>
</tr>
</tbody>
</table>

**ED 110 Educational Psychology**
An introduction to the basic principles of psychology that are pertinent to education, including abilities, intelligence, social and emotional factors, and principles of learning.

**ED 240 Teacher Aide**
Emphasis on the knowledge needed by a teacher aide on a practical day-to-day basis, including a knowledge of the needs, growth and development of children in grades K-12. Class sessions will provide complete familiarization with the latest media developments and with media center philosophy, objectives, scheduling and operation. Lab hours will be spent working with students in class-rooms under the direction of master teachers.

**ET 101 Survey of Electronics**
A broad and general survey of electronics for non-majors or those exploring possible interest in the field. Covers the basics of electronics.

**ET 102 D.C. Fundamentals**
A thorough study of the basics of DC components, circuits, and laboratory test equipment. Includes voltage, current, power, resistance, Ohm’s Law, series circuits, parallel circuits, series/parallel circuits, DC meters, DC network theorems, capacitors, magnetism, and inductors. Laboratory experiments introduce DC test equipment and measurement techniques.

**ET 104 A.C. Fundamentals**
Recommended Preparation: ET 102 or 152
A thorough study of the basics of AC components, circuits, and laboratory test equipment. Includes AC voltage, current, and power, R-C circuits, R-L circuits, R-L-C circuits, series and parallel resonance, filters, and introduction to 3-phase power. Laboratory experiments introduce AC test equipment and measurement techniques.

**ET 106 Electronic Devices**
Recommended Preparation: ET 102 or 152
Fundamentals of common electronic semiconductor devices. Includes diodes, bipolar and field effect transistors, thyristors, and op-amps. Biasing circuits are discussed for each device. Test instruments and techniques are studied during laboratory experiments.

**ET 108 Electronic Circuits**
Recommended Preparation: ET 104 or 154 and completion of or concurrent enrollment in ET 106 or 156
Principles and operation of basic electronic circuits which use linear electronic devices. Includes linear and non-linear diode circuits, bipolar and field effect transistor amplifiers, and op-amp circuits. Laboratory experiments emphasize testing and troubleshooting of circuits studied.

**ET 110 Linear Integrated Circuits**
Recommended Preparation: ET 108 or 158
Principles and applications of electronic circuits which use linear integrated circuits. Includes op amp principles and circuits, active filters, signal generators, oscillators, timers, power supply circuits, communication circuits, and data conversion circuits. Laboratory experiments emphasize testing, troubleshooting and application of circuits and concepts studied.

**ET 114 Digital Electronic Circuits**
Recommended Preparation: ET 104 or 154 and completion of or concurrent enrollment in ET 106 or 156
Principles of logic and circuits for digital electronics. Includes binary arithmetic, Boolean algebra, logic gates, digital technologies, memory circuits, A/D and D/A converters, addition/subtraction circuits, shift registers, counters, clock and timing circuits and multiplexers/ demultiplexers. Laboratory experiments emphasize testing and troubleshooting of common circuits.

**ET 116 Industrial Electronics**
Recommended Preparation: ET 108 or 158
Study of common electronic components and systems used for industrial and electromechanical applications. Includes DC and AC motors, power control circuits, mechanical and semiconductor control devices, transducers, industrial and sequential process control, and fundamentals of robotics. Laboratory experiments emphasize testing and troubleshooting of hardware.

**ET 118 Electronic Communication Systems**
Recommended Preparation: ET 108 or 158
Fundamentals of modern electronic communication systems, including radio, TV, wireless, data, digital, and optical electronic systems. Study of noise analysis, modulation methods, transmission lines, antennas, and other important system components and considerations. Includes analytical principles and equations as well as practical applications and troubleshooting.

**ET 120 Introduction to Microcomputers**
Recommended Preparation: CS 10 and either ET 114 or 164
An introduction to the electronic circuit and hardware analysis of the microprocessor, and its fundamental machine and assembly languages. Hands-on experience with microprocessors involving circuit operation and diagnostic troubleshooting.

**ET 152 D.C. Circuit Analysis**
Prerequisite: MATH 8
Principles of DC electric circuit elements and analysis. Includes resistance, capacitance, magnetism, inductance, and basic DC network theorems. This course is designed for students preparing to obtain a 4-year Electronic Technology degree.

**ET 154 A.C. Circuit Analysis**
Prerequisite: ET 152, MATH 124
Principles of AC electric circuit elements and analysis. Includes phasor analysis in AC circuits, basic AC circuit theorems, DC transients, transformers, and theory/operator application of basic electronic measuring instruments. This course is designed for students preparing to obtain a 4-year Electronic Technology degree.

**ET 156 Electronic Devices and Circuits I**
Prerequisite: ET 154
Fundamentals of semiconductor diode and transistor devices. Physical principles, operating characteristics and parameters, biasing, and circuit applications. Algebraic and graphical analysis of circuits. This course is designed for students preparing to obtain a 4-year Electronic Technology degree.
ET 158
ELECTRONIC DEVICES AND CIRCUITS II
Prequisite: ET 156
Analysis of bipolar transistor amplifier circuits and introduction to field effect transistors and analysis of FET amplifier circuits. Small signal analysis, gain calculations, input/output impedance calculations, and stability analysis. Lab section includes experiments with BJT and FET amplifiers and measurements of important characteristics. This course is designed for students preparing to obtain a 4-year degree in Electronic Technology.

ET 164
DIGITAL AND LOGIC CIRCUITS
Prequisite: ET 158
Fundamentals of Boolean logic and hardware for digital logic circuits. Includes introduction to Boolean algebra, number systems, logic families and building blocks, memory elements and basic logic circuits. This course is designed for students planning to obtain a 4-year degree in Electronic Technology.

ET 189
SPECIAL TOPICS: ELECTRONIC TECHNOLOGY
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Electronic Technology. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course.

EMERGENCY MEDICAL TECHNOLOGY

EMT 205
EMERGENCY MEDICAL TECHNICIAN PROCEDURES
Prerequisite: Current certification in Basic CPR “Healthcare Provider” category from American Red Cross or American Heart Assn.
A fundamental theory and skills course in emergency medical care. Emphasis is placed on development of skills in recognition of injuries, the use of medical emergency equipment and supplies, and development of competency in performance of support measures. Supervised observation in emergency room and ambulance will be included.

EMT 210
REFRESHER COURSE FOR EMERGENCY MEDICAL CARE
Prerequisite: California approved EMT-B program. Must have current certification or be within the “grace” period. A refresher course to meet the State of CA requirement. Review of life support measures, use of emergency medical equipment and supplies, and cardiopulmonary resuscitation.

EMT 218
INTRODUCTION TO ADVANCED PREHOSPITAL CARE
Recommended Preparation: Current EMT-B Certification, BIO 113
This course is designed to provide advanced patient evaluation techniques, basic pharmacology and roles and responsibilities of team members for EMT’s who transport advanced life support patients.

EMT 220
PARAMEDIC THEORY
Prequisite: High school graduation or GED, current EMT-1 certification and official admission to paramedic program
Corequisite: EMT 230
Recommended Preparation: EMT 218, HS 217 and BIO 113
Contains the didactic material and skills necessary to establish a foundation for subsequent prehospital assessment and management of patients. Includes anatomy and physiology, introduction to pharmacology, intravenous therapy, BLS and ALS techniques, electrocardiography, assessing and reporting in the prehospital arena, and medical-surgical, pediatric, obstetric, psychiatric, geriatric, crisis intervention and medicolegal problems.

EMT 230
PARAMEDIC CLINICAL EXPERIENCE
Recommended Preparation: High school graduate or equivalent, current EMT-B certification and official admission to Paramedic Program
Corequisite: EMT 220
Provides a hands on opportunity for students to apply the cognitive knowledge and skills gained in the paramedicine course to patient care in a clinical setting. Provides for increasing assessment and advanced skills.

EMT 240
PARAMEDIC FIELD INTERNSHIP
Prerequisite: EMT 220 and 230
Under the direct supervision and evaluation of a licensed paramedic, students will complete a field internship experience on a designated mobile intensive care unit. This provides students with hands on prehospital patient care experience and is the last course in the series preparing the student for licensure.
### ENGR 33
#### ELECTRIC CIRCUIT ANALYSIS

**Prerequisite:** PHYS 4B  
Corequisite: MATH 24  
An introduction to the analysis of passive electric circuits using a variety of methods including Ohm’s Law, Kirchhoff’s laws, superposition, nodal and mesh analysis, Thevenin’s and Norton’s Theorems, phasors, and complex numbers. The techniques are used to find the source free response, step response, and steady state response. Laboratory experiments accompany the topics studied and emphasize analysis and testing of common circuits.

### ENGR 31
#### STATICS

**Prerequisite:** MATH 3B and PHYS 4A  
Statics is the study of force systems under equilibrium conditions. Force systems are analyzed for trusses, frames and machines, which are subjected to concentrated, distributed and frictional forces. Graphical and mathematical methods of analysis are used, including virtual work.

### ENGR 200
#### FUNDAMENTALS OF COMPOSITION

**Prerequisite:** Satisfactory score on the English Placement Examination or completion of ENG 300, 220, or comparable course with a grade of "C" or better  
Concentrates on writing the expository paragraph and multi-paragraph composition through a process approach. Students will learn how to construct a topic sentence or thesis statement with a controlling idea and provide support for that idea in standard English.

### ENGR 1A
#### PRINCIPLES OF COMPOSITION I

**Prerequisite:** Satisfactory score on the English Placement Examination or completion of ENG 200 with a grade of "C" or better  
A course in expository writing. Instruction focuses on how to select and narrow a topic, frame a thesis statement, and organize the content into a logical, coherent composition. Original essays, increasing in level of difficulty and in length, are developed through a process approach, including prewriting and peer-editing techniques.

### ENGR 1B
#### PRINCIPLES OF COMPOSITION II

**Prerequisite:** ENG 1A with a grade of "C" or better  
Provides instruction in critical thinking and in writing expository and persuasive essays and documented papers totaling a minimum of 8,000 words. Instruction focuses on the development of logical reasoning, on analytical and argumentative writing skills, and on research strategies. Assignments are derived from themes and works in various disciplines and cultures.

### ENGR 310
#### WRITING LABORATORY

The Writing Laboratory is an optional unit, credit/no credit only, tutorial lab and learning-center designed to be taken in conjunction with any college course requiring written assignments. Specific course content varies with student need and ability; students will receive credit for successful completion of specific assignments designed and evaluated by the faculty staffing the course. Enrolled students must sign up to a particular section but may attend at any time during which the learning center is open. This course is offered on an open-entry/open-exit basis.

### ENG 3
#### INTRODUCTION TO CREATIVE WRITING

**Recommended Preparation:** Eligibility for enrollment or completion of ENG 1A  
A course emphasizing the writing of prose, poetry and drama stressing critical judgment of these forms.

### ENG 4
#### FICTION FUNDAMENTALS

**Recommended Preparation:** Eligibility for enrollment or completion of ENG 1A  
A course teaching the fundamentals of story telling or narrative art. This course may be repeated once.

### ENG 5
#### POETRY FUNDAMENTALS

**Recommended Preparation:** Eligibility for enrollment or completion of ENG 1A  
A course exploring the traditional and modern forms of poetry so the student will write poems in each of these forms and understand the nature and use of figurative language. This course may be repeated once.

### ENG 7
#### CREATIVE WRITING: SCRIPTWRITING

**Recommended Preparation:** Eligibility for ENG 1A  
A course focusing on the special requirements of dramatic writing for television, film, radio, and stage.

### ENG 104
#### WRITING SHORT STORIES

**Recommended Preparation:** Eligibility for ENG 1A; ENG 3  
An intensive examination of the theory and practice of the short story with an emphasis on contemporary publishing standards. This course may be repeated once.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
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<tbody>
<tr>
<td>ENG 105</td>
<td>3/3/0</td>
<td>BUILDING ENGLISH VOCABULARY THROUGH GREEK AND LATIN ROOTS</td>
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<tr>
<td>ENG 106</td>
<td>3/3/0</td>
<td>NONFICTION FUNDAMENTALS</td>
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<tr>
<td>ENG 107</td>
<td>3/3/0</td>
<td>WRITING THE FICTION AND/OR NONFICTION BOOK</td>
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<tr>
<td>ENG 110</td>
<td>3/3/0</td>
<td>LANGUAGES OF THE WORLD - AN INTRODUCTION TO LINGUISTICS</td>
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<tr>
<td>ENG 111</td>
<td>3/3/0</td>
<td>INTRODUCTION TO THE STRUCTURE OF STANDARD AMERICAN ENGLISH</td>
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<tr>
<td>ENG 15A</td>
<td>3/3/0</td>
<td>SURVEY OF AMERICAN LITERATURE: 1620-1860</td>
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<tr>
<td>ENG 15B</td>
<td>3/3/0</td>
<td>SURVEY OF AMERICAN LITERATURE: 1860-CONTEMPORARY</td>
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<tr>
<td>ENG 17A</td>
<td>3/3/0</td>
<td>SURVEY OF ENGLISH LITERATURE: BEOWULF TO ROMANTIC MOVEMENT</td>
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<tr>
<td>ENG 17B</td>
<td>3/3/0</td>
<td>SURVEY OF ENGLISH LITERATURE: ROMANTIC MOVEMENT TO MODERN</td>
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<tr>
<td>ENG 18</td>
<td>3/3/0</td>
<td>SHAKESPEARE: THE TRAGEDIES</td>
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<tr>
<td>ENG 19</td>
<td>3/3/0</td>
<td>SHAKESPEARE: THE COMEDIES</td>
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</tbody>
</table>

**ENGLISH (LANGUAGE SKILLS)**

Course teaches the formation and use of English words from Greek and Latin derivatives. It is intended to be particularly useful for new college-level vocabulary. The course does not require any prior knowledge of Greek or Latin. Also listed as CLSS 5. Credit given in either area, not both.

- **ENG 65**
  - **Course**: Introduction to Financial Planning
  - **Units**: 3/3/0

**ENGLISH (LITERATURE)**

- **ENG 15A**
  - **Course**: Survey of American Literature: 1620-1860
  - **Units**: 3/3/0

- **ENG 15B**
  - **Course**: Survey of American Literature: 1860-Contemporary
  - **Units**: 3/3/0

- **ENG 17A**
  - **Course**: Survey of English Literature: Beowulf to Romantic Movement
  - **Units**: 3/3/0

- **ENG 17B**
  - **Course**: Survey of English Literature: Romantic Movement to Modern
  - **Units**: 3/3/0

- **ENG 18**
  - **Course**: Shakespeare: The Tragedies
  - **Units**: 3/3/0

- **ENG 19**
  - **Course**: Shakespeare: The Comedies
  - **Units**: 3/3/0
<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>ENG 20</td>
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<tr>
<td>AMERICAN LITERATURE</td>
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<tr>
<td>SHAKESPEARE: THE HISTORIES</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A close reading of representative plays in the order they were written, set against the relevant historical backgrounds together with an explorations of Shakespeare's purposes in converting history into drama.</td>
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<tr>
<td>ENG 21A</td>
<td>3/3/0</td>
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<tr>
<td>WORLD LITERATURE: ANCIENT TO SEVENTEENTH CENTURY</td>
<td></td>
</tr>
<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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</tr>
<tr>
<td>A survey of major authors and literary forms from antiquity to seventeenth century from world cultures.</td>
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</tr>
<tr>
<td>ENG 21B</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WORLD LITERATURE: SEVENTEENTH CENTURY TO MODERN PERIOD</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A survey of major authors and literary forms from the seventeenth century to the modern period from world cultures.</td>
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</tr>
<tr>
<td>ENG 21C</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WORLD LITERATURE: INTRODUCTION TO ASIAN LITERATURE</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A survey of masterpieces of non-western literature from China, Japan, India, Korea, Thailand, Indonesia, Vietnam, Philippines, and related cultures.</td>
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<tr>
<td>ENG 21D</td>
<td>3/3/0</td>
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<tr>
<td>WORLD LITERATURE: INTRODUCTION TO LATIN AMERICA</td>
<td></td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A survey of major authors and literary forms from Latin America.</td>
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<tr>
<td>ENG 21E</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WORLD LITERATURE: INTRODUCTION TO AFRICA &amp; THE CARIBBEAN</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>An examination of the literature of Sub-Saharan Africa and the literature of the African diaspora, as it appears in the Caribbean.</td>
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<tr>
<td>ENG 23A</td>
<td>3/3/0</td>
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<tr>
<td>AMERICAN ETHNIC WRITING: AFRICAN-AMERICAN LITERATURE</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A course concerned with exploring the writing of African-Americans, their viewpoints, styles, forms, and themes.</td>
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<tr>
<td>ENG 23B</td>
<td>3/3/0</td>
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<tr>
<td>AMERICAN ETHNIC WRITING: CHICANO LITERATURE</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A course concerned with exploring the position of Chicanos in American society, their viewpoints, styles, forms, and themes.</td>
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<tr>
<td>ENG 24</td>
<td>3/3/0</td>
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<tr>
<td>ETHNIC VOICES IN LITERATURE: THE AMERICAN EXPERIENCE</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>Examines literary works of African-American, Native-American, Asian-American, and Latino/Hispanic authors. Focuses on such critical theories as the American experience; self and family, self and religion, self and culture, self and nature; cultural conflict; war and peace. Compares and contrasts the styles and techniques of the authors. Focuses on social, philosophical, spiritual, and ethical values of the literature. Develops criteria for evaluating literature.</td>
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<tr>
<td>ENG 25</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO LITERATURE</td>
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<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>This course examines the basic nature of imaginative literature and the techniques used by informed readers to increase their understanding of and gain insight into works of fiction, drama, and poetry. Some consideration will be given to the concepts and techniques of major critical theories, but the focus will be on practical criticism for the nonspecialist. Specific works studied will be representative of several genres, cultures, and periods. Course may be offered by mediated mode of instruction.</td>
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<tr>
<td>ENG 27A</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO THE NOVEL</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A course surveying American, British, French, and Russian novels emphasizing form, content, philosophical and historical perspectives and criticism.</td>
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<tr>
<td>ENG 27B</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO DRAMA</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A course surveying representative plays in the evolution of dramatic literature from the ancient Greeks to avant garde, emphasizing form, content, philosophical and historical perspectives and criticism.</td>
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<tr>
<td>ENG 27C</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO POETRY</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>A course exploring representative traditional and modern American and British poets, emphasizing form, content, philosophical and historical perspectives and criticism.</td>
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<tr>
<td>ENG 27D</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO BIOGRAPHY AND ESSAY</td>
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<tr>
<td>Recommended Preparation: Eligibility for English 1A</td>
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<tr>
<td>A course exploring biography and the essay as literary forms.</td>
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<tr>
<td>ENG 27F</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO THE SHORT STORY</td>
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<tr>
<td>Recommended Preparation: Eligibility for English 1A</td>
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<tr>
<td>A course surveying American, British, French and Russian short stories, emphasizing form, content, philosophical and historical perspectives and criticism.</td>
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<tr>
<td>ENG 29</td>
<td>3/3/0</td>
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<tr>
<td>MYTHS, TALES, AND LEGENDS</td>
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<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>This course introduces the student to myths, tales and legends of the world and their relationship to the culture from which they are derived.</td>
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<tr>
<td>ENG 33</td>
<td>3/3/0</td>
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<tr>
<td>THE HISTORICAL NOVEL</td>
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<tr>
<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>Students will read a variety of 19th and 20th century historical novels whose plots are set in Classical Antiquity, the Middle Ages, the Renaissance and the early modern world. Students will study the origins and development of historical fiction and will understand what kinds of effects the historical novel can achieve that other fictional modes cannot duplicate.</td>
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</tbody>
</table>
ENG 35
SEX ROLES IN LITERATURE
Recommended Preparation: Eligibility for ENG 1A
Examines sexual roles and identities of characters in both classical and modern literature. Focuses on such themes as power, identity, initiation, bonding, friendship, love and parenthood. Compares and contrasts male and female styles and techniques. Focuses on social, philosophical, spiritual and ethical values of the literature. Develops criteria for evaluating literature.

ENG 40
THE BIBLE AS LITERATURE: GENESIS TO PSALMS
Recommended Preparation: Eligibility for ENG 1A
A survey of representative selections from the King James Version set against their geographical, historical, social and ethical backgrounds for the purpose of furnishing an appreciation of the content and style of those writings which have profoundly influenced British and American thought, speech and literature.

ENG 41
THE BIBLE AS LITERATURE: PROVERBS TO REVELATIONS
Recommended Preparation: Eligibility for ENG 1A
A survey of representative selections from the King James Version set against their geographical, historical, social and ethical backgrounds for the purpose of furnishing an appreciation of the content and style of those writings which have profoundly influenced British and American thought, speech and literature.

ENG 44
CLASSICAL MYTHOLOGY
Recommended Preparation: Eligibility for ENG 1A
A study of Greek, Roman and Norse myths and legends based upon the most scholarly research and most accurately translated texts extant. The course emphasized the historical sources and the cultural functions in the ancient societies of the myths and legends and their continuing impact upon modern thought.

ENG 46
IMAGES OF WOMEN IN LITERATURE
Recommended Preparation: Eligibility for ENG 1A
This course will examine the manner in which women are represented by various cultures in different epochs. Traditional archetypes such as Virgin, Mother, Temptress, Goddess, and Demon will be examined, as well as portraits of women which contradict these traditional conceptions. Examination of the portrayal of women in poetry, essay, short story, novel, and drama from a cross-section of periods and cultures by both male and female authors. The course is designed for both men and women.

ENG 50
WOMEN AUTHORS
Recommended Preparation: Eligibility for ENG 1A
Examines selected works of literature by women writers of different historical periods in both Western and non-Western cultures. Compares the varied responses of those authors to the cultural definitions of what it is to be a woman and to attitudes toward major life transitions such as marriage, childbearing, education, and a public career. Focuses on the inner search and on the conflicts and crises that often lead to transformation.

ENG 52
THE FILM AS LITERATURE
Recommended Preparation: Eligibility for ENG 1A
Examines premises, major themes and trends of science fiction. Although classical speculative fiction will be briefly examined, course emphasis is on American and European works of the 20th century.

ENG 131B
INTRODUCTION TO SCIENCE FICTION: THE SCIENCES
Recommended Preparation: Eligibility for ENG 1A
Examines premises, major themes, and trends of science fiction. Although classical speculative fiction will be briefly examined, course emphasis is on American and European works of the 20th century. A guest lecturer from the natural sciences or the Social Science Division will discuss the science pertinent to the week’s work.

ENG 132
DETECTIVE AND MYSTERY FICTION
Recommended Preparation: Eligibility for ENG 1A
This course explores the development and status of detective and mystery fiction. The origins--historical, social, and literary--will be examined and the current forms surveyed.

ENG 134
FANTASY LITERATURE
Recommended Preparation: Eligibility for ENG 1A
Fantasy Literature has two goals: to trace the origins and history of the genre of the fantasy novel; and to study specific examples of fantasy fiction with a view to understanding what elements characterize the genre and how the genre differs from other forms of the novel. Works read may range from Alice in Wonderland to The Hobbit.

ENG 135
THE AMERICAN OLD WEST IN LITERATURE
Recommended Preparation: Eligibility for ENG 1A
A study of creative literature and journals of the settlement period of the American West, deducing the mythic view and amalgamating that view with the historian’s account of the movement westward in America.
## ENGLISH (READING LAB)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Reading Skills for College</td>
<td>3/3/0</td>
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<tr>
<td>ENG 315</td>
<td>Bridging into College Reading</td>
<td>1/1/0</td>
</tr>
<tr>
<td>ENG 316</td>
<td>Bridging into College Writing</td>
<td>1/1/0</td>
</tr>
</tbody>
</table>

**ENG 220: Reading Skills for College**

Corequisite: ENG 221

A course designed to prepare students for college-level work by developing their reading abilities and study skills. Emphasis is on individual help and careful progress to develop reading confidence and ease. Concurrent enrollment in an ENG 221 lab section required.

**ENG 315: Bridging into College Reading**

Designed to help recent high school graduates get an overview of effective reading skills and strategies necessary to succeed in college courses. It concentrates on developing techniques for preview skimming, locating the main idea, details, and conclusions as well as developing vocabulary; especially geared towards reading college textbooks.

**ENG 316: Bridging into College Writing**

Designed to help recent high school graduates get an overview of effective college writing skills. It concentrates on developing pre-writing, writing, proof-reading and editing techniques. Special emphasis will be placed on choosing and narrowing a topic, making a scratch outline, constructing a thesis statement, building a paragraph, and finding common errors in grammar and punctuation.

## ENGLISH (READING: BASIC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>Reading Skills for College</td>
<td>3/3/0</td>
</tr>
<tr>
<td>ENG 315</td>
<td>Bridging into College Reading</td>
<td>1/1/0</td>
</tr>
<tr>
<td>ENG 316</td>
<td>Bridging into College Writing</td>
<td>1/1/0</td>
</tr>
</tbody>
</table>

**ENG 220: Reading Skills for College**

Corequisite: ENG 221

A course designed to prepare students for college-level work by developing their reading abilities and study skills. Emphasis is on individual help and careful progress to develop reading confidence and ease. Concurrent enrollment in an ENG 221 lab section required.

**ENG 315: Bridging into College Reading**

Designed to help recent high school graduates get an overview of effective reading skills and strategies necessary to succeed in college courses. It concentrates on developing techniques for preview skimming, locating the main idea, details, and conclusions as well as developing vocabulary; especially geared towards reading college textbooks.

**ENG 316: Bridging into College Writing**

Designed to help recent high school graduates get an overview of effective college writing skills. It concentrates on developing pre-writing, writing, proof-reading and editing techniques. Special emphasis will be placed on choosing and narrowing a topic, making a scratch outline, constructing a thesis statement, building a paragraph, and finding common errors in grammar and punctuation.

## ENGLISH (READING: INTERMEDIATE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ENG 321</td>
<td>Beginning Reading Skills</td>
<td>3/3/0</td>
</tr>
<tr>
<td>ENG 321</td>
<td>Beginning Reading Laboratory</td>
<td>.5/0/1</td>
</tr>
<tr>
<td>ENG 324</td>
<td>Basic Reading Techniques</td>
<td>0/3/0</td>
</tr>
</tbody>
</table>

**ENG 321: Beginning Reading Skills**

Corequisite: ENG 321

Recommended Preparation: Completion of ESL 280 or 295 or SPS 330

An introductory course designed to prepare students for college work. Emphasis is on individual help to develop reading confidence and study skills. Concurrent enrollment in an ENG 321 lab section required.

**ENG 324: Basic Reading Techniques**

Corequisite: ENG 325

A college preparatory course for the academically disadvantaged native English speaker. Students will learn to take responsibility for their own learning, apply effective study techniques, and develop their reading and writing skills.

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**English 142: Children’s Literature**

Recommended Preparation: Eligibility for ENG 1A

This course covers basic information about children’s learning stages, the history of children’s literature, types of literature available for children from preschool to junior high age, major authors and illustrators of children's books, criteria for evaluating and selecting books for children, and techniques for presenting books to children. Course content is appropriate for the student interested in working as a teacher or an aide with preschool and elementary school children and potential librarians, bookstore owners, parents and other adults caring for children.

**English 325: Beginning Reading Laboratory**

Corequisite: ENG 324

This lab is designed to supplement the reading skills taught in ENG 324, Basic Reading Skills. This 16 week lab includes work in vocabulary, reading comprehension, writing and study skills.
ENGLISH (READING: TRANSFER)

ENG 170 CRITICAL READING 3/3/0
Prerequisite: ENG 1A with a "C" or better
A course designed for students from all academic disciplines to develop critical thinking, reading, and writing skills. Emphasis is on understanding of implied content and logical reasoning and on acquiring analytical reading skills and argumentative writing skills.

ENG 180 SPEED READING AND COMPREHENSION TRAINING 3/3/0
A course designed to improve critical awareness, to double or triple the students' initial reading rate(s) while maintaining comprehension and to expand college-level vocabulary. Reading flexibility is emphasized with attention to learning how to read, skim, scan, study read, and read critically.

ENGLISH (TECHNICAL/EXECUTIVE WRITING)

ENG 109 TECHNICAL AND EXECUTIVE WRITING 3/3/0
English 109 provides an introduction to the written forms of communication in the business and technical communities. Students, as individuals or in corporate groups, design different communication examples including memonanda, letters, technical articles, policies and procedures, mechanism descriptions, abstracts, feasibility studies, proposals, and recommendation reports. Students analyze these and other examples according to purpose, audience, and style to sharpen impact, accuracy, and clarity of personal writing and oral presentations.

ENG 189 SPECIAL TOPICS: ENGLISH .5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the filed of English. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

ENGLISH (SPECIAL TOPICS)

ENG 289 SPECIAL TOPICS: ENGLISH .5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the filed of English. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

ESL (CITIZENSHIP RESIDENCY)

ESL 215 CITIZENSHIP SKILLS 0-3/3/0
Recommended Preparation: ESL 380C
This course will provide limited English speaking students with the necessary information to successfully pass a required citizenship examination. The content of the course focuses on United States Civics. The structure of the course presentation utilized traditional ESL instructional techniques. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit. A combination of ESL 375A, 375B, and 275 may be taken a maximum of four times for credit. The units earned for this course may not be applied toward the 60 units for graduation. R A 3

ESL 375A BEGINNING CONVERSATION 0-2/3/0
This course initiates the ESL conversation series with emphasis on everyday conversation topics. Topics will encompass basic oral/aural student needs for survival. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit. A combination of ESL 375A, 375B, and 275 may be taken a maximum of four times for credit. The units earned for this course may not be applied toward the 60 units for graduation. R A 3

ESL 380A BEGINNING MULTISKILLS I 0-3/6/0
Corequisite: ESL 999
An introductory course in English for non-native speakers. Emphasis is on listening, speaking, and survival skills. Reading and writing skills will be introduced. A civics component will be included. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit. A combination of ESL 380A and ESL 380B may be taken a maximum of four times. The units earned for this course may not be applied toward the 60 units for graduation. R A 3

ESL 380B BEGINNING MULTISKILLS II 0-3/6/0
Corequisite: ESL 999
Recommended Preparation: ESL 380A
This course is designed to further the fundamentals of communicative competence in daily spoken English. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. A civics component will be included. This course continues the familiarization with customs and culture begun in the previous semester. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit. A combination of ESL 380A and ESL 380B may be taken a maximum of four times. The units earned for this course may not be applied toward the 60 units for graduation. R A 3

ESL 365A BEGINNING PRONUNCIATION 0-1/2/0
Corequisite: ESL 999
An open-ended beginning level ESL pronunciation course designed to enable students to recognize and reproduce the sounds and intonation patterns of American English. Through intensive pronunciation drills, listening activities, free speaking, and reading of selected simplified passages, students will develop confidence in speaking situations. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course may be repeated three times and is not open-entry/open-exit. The units earned for this course may not be applied toward the 60 units for graduation. R E 3
Recommendation: ESL 380C
This course continues the refinement of language skills: reading, writing, speaking, and listening at an upper intermediate level. Vocabulary expansion, idiomatic expression, free conversation will be put in the context of grammatical structures. Content focuses on cultural topics pertaining to American life along with a U.S. civics component. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit. A combination of ESL 380C and ESL 380D may be taken a maximum of four times. The units earned for this course may not be applied toward the 60 units for graduation.  R A 3

ESL 395B
INTERMEDIATE READING AND WRITING I
Prerequisite: ESL 380B
This course is designed for the non-native speaker of English focusing on intermediate level reading and writing skills. Emphasis in writing is on gaining control of basic sentence patterns, basic conventions of standard written English, and basic paragraph forms. Emphasis in reading is on literal comprehension. Expansion of vocabulary is emphasized. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit, and may be repeated once. The units earned for this course may not be applied toward the 60 units for graduation.  R E 1

ESL 395A
INTERMEDIATE READING AND WRITING II
Prerequisite: ESL 380C or 395A
Corequisite: ESL 999
A course designed for the non-native speaker of English focusing on intermediate level reading and writing skills. Emphasis in writing is on gaining control of intermediate level sentence patterns, conventions of standard written English and paragraph forms. Emphasis in reading is on narrative, creative, and expository texts. Reading comprehension and reading rate are also stressed. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit and may be repeated once. The units earned for this course may not be applied toward the 60 units for graduation.  R E 1

ESL 375B
INTERMEDIATE CONVERSATION
Recommended Preparation: ESL 365A or 380B
This course is the second in the ESL conversation series with emphasis on both formal and informal expression and conversation in American English. Topics and vocabulary are expanded. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit. A combination of ESL 375A, 375B, and 275 may be taken a maximum of four times for credit. The units earned for this course may not be applied toward the 60 units for graduation.  R 99

ESL 380C
INTERMEDIATE MULTISKILLS I
Recommended Preparation: ESL 380B
This course is designed for further development of listening, speaking, reading and writing skills at a low intermediate level. Vocabulary acquisition and idiomatic expressions will be put into the context of grammatical structures. A civics component will also be included. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit. A combination of ESL 380C and ESL 380D may be taken a maximum of four times. The units earned for this course may not be applied toward the 60 units for graduation.  R 99
ESL 245B 0-3/3/0
ADVANCED GRAMMAR REVIEW II
Corequisite: ESL 999
Recommended Preparation: ESL 380D, 245A
ESL 245B is the second half of an advanced, rapidly-paced grammar class for non-native speakers of English who have completed at least four semesters of ESL or equivalent. Recommended for students progressing into English 200 and English 1A. Emphasis is on structures particularly difficult for non-native speakers such as the verb system, prepositions, gerunds, infinitives, and if-clauses. Writing of original sentences based on structures is stressed. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit and may be repeated once. R E 1

ESL 255 0-3/3/0
ADVANCED WRITING FOR WORK
Prerequisite: ESL 380D or 395B
ESL Advanced Writing for Work is designed to improve non-native speakers’ reading comprehension and written communication skills necessary for college level work using "real world" copies. Students will regularly summarize examples of American business and technical communication. In addition, they will design, write, and analyze different communication examples of memoranda, letters, descriptions, instructions, and other reports focusing on impact, accuracy and clarity in relation to audience and purpose. Students will also review sentence structure and grammar as needed. This course is not open-entry/open-exit. It may be offered for zero units. The unit version of this course may be repeated twice. R E 2

ESL 265 0-2/3/0
ADVANCED PRONUNCIATION
Corequisite: ESL 999
Recommended Preparation: ESL 365B
An advanced level pronunciation course which completes the English pronunciation course sequence. This class is especially appropriate for business people and other professionals who wish to improve their accents. Course continues to develop pronunciation accuracy, auditory discrimination, conversation techniques, selective listening skills and appropriateness while decreasing native-language interference. Stress distinctions to communicate intent and meaning along with intonation patterns will be fully developed. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course may be repeated twice and is not open-entry/open-exit. R E 3

ESL 275 0-2/3/0
ADVANCED CONVERSATION
Recommended Preparation: ESL 380D or 375B
This course completes the ESL conversation series and allows the ESL student to gain mastery of both formal and informal conversation in American English within a variety of social contexts: social, work, and school situations. Topics may be of a controversial nature. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course may be repeated two times and is not open-entry/open-exit. R E 2

ESL 280 0-3/6/0
ADVANCED MULTISKILLS
Recommended Preparation: ESL 380D
This course incorporates the academic skills necessary for the advanced ESL student to progress. This course is designed to complete the instruction of English grammar. It will continue to develop reading skills and focus on writing skills at the sentence and paragraph level. Informal conversation will be incorporated into the body of the course. Listening comprehension will be further developed preparing the student to enter mainstream courses and/or the work force. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit and may be repeated once. R E 1
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Recommended Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 18</td>
<td>INTRODUCTION TO ECOLOGY</td>
<td>4/3/3</td>
<td></td>
<td>BIO 20</td>
</tr>
<tr>
<td>ENV 19</td>
<td>MARINE BIOLOGY</td>
<td>4/3/3</td>
<td></td>
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<tr>
<td>ENV 23</td>
<td>ENVIRONMENTAL GEOLOGY</td>
<td>4/3/3</td>
<td></td>
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<tr>
<td>ENV 24</td>
<td>NATURAL HISTORY OF CALIFORNIA</td>
<td>3/2/3</td>
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<td>ENV 25</td>
<td>ENVIRONMENTAL HAZARDS TO HEALTH</td>
<td>3/3/0</td>
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<tr>
<td>ENV 26</td>
<td>SPECIAL TOPICS: ENVIRONMENT STUDIES</td>
<td>4/3/3</td>
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<tr>
<td>ENV 102</td>
<td>AN ECOLOGICAL APPROACH TO FLYFISHING</td>
<td>2/1/2</td>
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**ESL (LABS)**

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FASHION

FASH 31 3/2/3
TEXTILES
Fabric selection and care considering fibers, yarns, weaves, finishes and color. Emphasis is on properties of fibers as related to their end use and consumer understanding of fabric performance. Also listed as BUS 31. Credit to be given in either area not both.

FASH 100 3/2/2
BASIC SEWING
This course includes choosing correct fabrics and patterns, constructing garments using basic sewing techniques, and choosing and operating a sewing machine. Designed for students with little or no sewing skill. Combination of the following courses may be taken a maximum of 4 times: FASH 100, 111, 112, 113. R E 3

FASH 101 3/3/0
INTRODUCTION TO FASHION MERCHANDISING
Explores the fashion merchandising industry including: development of fashion and consumer demands, fashion designers, producers, fashion retailers, international fashion centers, marketing concepts, promotion, publishing and advertising areas. Emphasis placed on current industry and careers.

FASH 110 3/2/3
CONTEMPORARY CLOTHING CONSTRUCTION
Recommended Preparation: FASH 100 or basic sewing skills
A basic course on clothing construction methods appropriate for beginners or students wishing to refine their skills. Emphasis is placed on new sewing and fitting techniques for contemporary fabrics and fashion designs, individualizing patterns and coordinating fabric choices to create the desired fashion image.

FASH 111 3/2/2
FASHION SEWING-INTERMEDIATE
Recommended Preparation: FASH 100 or basic sewing skills
This course is designed for the student who has had instruction in basic sewing but needs more help in the integration of garment design, with fabric design, and needs to upgrade and add to manipulative skills learned in the past. Choice of skills will be made on an individual basis. Combination of the following courses may be taken a maximum of four times: FASH 100, 111, 112, 113. R A 3

FASH 112 3/2/2
FASHION SEWING-ADVANCED
Recommended Preparation: FASH 111
Application of advanced techniques in construction of garments. Use of designer patterns and adapting patterns for a more personal style. Handling of such special fabrics as leather, man-made furs, velvet, microfibers, sheers, silks, piques, taffetas, and lace. Fine custom details such as lining and underlining. Combination of the following courses may be taken a maximum of four times: FASH 100, 111, 112, 113. R A 3

FASH 113 2/1/3
COUTURE SEWING
Recommended Preparation: FASH 111
Application of custom techniques in construction of haute couture garments. Instruction in fine finishing details such as hand sewing techniques, trapunto, self-trim applique and beading. Combination of the following courses may be taken a maximum of four times: FASH 100, 111, 112, 113. R A 3

FASH 115 3/2/2
SEWING KNIT GARMENTS
Recommended Preparation: FASH 100 or basic sewing skills
Construction techniques for knits. Includes use of stitches for handling the elasticity and flexibility of single knits and doubleknits; involves the latest techniques on jerseys, velours, stretch terrys, swimsuit fabrics, fleece and tricots. Students will learn to construct traditional clothing and pants as well as active wear. R E 3

FASH 120 3/2/2
TAILORING
Recommended Preparation: FASH 100 or basic sewing skills
Emphasizes tailoring techniques as applied to construction of coats and suits. Stresses hand-tailoring processes including working with wool, hand-rolling collars, supporting fabrics and linings. Also includes tailoring methods using soft, unconstructed fabrics, new shaping techniques and quick methods of construction. R E 3

FASH 124 3/2/2
WEARABLE ART
Recommended Preparation: FASH 100 or basic sewing skills
Incorporates student's artistic abilities, cultural and ethnic sources, specialty fabrics, and needlearts to create an artistic wearable garment. Covers design methods, embellishment, surface patterns, and construction of clothing. R E 3

FASH 130 3/2/3
FLAT PATTERN DESIGN
Recommended Preparation: FASH 100 or basic sewing skills
Creative costume design achieved through flat pattern techniques. Use of the basic pattern shell. Skill in fitting and alterations. R E 1

FASH 132 3/2/2
DRAPING FASHION DESIGNS
Recommended Preparation: FASH 100 or basic sewing skills
Experience in creative apparel designing using fabric draping techniques on a dress form with application to the individual. R E 3

FASH 136 2/1/3
APPAREL DESIGN
Recommended Preparation: FASH 130
This course is designed to teach the basic skills of garment design. Included in this program are the garment sketch, elements of design, and the design and construction of the garment. R E 3

FASH 140 3/3/0
FASHION IMAGE
Covers apparel selection based upon the application of color, line and design theories. Studies the principles and the choice of dressing for a career and other life styles. Presents methods of projecting appropriate professional images. Offers concepts of wardrobe planning, including culture influences, consumer needs in clothing, buying guides, and care and maintenance of the wardrobe.

FASH 142 3/3/0
CAREERS IN FASHION
An introductory study of the fashion industry and of fashion merchandising designed to cover apparel design and production, the fashion designer, fashion cycles, merchandising techniques, fashion publication, retail and wholesale fashion merchandising, importing and exporting, and future trends. Special emphasis will be placed on employment in the field of fashion merchandising.

FASH 143 3/3/0
FASHION BUYING AND MERCHANDISING
Study the principles and techniques of merchandising especially pertinent to the fashion industry. It will include the buying function, methods of merchandising fashion and merchandise control. Also listed as BUS 143. Credit to be given in either area, not both.
FASH 144 3/3/0
FASHION TRENDS AND CULTURAL COSTUMES
This course examines the forces which influence the fashion trends of today by studying the clothing, textiles, arts and cultures of the past. It covers historical, artistic, social economic, geographic, religious, political and cultural influences on clothing design, textiles and fashion from ancient to modern civilization and includes cultures from throughout the world.

FASH 145 1/1/0
INTERNSHIP
Corequisite: CWE 168/169
Supervised and educationally directed internship. Weekly lectures will relate on-the-job experiences with academic program. To be taken in the final semester of program. Also listed as BUS 145. Credit to be given in either area, not both.

FASH 147 2/1/2
THE FASHION SHOW
Emphasis is on student-produced fashion show. The course will provide fashion office training in fashion promotion, retail sales, and advertising, public relations. Also listed as BUS 147. Credit to be given in either area, not both. R E 3

FASH 148 1/1/1
FASHION DISPLAY
This course trains the student in visual merchandising as both an art form and a selling technique in fashion retailing. The use of color, outfit coordination, store layout, fixtures, lighting, signing composition, mannequins and props will be studied. Also listed as BUS 148. Credit to be given in either area, not both. R E 3

FASH 150 3/2/2
FASHION APPAREL AND PROFESSIONAL TECHNIQUES
Provides detailed information about ready-to-wear and non-textile merchandise. Includes men's and women's clothing; jewelry, leather, shoes, and accessories. Examination of methods of construction and production, fashion terms and consumer information. This is also a professional course for clothing construction, fashion design and fashion merchandising students who wish to enhance skills in developing professional presentations through use of graphics and the computer.

FASH 154 2/1/3
FASHION ILLUSTRATION
The study and development of fashion illustration techniques. Included will be the uses and purposes of the four types of fashion drawings: design sketching, production sketching, presentation drawing and fashion illustration. Emphasis will be placed on freehand sketching of the fashion figure in a variety of poses, with attention to the drape of the fabric and its textural interest. R E 3

FASH 160 2/1/2
FASHION FIELDWORK
Corequisite: CWE 168/169
A course designed to provide the student with experience relating to the specific certificate career goals. Analysis and techniques of job application, interviewing and resume writing, Fashion writing skills developed by newsletter preparation during in-class laboratory hours. To be taken in the final semester of program.

FASH 189 .5/.4/.5/.4/.5/.9
SPECIAL TOPICS: FASHION
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Fashion. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

FASH 201 3/2/2
COLOR AND WARDROBE CONSULTING
Trains students to become color and wardrobe consultants. It includes the study of techniques of working with clients in making color and clothing choices appropriate for their various professional and life-style requirements.

FASH 202 3/2/2
IMAGE CONSULTING
Trains students to become Image Consultants. It includes the study of client personal coloration and dress guidelines professional wardrobe planning and the development of an image consulting business.

FASH 203 3/2/2
PROFESSIONAL PERSONAL SHOPPER
Trains students to become personal shoppers. Students will learn how to analyze dress needs for corporate and individual image goals, to shop for and sell to clients to produce fashion seminars, and to work with domestic and international dress customs.

FASH 209 2/1/3
CONSTRUCTION OF CHILDREN'S CLOTHING
Recommended Preparation: FASH 100 or basic sewing skills
Offers experience in the construction and design of children’s clothing. Use of commercial patterns as well as designing or adapting patterns is an important element. Also includes decorative embellishments, smocking and needlework suitable for children’s clothing and a study of dressmaker and designer practices. R E 2

FASH 210 1/0/3
CLOTHING CONSTRUCTION STUDIO
Corequisite: Enrollment in any fashion course
For the student who requires more clothing construction experience, additional training, and/or technical updating. The student may pursue individual projects under staff supervision during laboratory hours. R E 3

FASH 215 1/5/1.5
SEWING FOR THE BEGINNER
A course covering the construction of simple woven and knit garments, correct pattern size, selection of appropriate patterns and fabrics. Student projects are selected in accordance with skill level and interest. R E 3

FASH 221 2/1/3
CONTEMPORARY TAILORING
Recommended Preparation: FASH 100 or basic sewing skills
Course covers tailoring methods using soft, unstructured techniques. It includes elimination of bulk, knowledge of current development in shaping fabrics, new methods of finishing the inside of garments, use of commercial sewing machines, and selection of design and fabrics for contemporary tailoring. Emphasis will be on the professional application of new tailoring techniques and how these are used by the practicing dressmaker and tailor. R E 3

FASH 222 2/1/3
TAILoring MEN'S WEAR
Recommended Preparation: FASH 100 or basic sewing skills
Designed for men and women who wish to learn construction, selection and alteration of men’s clothing. It includes the newest tailoring techniques, selection of proper fabrics, and emphasizes commercial aspects of the tailoring profession. R E 1

FASH 229 1 or 2/5 or 1/1.5 or 3
SEWING ON SERGERS
Recommended Preparation: FASH 100 or basic sewing skills
Includes training on a variety of machines: 5, 4, 3 and 2 thread sergers, the blind hemmer, computerized machines and the upholstery machines. This equipment is used in sample making, garment construction, garment manufacture, upholstering and other related industries. R E 3

FASH 230 2/1/3
ALTERATIONS AND FITTING
Recommended Preparation: FASH 100 or basic sewing skills
Included are basic procedures involved in altering a ready-made garment, fitting patterns and clothing, power sewing machine operation and garment production techniques. R E 3
FASH 231 2/1/3
PROFESSIONAL ALTERNATIONS AND PANTS FITTING
Recommended Preparation: FASH 100 or basic sewing skills
Professional Alterations and Pants Fitting covers techniques relating to alterations, repair, and styling of ready-made garments. Included are alterations and fitting of men’s, women’s, and children’s wear and special analysis of pants design and fitting. Emphasis is on how to alter garments of intricate design, solve difficult fitting problems and conduct a professional alterations business. R E 3

FASH 234 2/1/3
ADVANCED PATTERN AND DESIGN TECHNIQUES
Recommended Preparation: FASH 130
Advanced Pattern and Design Techniques is a course giving instruction in translating original designs into garments. Pattern designs and drapes will be more complex than those in the Flat Pattern and Draping courses. Instruction will be given in industrial pattern and apparel construction. Students will be encouraged to develop their own styles of design and patternmaking. R E 3

FASH 235 2/1/3
DESIGNING FOR THE FASHION INDUSTRY
Recommended Preparation: FASH 130
Designing for the Fashion Industry is a professional course simulating the procedures used in the design department of a garment manufacturer. The student will design in the areas of misses and junior dresses, lingerie, sportswear, active sportswear, after-five and children’s wear. Students will deal with the problems of working ahead of fashion seasons, production costs, saleability and manufacturability of garments. Emphasis also will be placed on polishing the student’s design techniques. R E 3

FASH 236 2/1/2
PATTERN GRADING
Recommended Preparation: FASH 130 or commercial patternmaking
Instruction in developing different clothing pattern sizes through professional grading techniques. R E 2

FASH 238 2/1/3
ADVANCED DRAPING AND FASHION DESIGN
Recommended Preparation: FASH 132
Advanced Draping and Fashion Design is a course which explores the design principles; draping and flat pattern techniques; wardrobe planning and design presented. Business practices and apparel manufacturing employment trends for the designer or consultant who works at home or owns a small design house are reviewed. R E 3

FASH 240 2/1/3
DYE PROCESSES ON FABRICS
Explores a variety of methods used to dye and/or print fabrics suitable for use in clothing and interiors. It covers the traditional procedures used, terminology, equipment, and the various new dyes and techniques on the market. Various topics will be covered including block printing, stenciling, batik, fabric painting, tie-dyeing and direct printing. Methods will be explored to enable professionals and students to design fabrics to suit their garment designs. R E 3

FASH 242 3/2/2
SEWING HOME FURNISHINGS
Recommended Preparation: FASH 100 or basic sewing skills
Covers training in current methods of sewing for the home. Projects would include window treatments such as draperies, curtains, top treatments, tiebacks, and shades, as well as pillows and slipcovers. Also covers the home sewing profession and how to work with clients and commercial and home sewing equipment. R E 3

FASH 243 2/1/3
THE AMERICAN QUILT
Includes designing, creating, constructing, and marketing of American quilts. Emphasizes the professional aspects of producing quilts. Incorporates both traditional and contemporary uses of color, patterns and design. R A 3

FASH 244 2/1/3
CREATING AND MARKETING QUILTED BOUTIQUE ITEMS
Emphasizes the commercial aspects of selling small quilted boutique items. Covers fashion trends, techniques in design, construction, embellishment, production and retailing of quilted products for the consumer market. R A 3

FASH 245 2/1/3
CREATING AND MARKETING FABRIC ART
Provides detailed information about selling Fabric Art in the contemporary fashion and home furnishing industry. Also covers design, creation and the newest construction methods. R A 3

FASH 247 1/1/5
FASHION SHOW PARTICIPATION
Includes planning and participating in a student designed fashion show. Students in this course will show their garments that were made in the clothing construction and/or fashion design classes or will develop staging from knowledge gained from the merchandising and display classes taken during the course of the student’s fashion program. They will work closely with The Fashion Show production class. R E 3

FASH 254 1/5/1
FASHION IN SOUTHERN CALIFORNIA
A course that introduces students to the fashion-industry environment in Southern California. Students will study such vital areas of the California Mart showrooms, the garment district, Rodeo Drive and other fashion boutiques, a mannequin manufacturer, buying offices, fabric converters, designers’ studios and manufacturers’ production facilities. R E 3

FASH 255 3/3/0
FASHION REPORTING
Recommended Preparation: FASH 150
Designed to develop the skills and techniques required in “fashion writing” for use in a variety of media. It includes fashion reports, flyers, fashion show scripts, advertising copywriting, fashion editorial reporting and fashion trend information. R E 3

FASH 256A 2/1/3
FASHION MODELING
Recommended Preparation: FASH 256A
Provides in-depth training in the highly specialized career field of modeling, and preparation for proficiency that is vital to successfully meet the high performance standards required in today’s modeling assignments. Students will be modeling at community sites on a regular basis. R A 3

FASH 256B 2/1/3
FASHION MODELING
Recommended Preparation: FASH 256A
Provides in-depth training in the highly specialized career field of modeling, and preparation for proficiency that is vital to successfully meet the high performance standards required in today’s modeling assignments. Students will be modeling at community sites on a regular basis. R A 3

FASH 260 1/5/1
COMPUTER APPLICATIONS IN FASHION
Recommended Preparation: FASH 150 or prior knowledge and use of computers
An overview of several fashion-related computer programs which will include such software as paint and draw, textile design, a graphic data base of fashion illustrations, computer assisted apparel design and pattern fitting. Word processing, spread sheets and computer presentation will also be used for both fashion merchandising and fashion design students. R E 3
FASH 289
SPECIAL TOPICS: FASHION .5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Fashion. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

FCS 134
CONSUMER BEHAVIOR 3/3/0
A survey of the history of consumerism, and present and future trends. Emphasis is placed on gaining awareness of the many influences on consumer behavior as well as practices that promote harmonious relationships between consumers and business. (Formerly CFR 134)

FCS 140
FASHION IMAGE AND APPAREL SELECTION 3/3/0
Course offers concepts of apparel selection for professional and personal needs based on design, culture, fashion image and life-styles. It includes study of sociological, physiological and psychological aspects of dress. It offers wardrobe analysis, coordination and maintenance, and consumer purchase guidelines. (Formerly CFR 140)

FCS 142
LIFE MANAGEMENT 3/3/0
Application of principles of family resource management to personal and family settings. Decision-making in the management of time, energy, money and other resources to student, work and home situations. The course is designed for both women and men, employed or not, and for single adults or family members, with an investigation of our changing roles and life styles. Practical applications include balancing home, family, work and individual responsibilities, household planning, work simplification, budgeting and management of the home environment. (Formerly CFR 142)

FCS 189
SPECIAL TOPICS: FAMILY AND CONSUMER SCIENCES .5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Fine Arts. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

FCS 189
SPECIAL TOPICS: FAMILY AND CONSUMER SCIENCES .5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Family and Consumer Sciences. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

FCS 189
SPECIAL TOPICS: FAMILY AND CONSUMER SCIENCES .5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Fine Arts. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

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SPECIAL TOPICS: FAMILY AND CONSUMER SCIENCES .5-4/.5-4/.5-9
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**FN 160 NUTRITION WEIGHT MANAGEMENT AND EATING DISORDERS**  
This course covers sound principles of weight management and nutritional concerns of eating disorders. Investigations and evaluations of weight control methods, food fads and fallacies, basic nutritional needs, and recommended lifestyle changes will be emphasized. Current approaches to nutritional care and treatment of eating disorders will be covered. Emphasis will be given to how the professional nutrition and eating disorder counselors utilize this information on the job.

**FN 161 NUTRITION FOR HEALTH OCCUPATIONS**  
This course examines the essential nutrients and the basic dietary guides. Included will be the application of nutrition to the various stages of the family life cycle; nutrition-related health conditions; basic principles of therapeutic nutrition; ethnic influences on diet; and guidelines for evaluating nutrition information as to its validity and application.

**FN 162 NUTRITION AND MEAL PLANNING FOR ONE OR TWO**  
Practical information relating to nutritional needs and ways to achieve maximum nutrition with limited finances, equipment, time, and other related circumstances in a 1 or 2 person household. Emphasis is placed on functions of nutrition and their relationship to good health, use of nutrition labeling and other guides, and application of principles involving nutrient losses and or retention in foods in simplified meal-planning and preparation.

**FN 164 SPORTS NUTRITION**  
Overview of basic nutrition concepts for individuals interested in sports, fitness and health. Emphasis on current nutrition practices related to athletic performance. Covers energy nutrient intakes, hydration, specific activity recommendations and applications. R E 3

**FN 170 FOOD SERVICE ORIENTATION**  
A survey of the history and organization of food services and the education, training and experience required for institutional food service employment. Emphasis is placed on principles and application of food service work simplification.

**FN 171 SANITATION AND SAFETY**  
A study of environmental control and its application to food preparation, personal cleanliness, sanitation in the commercial kitchen and dining room, and the use and care of equipment within food service operations. Emphasis on safety and accident prevention on the job and optimum equipment selection, use and maintenance.

**FN 172 CATERING**  
This course includes preparation of food using advanced principles of catering and food service, estimating and controlling costs and managing resources and buffet service. High standards for preparation and service of a variety of foods will be stressed as well as successful business practices and public relations skills. R E 3

**FN 173 CATERING AND BANQUETS**  
Catering, banquet production; management and service, menu planning, equipment selection, logistics, and advanced presentation techniques of catering and banquet production will be included. On-site, off-premise, and special event planning from the perspective of hospitality, profitability and customer service are emphasized. Also listed as HOSP 173. Credit given in either area, not both. R E 3

**FN 174 PRINCIPLES OF QUANTITY FOOD PREPARATION**  
Primary emphasis will be placed on experience with recommended food production procedures within a quantity food operation. Food receiving, specifications, storage, handling, recipe standardization, quality control and effective use of equipment and time will also be emphasized.

**FN 175 QUANTITY FOOD PREPARATION**  
Primary emphasis will be placed on practical experience within a quantity food operation. Included will be proper use of equipment, organization of work and preparation of foods.

**FN 176 MEXICAN FOODS**  
Survey of Mexico’s many regional cuisines. Specialized techniques, ingredients and equipment featured throughout laboratory activities. A wide variety of experience will also have professional and commercial applications. R E 3

**FN 177 FRENCH CUISINE**  
Recommended Preparation: FN 220  
Focuses on the art of preparing and presenting elegant, classic French cuisine. Emphasis is on broadening one’s knowledge and experience in preparing fine French foods for the culinary industry. R E 2

**FN 178 SPECIAL TOPICS: FOODS AND NUTRITION**  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Foods and Nutrition. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

**FN 179 COUNTRY FRENCH FOODS**  
Covers exploration and preparation of the foods of provincial France. Students will gain practical experience in the planning and preparation of representative Country French specialties and menus. Attention will be given to techniques, methods, and presentation for the catering and restaurant industry. R E 2

**FN 180 ASIAN FOODS**  
This course is an investigation of the many regional cuisines of China, including Szechwan/Hunan, Peking/Mandarin, Cantonese, and Shanghai/Fukien. Practical experience in preparing authentic Chinese dishes is an integral part of the course. Emphasis is on developing professional skills and techniques applicable to the commercial food industry. R E 3

**FN 181 CHINESE FOODS**  
This course is an exploration of the varied cuisines of Asia, covering regional, ethnic, religious, economic, political and geographic influences on food patterns and customs. Emphasis will be placed on practical laboratory experiences with representative foods from each of the cultures. Application of Asian food preparation techniques to commercial ventures and the catering and restaurant industry is included throughout the course. R E 3

**FN 182 MEXICAN FOODS**  
Recommended Preparation: FN 220  
Focuses on the art of preparing and presenting elegant, classic Mexican cuisine. Emphasis is on broadening one’s knowledge and experience in preparing fine Mexican foods for the culinary industry. R E 2
FN 230 2/1/3

VEGETARIAN FOODS

Exploration of vegetarian food preparation and nutrition including health benefits, protein complementary, meal planning and use of specialized ingredients. Laboratory experience with a wide variety of foods will be stressed as well as professional and commercial applications. R E 3

FN 232 2/1/3

LITE CUISINE STRATEGIES

Practical information for establishing ideal weight and maintaining maximum health with laboratory experience in preparing light and nonfat foods. The emphasis will be on learning to identify the less desirable components of foods and learning to modify or substitute them with more healthful choices lower in fat, cholesterol, sodium and sugars. R E 3

FN 236 2/1/3

AMERICAN REGIONAL FOODS

A culinary history and survey of major influences and origins of American foods. Regions covered include the Northeast, Southern, Middle America, Pacific Northwest, Southwest and California. A unique cuisine has been created from the contributions of Native Americans and many immigrant groups. This diverse culinary heritage will be investigated through hands-on preparation of traditional regional foods. R E 3

FN 240 2/1/3

INTRODUCTION TO CULINARY ART

An introduction to the professional field of Culinary Arts. Topics include: career options; menu planning; food purchasing; production management; sanitation and safety; dining room service; and overview of cooking methods. Development of culinary skills through lab applications. R E 3

FN 242 1/.5/1.5

BREAKFASTS, LUNCHES AND GARDE-MANGER

Practical experience in breakfast, lunch and cold food preparation for the culinary professional. Techniques, presentation, and service of identified foods will be explored. Planning and storage methods are covered as well as quality control of products in the pantry area. R E 3

FN 244 2/1/3

PRINCIPLES OF BAKING I

Covers the principles of baking, ingredients and their uses, quick breads, yeast dough products, cakes, cookies, pastry fillings, pies and pie fillings, and baked breakfast items. Careers in baking, sanitation and safety issues, and the nutritional considerations in baking are also covered. R E 3

FN 245 2/1/3

PRINCIPLES OF BAKING II

Recommended Preparation: FN 244
Course places emphasis on advanced pastry work, concepts, skills, techniques and presentation. Production of specialty breads, cakes, sauces and doughs are covered. Advanced decorating techniques are introduced. Instruction is given on nutritional principles applied to baking. Hands-on participation is stressed. R E 3

FN 250 2/2/0

FACILITIES AND EQUIPMENT PLANNING FOR THE CULINARY INDUSTRY

Covers the steps involved in planning a new food service operation and remodeling or making changes to an existing facility. Topics include menu, equipment and facility planning; feasibility studies; budget and purchasing considerations; planning of work areas; equipment selection and arrangement of front of the house and back of the house operating areas for the production and service of high-quality food. R E 3

FN 256 3/3/0

WHAT’S IN FOOD? INTRODUCTION TO FOOD COMPOSITION

An investigation of food composition and nutritional values of foods. Topics include: determination of nutritive values and their presentation on basic labels; factors affecting nutritional content of foods such as agricultural and production methods, processing, ingredients, additives and preservatives; food standards of identity; food grading, utilization of food consumption; information to maximize food choices; and applications for nutrition and foods professionals.

FN 272 1/1/3

FAST FOOD SERVICE

Covers the scope of fast-food operations, as well as growth potential, job categories and skills, and laboratory experience in all phases of this type of food service outlet.

FN 289 .5-4/.5-4/.5-9

SPECIAL TOPICS: FOODS AND NUTRITION

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Foods and Nutrition. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

FR 1 5/5/0

ELEMENTARY FRENCH

Corequisite: FR 999
Recommended Preparation: College level reading ability
This course is designed to develop the fundamentals of communicative competence in colloquial French. The emphasis is on listening, comprehension and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture.

FR 1A 2.5/3/0

INTRODUCTORY ELEMENTARY FRENCH

Corequisite: FR 999
Recommended Preparation: College level reading ability
This course is designed to develop fundamentals of communicative competence in daily spoken French. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. Introductory Elementary French 1A is equivalent to the first half of a regular elementary language course. Upon completion of its continuation, 1B, students may enroll in the second semester of a normally paced language program.
FR 1B 2.5/3/0
CONTINUING ELEMENTARY FRENCH
Prerequisite: FR 1A
Corequisite: FR 999
This course reviews and expands the fundamentals of communicative competence in daily spoken French. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in FR 2.

FR 2 5/5/0
ELEMENTARY FRENCH
Prerequisite: FR 1 or 1A and 1B
Corequisite: FR 999
This course is designed to further the fundamentals of communicative competence in daily spoken French. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester.

FR 2A 2.5/3/0
INTRODUCTION TO BEGINNING FRENCH II
Prerequisite: FR 1
Corequisite: FR 999
This course is designed to further develop the fundamentals of communicating in French, including listening comprehension, reading, and basic conversation. The emphasis is on the comprehension of native spoken and written French. This course expands writing skills and presents additional aspects of French daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competency in understanding, reading, and speaking French. This course parallels the second half of FR 2. FR 2A and FR 2B, when taken together, are equivalent in units and content to FR 2.

FR 2B 2.5/3/0
CONTINUATION OF BEGINNING FRENCH II
Prerequisite: FR 2A
Corequisite: FR 999
This course is designed to further develop the fundamentals of communicating in French, including listening comprehension, reading, and basic conversation. The emphasis is on the comprehension of native spoken and written French. This course expands writing skills and presents additional aspects of French daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competency in understanding, reading, and speaking French. This course parallels the second half of FR 2. FR 2A and FR 2B, when taken together, are equivalent in units and content to FR 2.

FR 3 5/5/0
INTERMEDIATE FRENCH
Prerequisite: FR 2
Corequisite: FR 999
Review of the fundamentals with further study of the French language and culture.

FR 4 5/5/0
INTERMEDIATE FRENCH
Prerequisite: FR 3
Corequisite: FR 999
Concentration in the development of fluency in the skills needed to communicate in French. Further study of cultural topics.

FR 10 3/3/0
INTERMEDIATE CONVERSATIONAL FRENCH
Prerequisite: FR 2
A course designed to develop fluency in French. The emphasis is on both formal and informal expression and conversation in the language. This course may be taken four times for credit. Content may vary. Use of Language Lab recommended. R E 3

FR 20 3/3/0
INTRODUCTION TO FRENCH CIVILIZATION
Prerequisite: FR 2
Emphasizes readings and discussions in French literature, art, and institutions to develop insights into French culture. Use of Language Lab strongly recommended. Conducted in French.

FR 21 3/3/0
INTRODUCTION TO FRENCH LANGUAGE AND CULTURE
Recommended Preparation: College level reading ability
Traces the development of French culture from Roman period to modern times. Conducted in English. No prior study of French language or culture required.

FR 111 3/3/0
FRENCH FOR BUSINESS PURPOSES
Recommended Preparation: FR 1 and 2
French 111 is a course in practical, commercial, technical and business-related French designed for the particular needs of American business students and employees who intend to work, or are already working, in international business. The content of French 111 differs each time it is offered, depending on focus. This course may be taken four times for credit. R E 3

FR 250 1/3/0
PRACTICAL FRENCH
A basic course in French emphasizing conversational skills as applied to everyday situations including business, travel, and related topics. Consideration also given to cultural topics. Assumes no prior knowledge of the language. R E 1

FR 999 .25/0/1
FRENCH LANGUAGE LAB
Corequisite: FR 1, 1A, 1B, 2, 2A, 2B, 3, 4
Requires concurrent enrollment in designated French courses. Enhances and provides practice in skills learned in French language courses. Minimum one hour per week required. R E 3

FL 189 .5-4/.5-4/.5-9
SPECIAL TOPICS: FOREIGN LANGUAGE
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Foreign Language. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

GEOGRAPHY

GEOG 1 3/3/0
PHYSICAL GEOGRAPHY
A study of the basic physical elements of geography, climate, land forms, soils, water and natural vegetation, and their integrated patterns of world distribution.

GEOG 1L 1/0/3
PHYSICAL GEOGRAPHY LABORATORY
Prerequisite: Completion of or concurrent enrollment in GEOG 1
An earth environment laboratory that explains in greater depth the ideas and relationships of Introductory Physical Geography. Stresses the scientific method in interpreting earth-sun relations, time, earth representation through globes and maps, weather (temperature, moisture, pressure and winds), climate, natural vegetation, soils and landform evolution by tectonic forces, erosion and deposition.
GIS 201
Introduction to Geographic Information Systems (GIS)
Provides a theoretical basis for understanding the use of Geographic Information Systems (GIS) and its place in analysis and decision making. Course work is based on the mapping and spatial analysis capabilities of software such as ArcView. Students will learn the skills needed to assimilate data from various sources and produce requisite reports. Laboratory exercises will allow students from various disciplines to explore use of GIS in their fields.

GIS 202
Intermediate Geographic Information Systems (GIS)
Prerequisite: GIS 201
Covers hardware and software considerations, raster and vector modeling, intermediate map analysis sources of digital data and the appropriate implementations of a GIS. A software program such as ArcView 3.0 will be utilized throughout the course laboratory sections. Students will gain intermediate skills needed to implement a GIS.

GIS 203
Geographic Information Systems: Advanced Vector and Raster
Prerequisite: GIS 202
Introduces students to advanced topics, techniques and analysis in Geographic Information System (GIS). Students will retrieve and apply data in their chosen business or academic area of interest.

GIS 204
Geographic Information System: Advanced Applications-Internship and Fieldwork
Prerequisite: GIS 203
Corequisite: CWE 168/169
Internships and fieldwork comprise a significant portion of the students’ work in this Geographic Information Systems course (GIS). Students will participate in selected internship opportunities and field applications of GIS.

GEOLOGY

GEOL 1
Introduction to Physical Geology
Introduction to the principles of geology and the methods of studying the earth. Consideration is given to the materials of the earth's crust, processes of mountain building and volcanism, plate tectonics, sculpturing of the earth's surface, evaluation of natural resources and the implications of geology to society with the aim of stimulating the student's interest in geological aspects of the environment in which he will spend his life. Includes laboratory exercises in identification of the common minerals, and interpretation of aerial photographs, topographic and geologic maps. Field trips may be required to fulfill the objectives of this course.

GEOL 2
Historical Geology
Recommended Preparation: GEOL 1 or 20
A study of the physical and biological aspects of the evolution of the earth. The history and origin of the earth continents, oceans and atmosphere; origin and evolution of life; global tectonics; methods and concepts utilized in deciphering the geologic records. Field trips may be required to fulfill the objectives of this course.

GEOL 3
Geology of California
Recommended Preparation: GEOL 1 or 20
A study of California's geologic provinces and their direct affect on the human history of the state. How the San Andreas Fault system, other earthquake faults, volcanoes, mountain ranges, glacial valleys, and other geological features relate to and influence our life in this state. How our energy resources and recreation are directly related to the geology of this state. Field trips may be required to fulfill the objectives of this course.

GEOL 5
Marine Geology
Recommended Preparation: GEOL 1 or 20, or MS 20
Students will study the geological aspects of oceanography. Topics will include the geology of the ocean basins and continental margins, with emphasis on their formation, evolution, morphology, sediments and resources. Attention will be given to laboratory and field techniques. Field trips will be required.
Introduction to Financial Planning

GEOL 23
ENVIRONMENTAL GEOLOGY
How the earth affects man and man affects the earth. Includes environmental studies into the problems related to earthquakes, volcanism, floods, landslides, the shoreline, energy resources and pollution. Principles of sound planning for human use of the planet earth. Field trips may be required to fulfill the objectives of this course. Also listed as ENV 23. Credit to be given in either area not both.

GEOL 110
GEOLOGY OF THE NATIONAL PARKS
A lecture and laboratory field course is offered to study the origin, evolution and geology of National Parks and Monuments of the Western United States. Thematic emphasis, course content and National Parks to be visited will vary. Students in geology and earth sciences are encouraged to enroll.

GEOL 172, A, B
GEOL 174
GEOL 176, A, B
GEOL 177, A, B
GEOL 179, A
GEOL 180, A, B
GEOL 181, A
GEOL 182, A,
GEOL 183, A, B

GEOL FIELD STUDIES: PENINSULAR RANGES
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Peninsular Ranges and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: KINGS CANYON-SEQUOIA
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Kings Canyon-SEQUOIA Parks and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: POINT REYES NATIONAL SEASHORE
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Point Reyes National Seashore and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: COAST RANGE-MORRO BAY
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Coast Range-Morro Bay and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: ANZA-BORREGO DESERT
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Anza-Borrego Desert and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: NATIONAL PARKS AND MONUMENTS WESTERN UNITED STATES
A lecture and laboratory field course is offered to study the origin, evolution and geology of National Parks and Monuments of the Western United States. Thematic emphasis, course content and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: DEATH VALLEY
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Death Valley National Park and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: EASTERN SIERRA REGION
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Eastern Sierra-Owen's Valley and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: SAN ANDREAS FAULT
A lecture and laboratory field course is offered to study the origin, evolution and geology of the San Andreas-Transverse Range and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: GRAND CANYON
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Grand Canyon and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: MOJAVE DESERT
A lecture and laboratory field course is offered to study the origin, evolution and geology of the Mojave Desert and adjacent areas. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: NATIONAL PARKS
A lecture and laboratory field course is offered to study the origin, evolution and geology of National Parks and Monuments Western United States. Thematic emphasis, course content and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL FIELD STUDIES: JOHN DAY VALENCY
A lecture and laboratory field course is offered to study the origin, evolution and geology of the John Day Valley and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.
GER 1 ELEMENTARY GERMAN
Corequisite: GER 999
Recommended Preparation: College level reading ability
This course is designed to develop the fundamentals of communicative competence in colloquial German. The emphasis is on listening, comprehension and conversational skills. Early reading and writing skills are introduced as well as fundamental aspects of culture.

GER 1A INTRODUCTORY ELEMENTARY GERMAN
Corequisite: GER 999
Recommended Preparation: College level reading ability
This course is designed to develop fundamental aspects of culture. Introductory Elementary German 1A is equivalent to the first half of a regular elementary language course. Upon completion of its continuation, 1B, students may enroll in the second semester of a normally paced language program.

GER 1B CONTINUING ELEMENTARY GERMAN
Prerequisite: GER 1A
Corequisite: GER 999
This course reviews and expands the fundamentals of communicative competence in daily spoken German. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. 1B is equivalent to the second half of a regular elementary language course. Upon completion, the students may enroll in German 2.

GER 2 ELEMENTARY GERMAN
Prerequisite: GER 1 or 1A and 1B
Corequisite: GER 999
This course is designed to further the fundamentals of communicative competence in daily spoken German. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester, throughout the course, the role of grammar is secondary to that of acquiring basic competency in understanding, reading, and speaking German. This course parallels the first half of GER 2.

GER 2A INTRODUCTION TO BEGINNING GERMAN II
Prerequisite: GER 1
Corequisite: GER 999
This course is designed to further develop the fundamentals of communicative competence in daily spoken German. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester. The emphasis is on understanding, reading, and informal expression and conversation in the language. This course may be taken four times for credit. Content may vary. Use of Language Lab recommended. R E 3

GER 2B CONTINUATION OF BEGINNING GERMAN II
Prerequisite: GER 2A
Corequisite: GER 999
This course is designed to further develop the fundamentals of communicating in German, including listening comprehension, reading, and basic conversation. The emphasis is on the comprehension of written German. This course expands writing skills and presents additional aspects of German daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competency in understanding, reading, and speaking German. This course parallels the second half of GER 2.

GER 3 INTERMEDIATE GERMAN
Prerequisite: GER 2
Corequisite: GER 999
Review of the fundamentals with further study of the German language and culture.

GER 4 INTERMEDIATE GERMAN
Prerequisite: GER 3
Corequisite: GER 999
Concentration in the development of fluency in the skills needed to communicate in German. Further study of cultural topics.

GER 10 INTERMEDIATE CONVERSATIONAL GERMAN
Prerequisite: GER 2
A course designed to develop fluency in German. The emphasis is on both formal and informal expression and conversation in the language. This course may be taken four times for credit. Content may vary. Use of Language Lab recommended. R E 3

GER 21 INTRODUCTION TO GERMAN CULTURE
Recommended Preparation: College level reading ability
German 21 presents the many aspects of German culture; history, philosophy, political ideas, literature, music, science, and customs; and its influence on and contributions to the civilization of America and the world. Conducted in English. No prior study of German language or culture required.

GER 111 GERMAN FOR BUSINESS PURPOSES
Prerequisite: GER 1 and 2
German 111 is a course in practical, commercial, technical and business-related German designed for the particular needs of American business students and employees who intend to work, or are already working in international business. The content of German 111 differs each time it is offered, depending on focus. This course may be taken four times for credit. R E 3

GER 250 PRACTICAL GERMAN
A basic course in German emphasizing conversational skills as applied to everyday situations including business, travel, and related topics. Consideration also given to cultural topics. Assumes no prior knowledge of the language. R E 1
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GER 999
GERMAN LANGUAGE LAB
Corequisite: GER 1, 1A, 1B, 2, 2A, 2B, 3, 4
Requires concurrent enrollment in designated German courses. Enhances and provides practice in skills learned in German language courses. Minimum one hour per week required. R E 3

GERONTOLOGY

GER 101
FUNDAMENTALS OF AGING
This course is a multidisciplinary introduction to aging. Emphasis is placed on the adaptive behaviors of normal aging process. The focus is on physical changes and psychosocial changes such as self-concept, role function, and interdependence, viewing man as a biopsychosocial being. Consideration will be given to financial, environmental, legal, health and socialization needs of the older individual. It will include an investigation of application of basic theory in relationship to current issues involving the older adult. Letter grade only. This course will provide 20 CEU's for Administrators of Residential Care Facilities for the elderly.

GER 110
PSYCHOLOGY OF AGING
This course will examine the psychodynamics of aging as related to human development in the adult years and focus on maturity and old age. Psychological needs and responses of the individual during the aging process will be examined. Emphasis will be placed on the promotion of mental health and optimum development. Mental disturbances that affect the elderly will be introduced. (BRN/LVN CE #00060-24 hours) This course will provide 20 CEU's for Administrators of Residential Care Facilities for the elderly.

GER 115
SOCIOLGY OF AGING
This course examines the changes in social roles and situations that occur as a result of the aging process. Attitudes of society towards aging and the aged will be examined. Examination will be made into changing patterns in family roles and relationships affecting the older adult. (BRN/LVN CE #00060-24 hours) This course will provide 20 CEU's for Administrators of Residential Care Facilities for the elderly.

GERO 120
PHYSIOLOGY OF AGING
This course will explore myths and observable biological/physiological processes in aging and senescence. Emphasis will be placed on methods of assisting older persons in health promotion and maintenance including balanced nutrition and exercise programs. Chronic illness and biological deterioration in the final phases will be approached with an attitude of the value of life and human integrity. (BRN/LVN CE #00060-24 hours) This course will provide 20 CEU's for Administrators of Residential Care Facilities for the elderly.

GERO 145
ACTIVITY LEADERSHIP
This course presents common issues and concerns relative to the increase in leisure time available to the older adult in a work-oriented society. The course will be of interest to students of gerontology and is designed to meet the requirements of the California State Department of Health as outlined in its Curriculum Guide for the 24-hour Activity Leader Course. Students completing this course will be eligible for employment as Activity Director in Skilled Nursing Facilities or Intermediate Care Facilities. (BRN/LVN CE #00060-45 hours) This course will provide 20 CEU's for Administrators of Residential Care Facilities for the elderly.

GERO 201
CAREGIVER TRAINING I
Examines the role of home health care providers and focuses on home health care services, ethics, client rights and documentation. Covers basic medical knowledge including anatomy and physiology. Emphasis placed on infection control and common diseases. Introduces principles of client observation, reporting and recording, communication and psychosocial issues.

GERO 202
CAREGIVER TRAINING II
Examines the role of home health care providers and focuses on personal care, nutrition and special care needs. Examines basic medical knowledge including bladder and bowel care, incontinence, nonsterile dressings and ostomy care. Examines principles of skin care, safety and therapeutic exercise. Emphasis placed on special care skills, rehabilitation, and cleaning and care tasks in the home.

GERO 203
CAREGIVER CLINICAL TRAINING
Recommended Preparation: GER 201 and 202
Provides students with the opportunity to apply caregiving theory and clinical skills in acute care facilities, private duty, board and care homes, and private homes through supervised clinical experience.

GRAPHIC COMMUNICATIONS

GC 151
INTRODUCTION TO GRAPHIC COMMUNICATION
This course is designed to introduce the graphic major as well as the non-major to the broad field of Graphic Communications. Includes experience in design, typesetting, copy preparation, process camera, film assembly, press operations and bindery, as well as hands-on experience in each of the major printing processes including offset lithography, letterpress and screen printing.

GC 152
ADVANCED DESKTOP ELECTRONIC PUBLISHING
Recommended Preparation: GD 147, GC 151
Course provides further information and hands-on training with various word processing, graphics and desktop electronic publishing software, using microcomputers, laser printers and typesetters emphasizing electronic publishing from publishing from concept to camera-ready copy.
GC 153  
DESKTOP MULTIMEDIA PRODUCTION  
Recommended Preparation: GD 147, 190, GC 151  
An introductory course in multipurpose presentation programs for the Macintosh. Techniques using Hypercard and Hyper Media. Techniques provide the means to manipulate pictures, text, diagrams, animation, sound, or live video for presentation purposes.

GC 154  
DESKTOP PRE-PRESS  
Recommended Preparation: GC 101, 102, 180, 151, GD 147  
An introductory course for students interested in the computer and its ability along with image setters to output pre-press information including color separation. Students will study production techniques as they relate to the computer and its output devices.

GC 169  
BINDERY TECHNIQUES  
Recommended Preparation: GC 102  
Designed to train students in the techniques of bindery and job finishing. Techniques include folding, slitting, perforating, die cutting, collating, cutting and binding the printed page. Students will learn the different methods used to bind the printed sheet.

GC 170  
INTRODUCTION TO SCREEN PRINTING  
Recommended Preparation: GC 170  
Principles, basic methods and techniques of preparing hand-cut and photographic stencils, printing techniques, simple color separation, and equipment and materials handling. Care, use and safety precautions in operating and cleaning the silk screen unit. Also listed as ART 170. Credit given in either area, not both.  R E 3

GC 171  
INTRODUCTION TO COMMERCIAL SCREEN PRINTING  
Recommended Preparation: GC 170  
Introduces procedures, concepts and techniques of the commercial aspects of screen printing with an emphasis on quality and production. Includes the use of both hand-cut and photographic film stencils for use in printing onto various substrates. Explores the technologies of meshes, stencils and inks, along with the construction and use of necessary tools and equipment. Students will be instructed in the care, maintenance and safety precautions necessary to operating and maintaining the screen printing unit.

GC 172  
ADVANCED COMMERCIAL SCREEN PRINTING  
Recommended Preparation: GC 171 and 180.  
A course for the student who requires advanced practice in the preparation of stencils, printing techniques, and material acquisition and handling. This course encourages exploration into alternative and innovative processes (i.e., posterization, multicolor registration, halftones, textile printing, decal or dry adhesive printing and heat transfers) in screen printing technology.

GC 180  
PROCESS CAMERA  
Recommended Preparation: GC 101  
This course provides information and hands-on training in the operation of the process camera and other related graphic equipment such as the contact printer, film processors, platemaker, and computer imagery. Units include the various equipment, film and chemistry used in industry as well as the computer imagery and output.  R E 2

GC 189  
SPECIAL TOPICS: GRAPHIC COMMUNICATIONS  
Recommended Preparation: GC 101  
This course is for the advanced student interested in graphic-arts management. A course introducing students to production-planning practices. This course will also be enhanced by actual hands-on experience in the production of district graphics in one of the following four areas: (1) Management, production, and design; (2) Copy preparation and typesetting; (3) camera and stripping; (4) Press and bindery.  R E 3

GC 190  
PRINTING PAPER AND INK  
Recommended Preparation: GC 101  
This course deals with the manufacture and use of printing papers and ink. Included will be sections on correct paper selection and proper application as well as ink mixing and matching. The student will be introduced to ink and paper peculiarities and problems occurring from their improper use.

GC 192  
PRINTING PRODUCTION AND ESTIMATING  
Recommended Preparation: GC 102  
A course introducing students to proper production-planning practices. This course is designed for those students interested in graphic-arts management. An advanced course involving students in the estimating and production of the printed piece.

GC 195  
GRAPHICS PRODUCTION  
Recommended Preparation: GC 102 or 240 or demonstrated proficiency  
This course is for the advanced student who requires actual production experience, additional training in a given area or technical updating to fulfill transfer or career requirements. Student skills will be enhanced by actual hands-on experience in the production of district graphics in one of the following four areas: (1) Management, production, and design; (2) Copy preparation and typesetting; (3) camera and stripping; (4) Press and bindery.  R E 3
Introduction to Financial Planning

ACCT 220 3/3/0

Academy of Art University

DESKTOP GRAPHIC DESIGN

GD 144 HANDLETTERING AND TYPOGRAPHY 3/2/3

Basic principles of various kinds of hand-lettering, illumination and typography. Course includes discussing and practicing type styles and characteristics, construction and development of type styles, familiarization with spacing techniques and relationships and knowledge of tools, including computers and terminology. Also listed as ART 144, credit given in either area, not both.

GD 145 GRAPHIC ILLUSTRATION 3/2/3

Recommended Preparation: ART 40, 80; GD 140

Learn to develop illustration for advertising, graphics and editorial use. Design and apply illustrations with consideration for reproduction requirements. Illustrations will be done in line art, black and white, limited and full color in all mediums. Also listed as ART 145. Credit to be given in either area, not both.

GD 146 CALLIGRAPHY 3/2/3

Introduction to fundamentals of the art of “Beautiful Writing” (calligraphy). Studio work will include assignments in: Chancery Cursive Unical, Roman, Black Gothic Humanist Hand, as well as others. Also listed as ART 146. Credit given in either area, not both.

GD 147 INTRODUCTION TO COMPUTER GRAPHICS 3/2/3

An introductory computer graphics course which covers many aspects of computer-generated art and graphics. The student will use Macintosh computers to assist in creating art and graphics using many different software applicable today for use in graphics. R E 2

GD 148 DESKTOP GRAPHIC DESIGN 3/2/3

Recommended Preparation: GD 140, 147; Macintosh computer understanding; graphic design principles.

An introductory course for students interested in Graphic Design and the computer as used in design. Students are familiarized with the basic principles of the Macintosh computer as it relates specifically to Graphic Design. The course uses a range of software for layout and design.

GD 149 DESKTOP PAINT & ILLUSTRATION 3/2/3

Recommended Preparation: GD 141, 145, 147

An exploration of Macintosh computer-based paint and illustration systems on the Macintosh computer. Software like Superpaint, Pixel Paint and Illustrator are utilized. Work in black and white as well as color. The course is intended for those with experience in art and design.

GD 150 DESKTOP VIDEO AND ANIMATION 3/2/3

Recommended Preparation: GD 141, 147, 149, GC 151

An introduction to Macintosh computer-based presentations of still video graphics and film oriented animation development as it relates to the design industry. Computer-based presentations allow graphic designers and animators to breathe life into storyboards with sound and visual effects. Graphic artists can create digital images for clients on disk.

GD 163 COMMERCIAL ART PRODUCTION 3/2/3

Designed to cover the fundamentals of layout, paste-up and design that will introduce the students to the methodologies and equipment used in the modern commercial art production lab. Techniques traditional and computer-generated paste-up, copy fitting, overlays, separations, use of rubylith, process camera stats, and proofing materials, as well as computer pre-press, are all explored in student projects. Students are involved in hands-on lab work. R E 3

GD 240 GRAPHIC DESIGN B 3/2/3

Recommended Preparation: GD 140

The further study of design concepts to explore organization of visual elements to graphic communication. Studio work will include: layout and production of designed formats (magazine ads, logo, TV storyboard, newspaper) and conceptualization techniques in the graphic design field, as well as portfolio preparation. Also listed as ART 240. Credit given in either area, not both.

GD 241 AIRBRUSH TECHNIQUES 3/2/3

Recommended Preparation: GD/ART 141

Designed to train students in principles of various techniques using the airbrush. Techniques in how to clean, repair, operate, mask and style will be explored in student projects. R E 3

HEALTH

HLTH 1 HEALTH EDUCATION 3/3/0

An investigation into traditional and holistic health topics as they relate to the individual, family, community and society. General topics include stress-reduction techniques, emotional management, sexuality and intimate relationships, nutrition and food awareness, fitness and recreation, aging and dying, narcotics, alcohol and tobacco. Course may be offered by mediated mode of instruction.

HLTH 2 STANDARD FIRST AID 1.5/1.5/0

A course in accident and injury prevention, early medical care, first aid for common injuries and lifesaving skills. Successful completion qualifies a student for the American Red Cross Standard First Aid Certificate.

HLTH 3 WOMEN’S HEALTH ISSUES 3/3/0

An investigation into traditional and holistic-health topics with special emphasis on women’s issues, including sexuality and intimate relationships, reproductive issues and PMS, recreational activities, and fitness concepts, nutrition and food awareness, belief systems and emotional management, relaxation, visualization and stress reduction, aging and dying.

HLTH 104 ADVANCED FIRST AID 1.5/1.5/0

Recommended Preparation: HLTH 2 or Standard First Aid card

A course in accident and injury prevention designed for use by persons who may be responsible for giving emergency care to the sick and injured. Successful completion qualifies a student for the American Red Cross Emergency Response Certificate.

HLTH 105 AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES 1.5/1.5/0

An overview of AIDS and sexually transmitted diseases as related to each of us. General topics include causes, symptoms, risk factors, progression of the disease, and care and treatment. Emphasis will be on the strategies available for prevention. Other topics include psychosocial implications, contraception, community resources, and the relationship of drugs and alcohol to the virus. Also listed as HSC 105. Credit to be given in either area, not both.
## HEALTH SCIENCES

### HSC 101
HEALTH CORE
- Surveys health occupations. Includes medical asepsis, safety, basic medical terminology, professional ethics, legal aspects, systems of health care delivery, and overview of the structure, function and common disorders of the human body. Letter grade only.

### HSC 102
COMPREHENSIVE HEALTH ASSESSMENT
- Prerequisite: N 152 and BIO 12
- Examines theory and practice of health assessment with emphasis on analysis and synthesis of subjective and objective data collected to identify health problems, and to develop client management plans. Explores the health assessment process in the context of health promotion, risk factor identification, and recognition of common abnormalities. (30 hrs BRN/LVN CE credit, BRN #00060)

### HSC 105
AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES
- An overview of AIDS and sexually transmitted diseases. General topics include causes, symptoms, risk factors, progression of the disease, and care and treatment. Emphasis will be on the strategies available for for prevention. Other topics include psychosocial implications, contraception, community resources, and the relationship of drugs and alcohol to the virus. Also listed as HLTH 105. Credit given in either area, not both.

### HSC 172
THE PHYSIOLOGICAL EFFECTS OF ALCOHOL AND DRUGS
- A core requirement for the alcohol and drug-abuse curriculum. The principal thrust of the course is to focus on the effects of alcohol and other drugs on the body—study the physiology of alcohol in two areas: (1) physical effects of alcohol on the body, and (2) the physiological effects of the disease of alcoholism. Also listed as HS 172. Credit given in either area, not both. (BRN-CE #00060-30 hrs.) (LVN-CE 30 hrs.)

### HSC 183
MANAGEMENT TECHNIQUES FOR EATING DISORDERS
- This course is designed for the student who plans to work in a treatment program for clients with eating disorders. Emphasis will be placed on strategies for teaching clients behavioral interventions, methods of calculation of caloric intake, and the relationship of exercise. Part of a paraprofessional educational program. Also listed as HS 183. Credit given in either area, not both. (BRN-CE #00060 30 hrs.) (LVN-CE 30 hrs.)

### HSC 184
MEDICAL ASPECTS OF EATING DISORDERS
- This course identifies classification, epidemiology, etiology and physiology of obesity, anorexia, compulsive eating and bulimia. The contemporary methods of assessment, treatment and complications of obesity, anorexia, compulsive eating and bulimia are to be examined. This course is part of a paraprofessional educational program. Also listed as HS 184. Credit given in either area, not both. (BRN-CE #00060-30 hrs.) (LVN-CE-30 hrs.)

### HSC 189
SPECIAL TOPICS: HEALTH SCIENCE
- The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Health Science. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

### HSC 200
FOREIGN HEALTH CARE SYSTEMS
- Intended for health care personnel to experience and evaluate health facilities, techniques and personnel in foreign countries after comparing them with those in the United States. Learning objectives will be achieved through active participatory experience in individual study and/or group assignments. (Variable hrs BRN/LVN CE credit, BRN #00060) R E 3

### HSC 212
INTRODUCTION TO COMMUNITY HEALTH
- Recommended Preparation: N 151
- Offers beginning student theory and clinical practice in community health. Discusses historical and cultural perspectives of populations served, along with services offered at clinics and the referral process. Students will observe and participate in patient assessment, problem identification and interventions including health teaching and evaluation of treatment. R E 3

### HSC 217
BASIC CARDIAC ARRHYTHMIAS
- Recommended Preparation: N 152
- Emphasizes basic cardiac function, normal and abnormal heart rhythms, causes of arrhythmias and interpretation of monitoring equipment printouts. (30 hrs BRN/LVN CE credit, BRN #00060)

### HSC 218
INTERMEDIATE CARDIAC ARRHYTHMIAS
- Prerequisite: HS 217
- Expands on basic arrhythmia knowledge and identification skills and identifies and analyzes more complex arrhythmias. Emphasis on premature vs. escape rhythms and how both affect cardiac output. Concepts associated with Ashman’s Phenomenon and aberrancies will be dealt with extensively. Explores fixed coupling and action potential curve’s importance to arrhythmia identification and treatment. Explains use of drug therapy to re-establish or maintain normal cardiac output. (30 hrs BRN/LVN CE credit, BRN #00060)

### HSC 220
BASIC LIFE SUPPORT/CPR FOR LAYPERSONS
- Includes a brief review of basic anatomy and physiology of the circulatory and respiratory systems. Emphasizes recognition of symptoms and prevention of heart disease, stroke, and foreign body airway obstruction. Includes demonstration and practice in adult, child, and infant one-rescuer CPR and foreign body airway management. Satisfactory completion of the course will provide American Heart Association Heart-saver course participation card.

### HSC 221
BASIC LIFE SUPPORT/CPR FOR LAYPERSONS RENEWAL
- Prerequisite: American Heart Association Heartsaver course participation card or American Red Cross equivalent Review and update of cardiopulmonary resuscitation principles and procedures for laypersons previously educated in one-rescuer adult, child and infant resuscitation and FBAO management. Satisfactory completion provides American Heart Association Heart-saver course participation card.

### HSC 222
BASIC LIFE SUPPORT/CPR FOR HEALTH CARE PROVIDERS
- Includes a brief review of basic anatomy and physiology of the circulatory and respiratory systems. Emphasizes recognition of symptoms and prevention of coronary disease, cerebrovascular accident, and airway obstruction. Includes demonstration and practice in adult, child and infant one-and two-rescuer CPR and obstructed airway management. Satisfactory completion of course provides American Heart Association Healthcare Provider Basic Life Support course completion card.
HSC 223  .25/.25/0
BASIC LIFE SUPPORT/CPR FOR HEALTH CARE PROVIDERS RENEWAL
Prerequisite: Current American Heart Association Healthcare Provider course completion card or American Red Cross equivalent
Review and update of cardiopulmonary resuscitation principles and procedures for health care providers previously educated in one-and two-rescuer adult, child and infant resuscitation and foreign body airway obstruction management. Satisfactory completion of course provides American Heart Association Healthcare Provider course completion card.

HSC 224  .5/.5/0
PEDIATRIC BASIC LIFE SUPPORT/CPR
Designed for laypersons who live or work with infants or children. Includes a brief overview of anatomy and physiology of pediatric respiratory and circulatory systems. Emphasis is placed on safety and accident prevention, minimizing the risks of heart and lung disease, and recognizing the symptoms of heart attack, respiratory and cardiac arrest, and airway obstruction. Includes demonstration and practice in one-rescuer infant and child CPR and infant and child airway obstruction. Satisfactory completion of the course provides American Heart Association Pediatric Basic Life Support course participation card.

HSC 225  .25/.25/0
PEDIATRIC BASIC LIFE SUPPORT/CPR RENEWAL
Prerequisite: Current American Heart Association Healthcare Provider course completion card or current Pediatric BLS course participation card
Review and update of infant and child cardiopulmonary resuscitation principles and procedures for laypersons who live or work with infants and children and have previously been educated in one-rescuer child and infant resuscitation and foreign body airway obstruction management. Satisfactory completion of course provides American Heart Association Pediatric Basic Life Support course participation card.

HSC 226  2/2/0
ADVANCED CARDIAC LIFE SUPPORT
Recommended Preparation: Current BLS Level "C" course completion card or equivalent with American Heart Association Criteria.
An American Heart Association Advanced Cardiac Life Support Certification course for health care providers. Designed for students who want to develop proficiency in the knowledge and skill of advanced emergency cardiac care. Satisfactory completion of the course will provide American Heart Association ACLS course completion card. R E 3

HSC 227  2/2/0
PEDIATRIC ADVANCED LIFE SUPPORT
Recommended Preparation: Current BLS Healthcare Provider course completion card or equivalent with American Heart Association Criteria.
An American Heart Association/University of Iowa Pediatric Advanced Life Support course for health care providers. Designed for students who want to develop proficiency in the knowledge and skill of advanced pediatric resuscitation and emergency care. Satisfactory completion of the course will provide American Heart Association ACLS course completion card. R E 3

HSC 228  1/1/0
DIMENSIONAL ANALYSIS IN PHARMACOLOGY
Basic concepts for problem-solving in administering drugs and solutions. Stresses equivalencies and unit conversions. Letter grade only.

HSC 229  1/1/0
FIRST AID & HEALTH FOR EARLY CHILDHOOD TEACHERS
Overview of health for young children. Also includes instruction in first aid and CPR for early childhood educators who work with young children. R E 3

HSC 240  4/4/0
PHLEBOTOMIST/LABORATORY ASSISTANT PROCEDURES
A basic course in phlebotomy and laboratory assistant procedures designed to give the student knowledge of venipuncture and skin puncture, specimen collection and handling, universal precautions and laboratory safety, and basic medical terminology. A venipuncture certificate will be awarded to students who have successfully completed HSC 240 with a minimum of three (3) venipunctures and three (3) skin punctures during the course of the class under supervision. Subsequent enrollment in CWE 168 after successful completion of HSC 240 will provide the student with 180 hours of clinical training for Phlebotomist.

HSC 242  1.5/1.5/0
BASIC LIFE SUPPORT INSTRUCTOR
Prerequisite: Current American Heart Association Healthcare Provider course completion card or American Red Cross equivalent
Presents teaching/learning strategies, manikin maintenance and decontamination procedures to individuals seeking education as basic cardiac life support instructors. Includes a review of anatomy and physiology of the circulatory and respiratory systems. Satisfactory completion of the course provides American Heart Association BLS/CPR Instructor course completion card. R E 3

HSC 243  .5/.5/0
BASIC LIFE SUPPORT INSTRUCTOR RENEWAL
Prerequisite: Current American Heart Association Basic Life Support Instructor course completion card
Review and update of cardiopulmonary resuscitation principles and foreign body airway obstruction (FBAO) procedures for adults, children and infants. Includes review of teaching/learning strategies, manikin maintenance and decontamination. Satisfactory completion of course provides American Heart Association Basic Life Support Instructor course completion card. R E 3

HSC 252  2/2/0
PRACTICAL COMMUNICATION IN SPANISH FOR HEALTH-CARE PERSONNEL
Recommended Preparation: College-level reading ability
A basic course in Spanish for health care personnel. The emphasis is on both formal and informal basic expression and conversation in the language geared toward medical terminology. Also listed as SPAN 252. Credit to be given in either area, not both. This course may be taken four times for credit. (BRN/LVN-CE 30 hours. BRN #00060) R E 3

HSC 260  1/1/0
COMPUTER APPLICATIONS FOR HEALTH-CARE PERSONNEL
Prepares health science and nursing students to perform patient simulation using micro-computers. Provides orientation to hospital and office based applications, including word processing, data base systems, electronic spreadsheets and hospital information systems. Also listed as MA 260. Credit to be given in either area, not both.
HSC 261 1/1/0 
**STRESS MANAGEMENT IN HEALTH CARE**
Introduces students to stress management techniques for personal and professional use. Students will focus on awareness of personal responses to stressful stimuli in the health care environment. Methods of promoting adaptive responses that facilitate meeting both personal and client needs will be explored. Offered for Credit/No Credit only. R E 3

HSC 263 .25/0/.75 
**SKILLS LAB-BASIC**
Includes demonstration and practice of basic manual skills and procedures necessary for the student at the fundamental level. May be offered as open entry/open exit. This course will be offered for Credit/No Credit only. R E 3

HSC 264 .25/0/.75 
**SKILLS LAB-SPECIALTIES**
Recommended Preparation: N 152
Includes demonstration and practice of the manual skills and procedures necessary for the student at the maternal child health care level. Open entry/open exit. Offered for Credit/No Credit only. R E 3

HSC 265 .25/0/.75 
**SKILLS LAB-ADVANCED**
Recommended Preparation: N 154
Includes demonstration and practice of manual skills and procedures necessary for the student at the advanced medical-surgical level. Open entry/open exit. Offered Credit/No Credit only. R E 3

HSC 266 2/2/0 
**RETRAINING FOR EMPLOYMENT IN HEALTH CARE**
Corequisite: HS 263
Designed to update theory and skills for nurses, paramedics, psychiatric technicians, LVN’s, and students in external programs in nursing. Included are current trends in charting, computer applications, pharmacology, basic and advanced skills review, medication administration, universal precautions, and infection control. Emphasis is on physical assessment, patient management, and critical thinking skills.

HSC 274 2/0/6 
**PRECEPTORSHIP IN CHEMICAL DEPENDENCY NURSING**
Prerequisite: Current RN, LVN or PT license and current CPR certification
Corequisite: HSC 275 or HS 275
Prepares entry level practitioners in chemical dependency nursing. Students will be assigned to work with experienced chemical dependency nurse specialists in local chemical dependency treatment centers (6 hours per week). For licensed RNs, LVNs and LPTs. Course meets preceptorship requirement for certification as Certified Chemical Dependency Nurse (CCDN).
(30 hrs RN/LVN CE credit; BRN #00060)

HSC 285 1/1/0 
**ETHICAL ISSUES/CLIENTS’ RIGHTS**
This course will introduce students to those issues associated with the dignity and worth of the individual human being and the protection of fundamental human rights. Professional ethics, client rights, confidentiality and other material related to the field of addictions will be explored. Also listed as HS 285. Credit given in either area, not both. (BRN-CE #00060 15 hrs.) (LVN-CE 15 hrs.)

HSC 291 5/.5/0 
**MANAGEMENT OF ASSAULTIVE BEHAVIOR**
Created for individuals whose work brings them into close contact with assaultive and violent behaviors. The theory of recognition and prevention of the assaultive crisis will be discussed. The student will also be provided an opportunity to participate in kinetic learning exercises designed to teach professional physical control techniques for use with assaultive individuals. R E 3

**HEBREW**

HEBR 1 5/5/0 
**ELEMENTARY HEBREW**
Recommended Preparation: College level reading ability
This course is designed to develop the fundamentals of communicative competence in daily spoken Hebrew. Emphasis is on listening, comprehension and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture. Use of Language Lab strongly recommended.

HEBR 1A 2.5/3/0 
**INTRODUCTORY ELEMENTARY HEBREW**
Recommended Preparation: College level reading ability
This course is designed to develop fundamentals of communicative competence in daily spoken Hebrew. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. Introductory Elementary Hebrew 1A is equivalent to the first half of a regular elementary language course. Upon completion of its continuation, 1B, students may enroll in the second semester of a normally paced language program. Use of Language Lab strongly recommended.

HEBR 1B 2.5/3/0 
**CONTINUING ELEMENTARY HEBREW**
Prerequisite: HEBR 1A
This course reviews and expands the fundamentals of communicative competence in daily spoken Hebrew. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. Hebrew 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in Hebrew 2. Use of Language Lab strongly recommended.

HEBR 2 5/5/0 
**ELEMENTARY HEBREW**
Prerequisite: HEBR 1
This course is designed to further the fundamentals of communicative competence in daily spoken Hebrew. Although the focus remains on listening, comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester. Use of Language Lab strongly recommended.

HEBR 21 3/3/0 
**INTRODUCTION TO JUDAIC CULTURE**
Recommended Preparation: College level reading ability
Brief overview in English of the history, geography, literature, philosophy, religion, traditions, and political systems and culture of the Jewish people. No prior study of Hebrew language or culture required.

**HISTORY**

HIST 4 3/3/0 
**WORLD CIVILIZATION TO 1648**
A survey of near Eastern, European and non-Western civilizations from prehistoric times to the 17th century. Special emphasis is given to the development of civilization in the Mediterranean World and its expansion into Europe, the Near East, Greece, Rome, the Medieval period, Renaissance and Reformation.
HIST 5  
**WORLD CIVILIZATION SINCE 1648**  
3/3/0  
A survey of the nature of World civilization by considering its development from the 17th century to the present. Major emphasis will be placed on industrialization, nationalism, imperialism, contacts between Western and non-Western cultures and selected problems of the 20th century.

HIST 7  
**SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES TO 1876**  
3/3/0  
Surveys the American experience from the colonial period through the Civil War. Analyzes the relationships between social and economic phenomena. Featured topics include the collision of Native American and European ideas of property; the contributions of Native Americans to US economic development; the impact of laissez-faire ideology on American political thought; the conflict between agrarian and industrial visions of America; the impact of economic change on family structure and class/race relations; slavery and indenture labor systems; the impact of US expansion on Native American population and cultures; immigration; the creation of national economic institutions. Course may be offered by mediated mode of instruction.

HIST 8  
**SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES, 1877 TO THE PRESENT**  
3/3/0  
Surveys the American experience from Reconstruction to the present. Analyzes the relationships between social and economic phenomena. Featured topics include the impact of industrialization on the family, women, children, new immigrants, African-Americans, and Native Americans; the effects on Native Americans of mining, agricultural, military and other policies in the west; unions and working-class consciousness; urbanization; robber barons and capital of industry; the Great Depression; the wartime economy and the military-industrial complex; emergence of the “mixed” economy; theories of political economy. Course may be offered by mediated mode of instruction.

HIST 9  
**DIPLOMATIC HISTORY OF THE UNITED STATES**  
3/3/0  
An historical study of the diplomatic development of the United States from the colonial period to the present. Emphasis on international and diplomatic causes and effects of historical events.

HIST 10  
**THE UNITED STATES IN THE FAR EAST**  
3/3/0  
An in-depth study of the United States’ historical involvement in the Pacific Ocean and the Far East. A detailed study of the early explorations in the Pacific area; the principal social, cultural, and political institutions of Far Eastern countries, past and present relations of the United States in the Far East.

HIST 11  
**PERSPECTIVES OF PEACE STUDIES**  
3/3/0  
A comprehensive study of the social ecology of peace and national security. Describe the problems of seeking peace in a nuclear age; the effects of nuclear weapons on ecosystems as well as on human victims; the interrelationship between weapons technology, national security, arms control and the U.S./Soviet relationship, and the relationship of societal institutions to the quest for peace, and offers avenues for citizen participation in decision-making on peace-related issues. May be offered mediated mode of instruction.

HIST 15  
**THE VIETNAM WAR**  
3/3/0  
A study of the Vietnam War, including an examination of how the United States became involved; how the War was waged, and reactions to the policy in the United States. An analysis of the legacies of the Vietnam conflict will be covered as America confronts world problems today.

HIST 16  
**HISTORY OF THE UNITED STATES TO 1876**  
3/3/0  
History of the United States from its colonial origins through the period of the Reconstruction, cultural, economic, political and social developments as influenced by geographical and cultural expansions and sectional conflicts. Course may be offered by mediated mode of instruction.

HIST 17  
**HISTORY OF THE UNITED STATES SINCE 1876**  
3/3/0  
U.S. History from the Reconstruction period to the present, relating to such areas as Industrial Revolution, reform movements from the Progressives to the New Deal, overseas expansion, collective security in foreign affairs, and foreign and domestic issues since World War II. Course may be offered by mediated mode of instruction.

HIST 19  
**UNITED STATES SINCE 1945**  
3/3/0  
A general survey of the United States and its world relationships since the close of World War II. Special emphasis will be given to the Cold War, American social ferment, political history, the development of the Civil Rights movement, and American foreign policy through the Vietnam War.

HIST 20  
**ETHNIC CULTURE OF THE UNITED STATES**  
3/3/0  
A general view of the sociological, psychological, and historical background of selected ethnic groups in the United States. Also listed as SOC 20. Credit to be given in either area, not both.

HIST 21  
**WOMEN IN UNITED STATES HISTORY**  
3/3/0  
A study of the cultural, social, political, economic and intellectual history of women in the United States. Special emphasis will be given to the impact of industrialization, urbanization, modernization and education on women’s lives.

HIST 22  
**BASIC UNITED STATES HISTORY**  
3/3/0  
Survey of American history and interpretation of institutions from the colonial period to the present, emphasizing 1900 to the present. Students who have completed HIST 16, 17 will receive one unit of credit for HIST 22. Sec 40404

HIST 25  
**HISTORY OF AMERICAN WEST**  
3/3/0  
A survey of historical events from the time of the first exploration of the West, the nature of the Indians who inhabited the West, the process of events which led to the growth of U.S., interest, exploration, settlement and acquisition of this area of North America.

HIST 27  
**LATIN AMERICA: PRE-EUROPEAN TO INDEPENDENT NATIONHOOD**  
3/3/0  
A survey of the heritage of Latin America from a cradle of civilization in the pre-European era to the beginning of nationhood. The course will emphasize the political, economic, cultural and social history of this period. The student will be introduced to pre-European America, the Iberian background, European conquest and dominance, the movements to end European dominance and the creation of Latin America.
HIST 28 3/3/0
LATIN AMERICA: NATIONHOOD TO CONTEMPORARY LATIN AMERICA
A survey of the political, economic, cultural, and social history of Latin America. The course will review the development of Latin American nations since independence from European colonialism. The course will also survey the relationship of Latin American nations with the rest of the world, with special emphasis on relations with nations of the Western hemisphere.

HIST 30 3/3/0
HISTORY OF MEXICO
This course provides a general survey of Mexican history from pre-Columbian to present. The course of study includes the political, social, economic and cultural growth of the Mexican nation. Emphasis is placed on the political development. Course may be offered by mediated mode of instruction.

HIST 31 4/2.35/4.4
MEXICAN CIVILIZATION
A survey of the life and culture of Mexico enabling the student to examine the prehistoric, classical and new civilization periods of Mexico. An examination of artifacts, sculpture, architecture, weaving, painting, ceramics, and historic documents and memorabilia. Class will include orientation period to acquaint student with background and knowledge. Orientation will be followed by travel and study in Mexico. Field trips required.

HIST 32 3/3/0
CALIFORNIA HISTORY
Historical heritage and development of California, emphasis on economic, political and social factors which have influenced development from the time of Spanish settlement and relatively simple agrarian economy to its present complex agricultural-industrial eminence, state and local government.

HIST 33 3/3/0
THE POLITICAL/SOCIAL HISTORY OF THE CHICANAS/OS
Recommended Preparation: SOC 4
This course considers the principle developments in Chicana/o history from the 16th century to the present. Students explore the history of Chicanas/os, and the manner in which the cultural patterns have been retained or redefined by life in the United States. Special emphasis will be given to their migration and settlement of the American Southwest; their interaction with the Anglo newcomers; and the transformation of their society after the Texas Revolution and the U.S.-Mexican War; the role of urbanization and immigration within that transformation; regional variation within the Chicana/o community; and Chicana/o contribution to the development of American society.

HIST 40 3/3/0
ENGLISH HISTORY TO 1688
A survey of English history from the Roman conquest to the Glorious Revolution of 1688. Emphasis is on the Tudor and Stuart monarchs, especially Henry VIII and Elizabeth the Great.

HIST 41 3/3/0
ENGLISH HISTORY SINCE 1688
A survey of English history from the Glorious Revolution to the present with emphasis on the transition from aristocratic government to parliamentary democracy, and the rise and decline of the British Empire.

HIST 60 3/3/0
RUSSIAN HISTORY AND CULTURE
A survey of Russian history from the 10th to the end of the 19th century, with special emphasis on the 19th century and the intellectual currents which would support either peaceful modernization or violent revolution. Because an understanding of Russian historical development is improved by greater awareness of her cultural characteristics, this course also will examine various aspects of Russian culture, religion, customs, literature and art.

HIST 61 3/3/0
HISTORY AND POLITICS OF RUSSIA: SOVIET PERIOD TO THE PRESENT
A survey and evaluation of the Russian Revolution followed by an analysis of the major forces which shaped the Soviet Union’s political, economic, and social systems. Course also includes the fall of the Communist Party and new status of former Soviet republics. Also listed as PS 61 Credit given in either area, not both.

HIST 70 3/3/0
HISTORY OF ASIA TO 1800
A survey of major social, religious, political, economic and cultural traditions of Asia with an emphasis upon India, China, Japan and Southeast Asia.

HIST 71 3/3/0
HISTORY OF ASIA SINCE 1800
A continuation of History of Asia to 1800, with an emphasis upon the problems associated with modernization, adaptation and cultural change since 1800.

HIST 72 3/3/0
HISTORY OF CHINA
A survey of the history of China with emphasis on the 20th century. Social, political, geographic and economic aspects of development will be covered.

HIST 74 3/3/0
ISLAMIC CIVILIZATION TO 1258
A survey of the cultural and political history of the Middle East during the 7th to 13th centuries, Islamic civilization. Islam is unique in being at once a religion, a society, and a political empire. The course looks at the struggles among these three elements. The origins of Shi’ism and other sects relevant to an understanding of the modern Middle East and its peoples will be examined, as well as Islam’s interactions with the West.

HIST 75 3/3/0
INTRODUCTION TO THE CONTEMPORARY MIDDLE EAST
A survey of the major political, economic, religious and social institutions and movements of the Middle East from 1800 to the present, with special emphasis on the problems of developing Middle Eastern nations, the Arab-Israeli conflicts, and the political and economic implications of Middle Eastern oil. Includes a brief introduction to Islamic religious institutions, terrorism and militarism, with special emphasis on the importance of these institutions to the contemporary scene. Also listed as PS 75. Credit to be given in either area, not both.

HIST 80 3/3/0
INTRODUCTION TO CONTEMPORARY AFRICA
A survey of Africa from the tribal period through the colonialization, with emphasis on the period from the 15th century to the present. The contemporary problems of culture, geography, militarism, economics, and ethnicity are examined to give background to the independence movements and eventual emancipation of the African states. Also listed as PS 80. Credit to be given in either area, not both.
**HIST 81**

**AFRICAN AMERICAN HISTORY**

This course will focus on the history of the Africans and their native lands, including the transition made by them to the United States. Emphasis will be placed on the African's experience in America: the African-American or Black Experience. This course will concentrate on the positive contributions of the Afro-American and dispel many of the stereotypes held in regard to them. Included will be discussion of Afro-American leaders from 1619 to the present. This course also will emphasize specific epochs and trends of the African-American experience from the perspectives of the African-Americans. It will cover factors that influenced the changes of attitudes of and toward the African-American.

**HIST 130**

**THE DEAD SEA SCROLLS**

The Dead Sea Scrolls. Designed to acquaint students with the manuscript and archaeological finds at Qumran and their significance today, this course surveys Qumran's geographic setting and the manuscript discoveries. Briefly reviews the history of Scrolls scholarship and the recent accessibility of the materials. Attention is given to the languages of the scrolls, materials on which they were written, methods of dating the finds. Identifies, discusses categories of Qumran literature. Covers leading theories of the identity of the Qumran community. Examines the relationship of the Scrolls to the modern Hebrew Bible and the New Testament. Covers current major controversies in Qumran scholarship; provides sources for keeping abreast of it. Honors Program Course. R E 3

**HIST 189**

**SPECIAL TOPICS: HISTORY**

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of History. The course content is thematically in nature and each seminar within the course differs from other offerings in the same course. R E 3

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**HORT 10**

**PLANT MATERIALS-ANNUALS/GROUNDCOVERS**

An introductory course in ornamental plants and identification. Includes ornamentals used as groundcovers, plants, bedding plants, vines and small shrubs. Growth habits and cultural requirements will be studied. Field trips required to fulfill the objectives of this class.

**HORT 11**

**PLANT MATERIALS-TREES AND SHRUBS**

An introductory course in ornamental plants and identification. Includes ornamental trees and shrubs. Growth characteristics and cultural requirements will be studied. Field trips may be required to fulfill the objectives of this class.

**HORT 20**

**INTRODUCTION TO HORTICULTURAL SCIENCE**

An introductory course in ornamental plants and identification. Includes ornamental trees and shrubs. Growth characteristics and cultural requirements will be studied. Field trips may be required to fulfill the objectives of this class.

**HORT 29**

**ORNAMENTAL NATIVE PLANTS**

Studies California native plants suitable for landscape use. Emphasizes the identification of plants, cultural requirements for their use in the landscape, and the ecology of the plants in nature. Special attention will be placed on solving landscape problems using native (and other drought-tolerant) plants. R E 1

**HORT 106**

**LANDSCAPE CADD**

Recommended Preparation: HORT 130

Introduction to the use of computer-aided drawing and drafting (CADD) applications in landscape design; covers applications in computer mapping and graphics, planting design and landscape development according to industry standards. R E 3

**HORT 107**

**INTRODUCTION TO LANDSCAPE DESIGN**

Fundamentals of landscape design as applied to residential landscape projects, study of materials used in landscape development, site analysis, problems of design, fundamentals of plant selection, and introduction to graphic presentations. Field trips may be required to fulfill the objectives of this course.

**HORT 109**

**INTRODUCTION TO PLANTING DESIGN**

3/3/0

This course is an introduction to the elements and principles of planting design. Emphasis is given to organizing and applying plant material to design problems, using accepted ecological, functional and aesthetic standards. Field trips may be required to fulfill objectives of this course.

**HORT 112**

**PLANT PROPAGATION**

3/3/0

Theory and practices of plant propagation, including seeds, cuttings, division, tissue culture, layering, budding and grafting. Study will include propagation structures, plant growth regulators and environmental factors regulating plant growth and development.

**HORT 113**

**SOILS AND FERTILIZERS**

3/3/0

An introductory course in soils and fertilizers. Soil development, texture, aeration, cation exchange and other physical and chemical properties will be studied. Attention to the characteristics, uses, and methods of application of fertilizers and soil amendments in practical applications will constitute a large section of this course.

**HORT 115**

**HISTORY OF LANDSCAPE DESIGN**

3/3/0

A study of landscape design from its beginnings to the present emphasizing the period after 1400 including Italian French Renaissance, English natural period, Oriental gardens to the development of American gardens. Field trips may be required to fulfill the objectives of this course.

**HORT 116**

**IRRIGATION SYSTEMS**

3/3/0

An introductory irrigation-systems course with emphasis on landscape, nursery and greenhouse system design, installation, maintenance and repair. Field trips may be required.

**HORT 120**

**INTEGRATED PEST MANAGEMENT**

4/3/2

Recognition and environmentally acceptable control of pests in landscape, nursery, structures, and the home. Such pests include insects, spider mites, weeds, fungi, bacteria, viruses, nematodes and vertebrates.

**HORT 130**

**HARDSCAPE AND CONSTRUCTION MATERIALS**

3/3/0

This course introduces students to the materials used in the development of ornamental hardscapes in the field of landscape design. These materials include soils, stone, wood, brick, paving materials, fencing, plastics and drainage materials. Design considerations in the use of these materials and the laws and regulations that apply are also covered.
### Human Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Offered</th>
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<tbody>
<tr>
<td>HD 101</td>
<td>Observations of Young Children</td>
<td>3/3/0</td>
<td>R E 3</td>
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<tr>
<td>HD 103</td>
<td>Family Development</td>
<td>3/3/0</td>
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<tr>
<td>HD 104</td>
<td>Infant and Toddler Development</td>
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<td>HD 105</td>
<td>Infant Toddler Programs</td>
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<tr>
<td>HD 106</td>
<td>Teaching Culturally Diverse Children</td>
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#### HOSPITALITY

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<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HOSP 100</td>
<td>Introduction to Hospitality and Tourism Industry</td>
<td>3/3/0</td>
<td>R E 2</td>
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<tr>
<td>HOSP 173</td>
<td>Catering and Banquets</td>
<td>2/1/3</td>
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#### WEED IDENTIFICATION

A series on the common weeds found in Southern California, their growth pattern identification and how to control them.

#### NATIVE ORNAMENTAL PLANTS/MORRO BAY

A lecture and laboratory field course studying native plants within Morro Bay and adjacent areas that can be used in residential and commercial landscapes. The course will emphasize plant identification, propagation, disease and pest control, plant form, type, tolerance, soil preference, nutrition, planting and pruning methods.

#### SPECIAL TOPICS: HORTICULTURE AND LANDSCAPE

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Horticulture and Landscape. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course.

#### BEGINNING FLORAL DESIGN

An introduction to the vocational skills and principles necessary for the care and handling of fresh flowers, greens and plants in floristry. Detailed instruction and demonstrations of arrangements, corsages and holiday designs will be given along with individual design time for the execution of take home projects.

#### ADVANCED FLORAL DESIGN

Recommended Preparation: HORT 208

Advanced techniques in design and composition of floral arranging for the vocational floral student. Emphasis is placed more on complicated lines (Western, European and eastern), bridal work and party work. Retailing practices, pricing techniques and field trips will be included. Detailed instruction and demonstration of arrangements will be followed by individual design time for execution of take-home projects. HORT 209 may be repeated twice.

#### HOSPITALITY

#### INTRODUCTION TO HOSPITALITY AND TOURISM INDUSTRY

Designed to introduce students to the hospitality industry, including careers in the restaurant, food service, hotel, travel and leisure fields. Overview of the historical development, trends, and future prospects in the industry. Emphasis on career opportunities, planning, and requirements.

#### CATERING AND BANQUETS

Covers catering and banquet production, management and service. Menu planning, equipment selection, logistics and advanced presentation techniques of catering and banquet production will be included. On-site, off-premise, and special event planning from the perspective of hospitality, profitability and customer service are emphasized. Also listed as FN 173. Credit given in either area, not both.

#### PRINCIPLES AND PROGRAMS FOR YOUNG CHILDREN

An introduction to early childhood studies’ programs. Emphasis will be on programs for the child from infancy to 8. Included will be types, objectives, philosophy, history, trends, the importance and responsibilities of the staff, the laws and recommendations under which early childhood programs must operate. Observations of early childhood programs will be required. (DS 3)

#### EXCEPTIONAL CHILDREN

An introduction to special education. This course offers a survey and study of various characteristics of exceptional children. Ranging from the gifted and talented child to the severely retarded, this course will facilitate a better understanding of children with special needs. Also listed as SE 112. Credit given in either area, not both.

#### OCCUPATIONAL FLORAL DESIGN

Course of short seminars designed to provide students with the latest ideas in the field of horticulture and landscape. This course will emphasize plant identification, propagation, disease and pest control, plant form, type, tolerance, soil preference, nutrition, planting and pruning methods.

#### TO 3

Requirements.

#### R 195

Career opportunities, planning, and historical development, trends, and future prospects in the industry. Emphasis on career opportunities, planning, and requirements.
**HD 155: THE GIFTED AND TALENTED CHILD**

This course will explore ways parents, teachers, and other professionals can work more effectively with gifted children. Intellectual, creative, social and emotional areas of giftedness will be studied. Emphasis will be on identifying gifted children, their characteristics and guidance needs. The gifted underachiever, culturally diverse, pre-school gifted and those with leadership potential will also be studied. Also listed as SE 155. Credit to be given in either area, not both.

**HD 160: CURRICULUM IN EARLY CHILDHOOD PROGRAMS**

Prerequisite: HD 101, 131, 145, 150

Designing a curriculum that fosters the child's competence in all areas of development. The approach to curriculum will be developmentally based aimed at fostering creativity, emotional health, social relationships, and cognitive skills. Topics covered will include planning, setting objectives, implementing and evaluating curricula, as well as observing and assessing the child. (DS-3)

**HD 170: INTRODUCTION TO PERCEPTUAL-MOTOR DEVELOPMENT**

A survey of perceptual motor skills, the sensory systems and the abilities of children and how they relate to the development of the self-concept and academic readiness. This course will explore movement education, visual and auditory perception, and teaching through sensory motor experiences. Students will participate in designing a program in movement education. Also listed as SE 170. Credit to be given in either area, not both.

**HD 181: PRACTICUM/FIELD WORK (EARLY CHILDHOOD)**

Prerequisite: HD 160 or concurrent enrollment in HD 160

Corequisite: CWE 168/169

This course provides supervised experience and discussion of experiences in selected early childhood programs in a National Association for Education of Young Children accredited Children's Center. Experiences include involvement in all areas, such as creating the environment, preparing materials, program planning and implementation, curriculum design and other areas relating to the teaching of young children. (DS-3)

**HD 189: SPECIAL TOPICS HUMAN DEVELOPMENT**

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Human Development. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

**HD 190: ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN--PROGRAM**

Prerequisite: HD 110, PSYC 7, SOC 15

A course designed to prepare administrators of schools for young children. Emphasis on human relations, responsibilities of the director, planning, personnel, staff development, operating the children’s program, parent’s program and interacting with the community (including public relations). (DS-6)

**HD 191: ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN-MANAGEMENT**

Prerequisite: HD 110, PSYC 7, SOC 15

A course designed to prepare administrators of schools for young children. Emphasis is on preliminary steps: start-up, licensing requirements, operational and on-going costs, recordkeeping, managerial decision-making, time management, legal issues, regulations and requirements. (DS-6)

**HD 200: PARENT EDUCATION**

This course is designed for parent and child (ages three to five) to interact in learning situations for both. Parents will enhance their parental competence as they gain an awareness of their child’s development and needs. Involvement in the child’s world will provide situations for observation, enjoyment and assessment of this parental and teaching role as well as their child’s growth rate and needs. Adult discussions will provide opportunities to view child rearing problems and enjoyment. R E 3

**HD 233: MUSIC AND MOVEMENT IN EDUCATION**

An extensive survey of techniques used to integrate music and movement into the learning setting to meet the objectives of school-age curriculum.

**HD 265: PROGRAM DEVELOPMENT FOR SCHOOL-AGE CHILDREN**

This course presents an integrated approach for providing programs for school-age child care. Emphasis will be on designing and implementing activities which promote social growth, recreation and academic enrichment.

**HD 281: PRACTICUM/FIELD WORK (INFANT AND TODDLER)**

Prerequisite: HD 105

Corequisite: CWE 168/169

This course provides supervised experience and discussion of experiences in infant and toddler childhood programs in a National Association for the Education of Young Children accredited infant/toddler centers. Experiences include involvement in all areas, such as creating the environment, program planning and implementation, curriculum design and other areas relating to the teaching and care of infants and toddlers. (DS-3)

**HD 282: PRACTICUM/FIELD WORK (SCHOOL-AGE)**

Prerequisite: HD 265

Corequisite: CWE 168/169

This course provides supervised experience and discussion of experiences in selected school-age childhood programs in a National Association for Education of Young Children accredited children's center. Experiences include involvement in all areas, such as creating the environment, preparing materials, program planning and implementation, curriculum design and other areas relating to the teaching of young children. (DS-3)

**HD 289: SPECIAL TOPICS: HUMAN DEVELOPMENT**

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Human Development. The course content is thematic in nature and each seminar differs from other offering in the same course. R E 3
The course will investigate the beginnings of Western culture from the time of Homer (c. 9th century B.C.) through the Roman period. The genesis of the Western conceptions of human nature, political theory, ethical notions, religion and art will be elaborated. The literary forms of Classical antiquity will be surveyed, including the Homeric epic, the Greek tragedy, and the comedy. The themes of the Classical authors will form many of the themes of the course, such as man and nature, man’s rights within society, reason and feeling, scientific knowledge and mystical insight, and the nature and basis of moral values.

This course will identify and study characteristically Medieval and Renaissance ideas and feelings about a variety of important human experiences as represented across a broad spectrum of the fine arts, philosophy and history. Among the themes to be studied are: the supernatural and the natural, the individual and the state, codes of personal conduct (chivalry and courtesy), the quest for new knowledge, the rise of the secular, and the emergence of a pluralistic universe. The transition from medieval to Renaissance consciousness will be emphasized.

This course will identify and study characteristically modern ideas and feelings about a variety of important human experiences as represented across the broad spectrum of the fine arts, philosophy, and history. Among the themes that may be studied are the following: The Enlightenment and the rise of Reason; the decline of the supernatural; the development of physics, biology and psychology and their impact on the modern world; the philosophy of individualism and the rise of the novel; Romanticism and the devaluation of reason; the emergence of an enigmatic universe; and the development of new attitudes toward home, work and the human community.

This course explores the notions of self and the changing faces of human nature as they shape and are shaped by prevailing social systems and cultural patterns across the world. Compares a variety of fictional and historical figures ranging from the Homeric hero to the Confucian aristocrat, from Joan of Arc to Sojourner Truth, in an attempt to shed light on our own struggle to understand who we are—and how we know who we are—in the contemporary scene. Draws upon the perspectives of disciplines such as history, science, philosophy, literature and the arts. Also listed as IDS 1. Credit to be given in either area, not both.

HUM 10B CULTURE, SCIENCE AND SOCIETY II
Recommended Preparation: Admission to the Honors Program
This course will focus on a single topic which may vary from year to year. Continues to explore cultural traditions and compare modes of inquiry through a study of major works among several disciplines. Required of all students enrolled in the Honors Program.

HUM 21 THE SEARCH FOR MEANING: IDEAS OF SELF ACROSS CULTURES
Recommended Preparation: Eligibility for ENG 1A
This course explores the notions of self and the changing faces of human nature as they shape and are shaped by prevailing social systems and cultural patterns across the world. Compares a variety of fictional and historical figures ranging from the Homeric hero to the Confucian aristocrat, from Joan of Arc to Sojourner Truth, in an attempt to shed light on our own struggle to understand who we are—and how we know who we are—in the contemporary scene. Draws upon the perspectives of disciplines such as history, science, philosophy, literature and the arts. Also listed as IDS 1. Credit to be given in either area, not both.

HUM 25 PLANET EARTH: CONTEMPORARY ISSUES AND CONTROVERSIES
Recommended Preparation: Eligibility for ENG 1A
An examination of connections between religion, science and the arts in the growth of humanity. Views from many academic fields will provide an enriched perspective of the transition from prehistoric and primitive cultures to the expanded horizons of the 20th century knowledge and belief. Significant concepts, themes and individuals are chosen to represent changing times and places. Also listed as IDS 2. Credit to be given in either area, not both.
HUM 101
INTRODUCTION TO THE CULTURE OF ORANGE COUNTY
Recommended Preparation: Eligibility for ENG 1A
This course provides an introduction to the study of fiction, film, drama, the arts, music and history by focusing on works by Orange Countians or works concerned with Orange County. This course may be team taught. Also listed as IDS 101. Credit to be given in either area, not both.

HUM 189
SPECIAL TOPICS HUMANITIES
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of humanities. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

HUMAN SERVICES

HS 37
INTRODUCTION TO CRIMINOLOGY
Theories of social, cultural, genetic, psychological economic and political causative factors related to crime are covered. Emphasis is placed on the origin of laws, the organization and functions of the criminal justice system, the impact of law and the role of law to prevent future criminal behaviors. Focus is placed on the most relevant crime(s) within our culture and the related effects of social change. (Formerly HS 115.)

HS 100
HUMAN SERVICES IN A CHANGING SOCIETY
History, philosophy and development of thought in the field of social services in the context of an ever changing society. Designed to identify and analyze the relationship of primary helping services to societal issues in urban and rural America. Examines the impact of population changes on the delivery of human services.

HS 110
FIELD INSTRUCTION AND SEMINAR I
Recommended Preparation: HS 100
This course provides the field instruction experience where students are placed in various agencies and organizations to learn through supervised participation the work of the agency. This semester will emphasize: student growth in self-awareness and self-esteem, interviewing skills, connections and interrelations with other core courses, and introduction to agency and client systems.

HS 119
INTRODUCTION TO CRIMINAL JUSTICE SYSTEM
The purpose of this course is to give the students a broad overview of the American criminal justice system. It deals with the examination of criminals, victims and the society in which they live. Emphasis is given to the criminal justice process, law enforcement, adjudication, post-conviction strategies and juvenile justice. This course also examines the entire spectrum of criminal justice and its components, from crime causation and police involvement, to the trial process and corrections.

HS 120
HUMAN DEVELOPMENT IN THE SOCIAL ENVIRONMENT
This course is an analysis of the developmental behaviors associated with each stage in human development and the way the social environment impedes or helps this development. Examples of disruptive influences on human development and the way human service occupations develop systems and services to minimize these disruptive influences.

HS 127
ALCOHOLISM AND THE LAW/TRAINING THE TRAINER
This course will serve as an introduction to the field of "Driving While Under the Influence" (D.U.I.) programs. The student will be introduced to the effects of alcohol and other drugs on the driver and the driving task. The course is designed to demonstrate the need for D.U.I. programs as intervention strategies.

HS 128
COMMUNITY-BASED CORRECTIONS
This course is a highly interactive exploration of the knowledge, skills and relationships which constitute front-line work in community-based corrections, halfway houses, parole and probation supervision, diversion, youth advocacy and community programs. The student will acquire pertinent working knowledge of systems operating at the local and state level with regard to community-based programs and how to design and operate them.

HS 130
SPECIAL POPULATION ISSUES
Identifies the special problems, issues and concerns of modern living to which helping professionals address themselves. Specifies the value base on which human service programs are built and offers a beginning look at the historical issues involved in the intracultural socialization process. The focus will be on the social psychological dynamics of special population groups.

HS 140
GROUP LEADERSHIP AND GROUP PROCESS
An introduction to the dynamics of groups interaction with emphasis upon the individual's firsthand experience as the group studies itself (under supervision). The factors involved in problems of communication, effective emotional responses and personal growth will be highlighted. The emphasis will be upon group process as a means of changing behavior. Letter grade only.

HS 150
FIELD INSTRUCTION AND SEMINAR II
Recommended Preparation: HS 100
This course provides field experience whereby students apply the values, concepts and skills gained in other core courses to the process of helping others. The major emphases of this course are sharpening of skills, use of self in the helping process, group process, and use of systems and community resources. R E 3

HS 160
INTRODUCTION TO VICTIMOLOGY
This course presents an overview of the problems of victimization, both violent and non-violent. An emphasis is placed on existing resources in the community and career opportunities available in the fields of victim services such as counseling crime victims, victim compensation, restitution, mediation and support staff to the criminal justice system.

HS 170
DRUGS AND ALCOHOL IN OUR SOCIETY
An introductory course for persons interested in any area of human services who wish to increase their knowledge of substance abuse (including alcohol) in our society. This course will cover various theories of substance abuse and alcoholism, identification signs and symptomatology. Treatment resources will be examined and "myths" of use will be dispelled. Students will learn a pragmatic approach to working with the "using" population. (BRN-CE #00060-30 hrs.) (LVN-CE-30 hrs.)
INTERVENTION AND REFERRAL TECHNIQUES

The treatment of dependency disorders and recovery from them will be explored from two divergent perspectives: the reformative and the transformative. Current treatment modalities will be compared and contrasted in terms of their view of the individual in the social and clinical context. The class experience itself will serve as an intervention by challenging students to examine their existing ideas about treatment and recovery from dependency disorders. (BRN-CE Credit -30 Hrs. #00060)

HS 172

PHYSIOLOGICAL EFFECTS OF ALCOHOL AND DRUGS

This is a core requirement for the alcohol and drug abuse curriculum. The principal thrust of this course is to focus on the effects of alcohol and other drugs on the body--to study the physiology of alcohol on two areas: (1) physical effects of alcohol on the body; and (2) the physiological effects of the disease of alcoholism. Also listed as HSC 172. Credit to be given in either area, not both. (BRN #00060-30 hrs.) (LVN-CE 30 hrs.)

HS 173

FAMILY COUNSELING: APPROACHES TO ALCOHOL PROBLEMS/DRUG ABUSE

A course designed to explore methods of assisting significant others (family, employer, etc.) lives of alcoholics and drug addicts. The approach will be to analyze and examine the ideas and dynamics of those relationships and to develop practice strategies for the worker who counsels these persons. The approach will be highly experiential in format and students will participate in exercises that will lead to the development of these skills (BRN-CE #00060-30 hrs.) (LVN-CE 30 hrs.)

HS 174

INTERVENTION AND REFERRAL TECHNIQUES

Recommended Preparation: HS 170

Intervention and referral techniques are designed to familiarize the student with strategies for intervention in crisis situations. The coursework will provide a framework whereby the student may apply what he/she has learned to a wide variety of situations. Students will also learn referral and networking techniques. Opportunities will be provided for students to learn from and meet with other community mental health professionals.

HS 175

SUBSTANCE ABUSE EDUCATION, PREVENTION AND INTERVENTION

Reviews the history, theories, models and state-of-the-art approaches to substance abuse education, prevention and intervention. Provides experiential learning which will enable the students to explore and examine their own values and behaviors as they relate to the use and abuse of alcohol, drugs, eating disorders and compulsive gambling. Public policies, media/information dissemination, ethnic and cultural specific approaches, environmental risk reduction and healthy alternatives to substance abuse will be presented and discussed.

HS 180

PROGRAM MANAGEMENT TECHNIQUES WITH HUMAN SERVICES

An introductory course intended for individuals involved in human services and considering a career extending into management. The course will cover the general management concerns of program funding, planning, cash management, human resources, accountability and community relations. Also listed as BUS 180. Credit to be given in either area, not both.

HS 181

INTRODUCTION TO EATING DISORDERS

This course will introduce students to the history, symptomatology and treatment of anorexia nervosa, bulimia and compulsive overeating. Other related areas covered include women's issues, cultural differences, societal attitudes, the addiction cycle and sexual abuse. The biological, psychoanalytic, behavioral and other theoretical perspectives will be examined. Also presented are various referral sources and current availability in the field. This course is part of a paraprofessional educational program.

HS 182

SUBSTANCE ABUSE: ADOLESCENT TREATMENT & RECOVERY

A course designed to explore current adolescent substance abuse treatment and recovery strategies. Emphasis will be placed on physical, mental, psychological, emotional and social growth issues as they relate to the abuse of drugs, eating disorders and other addictions.

HS 183

MANAGEMENT TECHNIQUES FOR EATING DISORDERS

This course is designed for the student who plans to work in a treatment program for clients with eating disorders. Emphasis will be placed on strategies for teaching clients behavioral interventions, methods of calculation of caloric intake, and the relationship of exercise. Part of a paraprofessional educational program. Also listed as HSC 183. Credit given in either area, not both. (BRN-CE #00060-30 hrs.) (LVN-CE 30 hrs.)

HS 184

MEDICAL ASPECTS OF EATING DISORDERS

This course identifies classification, epidemiology, etiology and physiology of obesity, anorexia, compulsive eating and bulimia. The contemporary methods of assessment treatment and complications of obesity, anorexia, compulsive eating and bulimia are to be examined. This course is part of a paraprofessional educational program. Also listed as HSC 184. Credit given in either area, not both. (BRN-CE #00060-30 hrs.) (LVN-CE 30 hrs.)

HS 185

THE BACKGROUND AND TREATMENT OF EATING DISORDERS

This course addresses assessment and diagnosis, functional treatment modalities across settings (inpatient/outpatient) and the use of community support systems for eating disorders. The student will be presented with information from which he/she can establish a philosophy for eating disorders treatment that will be applied in classroom role playing. The end goal will be understanding the person behind the eating disorder and providing quality treatment.

HS 189

SPECIAL TOPICS: HUMAN SERVICES

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Human Services. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

HS 190

INTRODUCTION TO THE HEALTH CARE MARKETPLACE

Explores origins of managed care and employee assistance programs and examines effectiveness of both systems. In addition, introduces students to networking, resource development and entrepreneurship with focus on behavioral and chemical dependency health care.
HS 191  VIOLENCE IN THE FAMILY
3/3/0
The history and development of the dysfunctional family in contemporary society. The family will be looked at in a historical, sociological, psychological and legal perspective. Emphasis will be placed on specific types of family violence with time given to intervention techniques. The course will help students understand family dynamics as well as identify possible referral sources in the Saddleback Valley area. (BRN-CE #00000-30 hrs.) (LVN-CE-30 hrs.)

HS 210 CLIENT RECORD DOCUMENTATION
1/1/0
This course introduces students to the required components of the client’s clinical record. Emphasis is on social history taking and written treatment plans to be used as dynamic tools in the therapeutic process.

HS 250 GANGS, GRAFFITI AND VICTIM ISSUES
3/3/0
Centers on gangs and victim issues as they relate to the Criminal Justice System. History, causes, structure behaviors (violence, graffiti, vandalism, drug use), economic and social costs, and prevention issues will be discussed. Various victim issues will include sexual assault, child abuse services, domestic violence, victim reconciliation, prosecution, and treatment and services provided by community service programs of Orange County.

HS 255 MARKETING HEALTH CARE
3/3/0
This course is designed to introduce students to the concept of present day health care marketing. The course will present the complex issues in modern health care delivery including the elements of marketing, the history of behavioral health care marketing, and developing strategies to meet changing health care service needs.

HS 261 CONFLICT RESOLUTION AND MEDIATION TRAINING
1.5/1.5/0
Background, development and methodology of non-violent, non-litigious conflict resolution with emphasis on theory and practice of mediation. State certified course designed to train individuals to be effective in resolving conflicts in family, community, educational and workplace settings.

HS 265 VICTIM ISSUES AND COMMUNITY RESOURCES
3/3/0
Provides students the opportunity to examine current victim issues. Emphasis placed on practical application of victim advocacy in the areas of counseling crime victims, reparation and mediation of victim and offender. Examines all resource agencies available to crime victims including local, county, state and federal.

HS 266 DYSFUNCTIONAL FAMILIES/ACA ISSUES
3/3/0
This course provides students with a working knowledge of the characteristics and emotional effects of growing up in an alcoholic or other dysfunctional family system. The student will learn individual and group facilitating techniques that will assist the recovery process of persons who have grown up in a dysfunctional family system.

HS 285 ETHICAL ISSUES/CLIENTS’ RIGHTS
1/1/0
This course will introduce students to those issues associated with the dignity and worth of the individual human being and the protection of fundamental human rights. Professional ethics, client rights, confidentiality and other material related to the field of addictions will be explored. Also listed as HSC 285. Credit given in either area, not both. (BRN-CE #00000-15 hrs.) (LVN-CE 15 hrs.)

HS 289 SPECIAL TOPICS HUMAN SERVICES
.5-4/.5-4/.5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of human services. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

INDEPENDENT STUDIES

ID 1 1-5/TBA
Prerequisite: Approval of Learning-contract proposal
Independent Study (individual project) may be pursued in any division subject matter through contact with an instructor and the division dean for research, field experience or skill development after completion of the introductory offering in the field of study. Prior to enrollment in independent study, the student and instructor shall prepare an academic written contract (proposal for learning) in cooperation with the division dean to be presented to the Office of Instruction for approval.

1 unit 48 clock hours
2 units 96 clock hours

INTERCOLLEGIATE ATHLETICS

IA 1 VARSITY FOOTBALL-MEN
2/0/10
Prerequisite: Pass physical examination
This course provides an opportunity for students to properly train themselves for participation in Intercollegiate Football-Men. R E 2

IA 2 VARSITY BASKETBALL-MEN
1/0/5
Prerequisite: Pass physical examination
This course provides an opportunity for students to properly train themselves for participation in Intercollegiate Basketball-Men. R E 3

IA 3 VARSITY BASEBALL-MEN
2/0/10
Prerequisite: Pass physical examination
This course provides an opportunity for students to properly train themselves for participation in Intercollegiate Baseball-Men. R E 2

IA 4 VARSITY TRACK-MEN
2/0/10
Prerequisite: Pass physical examination
This course provides an opportunity for students to properly train themselves for participation in Intercollegiate Track-Men. R E 2

IA 5 VARSITY CROSS COUNTRY-MEN
2/0/10
Prerequisite: Pass physical examination
This course provides an opportunity for students to properly train themselves for participation in Intercollegiate Cross Country-Men. R E 2

IA 6 VARSITY GOLF-MEN
2/0/10
Prerequisite: Pass physical examination
Provides an opportunity for students to properly train themselves for participation in Intercollegiate Golf-Men. R E 2
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<tr>
<th>Course Code</th>
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<th>Units</th>
<th>Term</th>
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<tbody>
<tr>
<td>IA 7</td>
<td>Varsity Water Polo-Men</td>
<td></td>
<td>2/0/10</td>
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<tr>
<td>IA 8</td>
<td>Varsity Swimming-Men</td>
<td></td>
<td>2/0/10</td>
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<tr>
<td>IA 9</td>
<td>Varsity Tennis-Men</td>
<td></td>
<td>2/0/10</td>
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<tr>
<td>IA 10</td>
<td>Varsity Volleyball-Women</td>
<td></td>
<td>2/0/10</td>
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<tr>
<td>IA 11</td>
<td>Varsity Softball-Women</td>
<td></td>
<td>2/0/10</td>
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<tr>
<td>IA 12</td>
<td>Varsity Basketball-Women</td>
<td></td>
<td>1/0/5</td>
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<tr>
<td>IA 13</td>
<td>Varsity Tennis-Women</td>
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<td>2/0/10</td>
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<tr>
<td>IA 14</td>
<td>Varsity Swimming-Women</td>
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<td>2/0/10</td>
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<tr>
<td>IA 15</td>
<td>Varsity Track-Women</td>
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<td>2/0/10</td>
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<tr>
<td>IA 16</td>
<td>Varsity Cross Country-Women</td>
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<td>2/0/10</td>
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<tr>
<td>IA 17</td>
<td>Varsity Water Polo-Women</td>
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<td>2/0/10</td>
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**Interdisciplinary Studies**

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>IDS 1</td>
<td>The Search for Meaning: Ideas of Self</td>
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<td>3/3/0</td>
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<tr>
<td></td>
<td>Across Cultures</td>
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<td></td>
<td>Recommended Preparation: Eligibility for</td>
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<td></td>
<td>ENG 1A</td>
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<td></td>
<td>This course explores the notions of self</td>
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<td></td>
<td>and the changing faces of human nature</td>
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<td></td>
<td>as they shape and are shaped by prevailing</td>
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<td></td>
<td>social systems and cultural patterns</td>
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<td></td>
<td>across the world. Compares a variety of</td>
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<td></td>
<td>fictional and historical figures ranging</td>
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<td></td>
<td>from the Homeric hero to the Confucian</td>
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<td></td>
<td>aristocrat, from Joan of Arc to Sojourner</td>
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<td></td>
<td>Truth, in an attempt to shed light on our</td>
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<td></td>
<td>own struggle to understand who we are--and</td>
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<td></td>
<td>how we know who we are--in the</td>
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<td></td>
<td>contemporary scene. Draws upon the</td>
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<td>perspectives of disciplines such as</td>
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<td></td>
<td>history, science, philosophy, literature</td>
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<td></td>
<td>and the arts. May be team-taught.</td>
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<td></td>
<td>Also listed as HUM 21. Credit to be given</td>
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<td>in either area, not both.</td>
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<th>Course Code</th>
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<tbody>
<tr>
<td>IDS 2</td>
<td>Gods, Clocks, and Visions</td>
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<td>Recommended Preparation: Eligibility for</td>
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<td>ENG 1A</td>
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<td></td>
<td>An examination of connections between</td>
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<td>religion, science and the arts in the</td>
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<td>growth of humanity. Views from many</td>
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<td>academic fields will provide an enriched</td>
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<td></td>
<td>perspective of the transition from</td>
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<td>prehistoric and primitive cultures to the</td>
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<td>expanded horizons of 20th-Century</td>
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<td>knowledge and belief. Significant concepts,</td>
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<td>themes and individuals are chosen to</td>
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<td></td>
<td>represent changing times and places.</td>
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<td></td>
<td>Also listed as HUM 22. Credit to be given</td>
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<td>in either area not both.</td>
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<th>Course Code</th>
<th>Title</th>
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<tr>
<td>IDS 3</td>
<td>Introduction to the Culture of Orange</td>
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<td>3/3/0</td>
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<td></td>
<td>County</td>
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<td>Recommended Preparation: Eligibility for</td>
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<td>ENG 1A</td>
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<td></td>
<td>This course provides an introduction to</td>
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<td>the study of fiction, film, drama, the arts,</td>
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<td>music and history by focusing on works by</td>
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<td>Orange Countians or works concerned with</td>
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<td>Orange County. This course may be team</td>
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<td>taught. Also listed as HUM 101. Credit to</td>
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<td></td>
<td>be given in either area, not both.</td>
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<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Term</th>
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<tbody>
<tr>
<td>IDS 189</td>
<td>Special Topics: Interdisciplinary Studies</td>
<td></td>
<td>5.4-5.4-5.9</td>
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<td></td>
<td>The Special Topics course is a grouping</td>
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<td>of short seminars designed to provide</td>
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<td>students with the latest ideas in the</td>
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<td></td>
<td>field of Interdisciplinary Studies. This</td>
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<td>course content is thematic in nature and</td>
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<td>each seminar within the course differs</td>
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<td>from other offerings in the same course</td>
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<td>R E 3</td>
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INTERIOR DESIGN

ID 110  FUNDAMENTALS OF INTERIOR DESIGN
A study of the design elements and principles as related to interior environments. Analysis and critique of floor plans, furniture arrangement, color theory and coordination of color, texture, and pattern for human environments. An overview will be given to the aesthetic and functional assessment of interior furniture, floor, wall, window, illumination and accessory treatments. (ID Regional Program #ID 100)

ID 111  INTERIOR DESIGN STUDIO 1
Recommended Preparation: Completion or concurrent enrollment in ID 110
This studio course is designed to apply concepts and theories presented in the lecture course, Interior Design 110. Fundamentals of Interior Design. It is recommended that this course be taken concurrently with the lecture class. Emphasis is placed on the design process in developing solutions for design projects. (ID Regional Program #ID 105)

ID 112  BEGINNING DRAFTING FOR INTERIORS
Applications of methods and theory used for architectural drawings, including basic graphics and projections for design and working drawings. (ID Regional Program #ID 110)

ID 113  INTERIOR DESIGN CAREERS
A survey of the Interior Design profession, industry, related occupations and work sites. The course will emphasize personal, educational and professional qualifications required for entry into the Interior Design profession. (ID Regional Program #ID 120)

ID 114  APPLIED COLOR AND DESIGN THEORY FOR INTERIOR DESIGN
Basic color and design theory and application. Utilization of tools, materials, and equipment to develop technical skills applicable to interior, architectural and other related fields of design. Exploration of cultural heritage and psychological implication of design. (ID Regional Program #ID 130)

ID 115  COMPUTER AIDED DESIGN/ DRAFTING FOR INTERIOR DESIGN
Recommended Preparation: ID 112
Introduces the basic skills, techniques, and uses for computer aided design and drafting. (ID Regional Program #ID 140)

ID 116  INTERIOR MATERIALS AND PRODUCTS
Analysis, application and evaluation of products and materials used in Interior Design. Includes interior textiles, furnishings and finish materials and products. (ID Regional Program #ID 150)

ID 121  SPACE PLANNING
Recommended Preparation: ID 112
The application of programming, theory and techniques in residential and commercial space planning. Skills in drafting and presentation techniques are emphasized in the studio. (ID Regional Program #ID 170)

ID 122  HISTORY OF INTERIOR ARCHITECTURE AND FURNISHINGS I
The historical relationship between the decorative arts, period furniture and interior architecture is illustrated in this overview of design heritage from antiquity through the 18th century in Europe. Emphasis is placed on style development as it relates to social, economic, and political influences. (ID Regional Program #ID 180)

ID 123  INTERIOR DESIGN ILLUSTRATION
Recommended Preparation: ID 112
Application of the methods, techniques, and tools used for illustrating interior spaces and products. (ID Regional Program #ID 200)

ID 125  HISTORY OF INTERIOR ARCHITECTURE AND FURNISHINGS II
The historical relationship between the decorative arts, period furniture and interior architecture is illustrated in this overview of design heritage. This course covers the 19th and 20th centuries in Europe and 17th through 20th centuries in America and analyzes the influences as well as changes in design to the present. Emphasis is placed on style development as it relates to social, economic, and political forces. (ID Regional Program #ID 190)

ID 126  INTERIOR DESIGN STUDIO II
Recommended Preparation: ID 114 and 121
Develop, analyze and apply design concepts to interior environments. Universal design, environmental conscious design, space planning, lighting systems, interior components, architectural elements and specifications writing will be integrated into research projects emphasizing a problem-solving approach. (ID Regional Program #ID 215)

ID 127  FUNDAMENTALS OF LIGHTING
Recommended Preparation: ID 110 and 112
The fundamentals of lighting, design, theory and application including the history and vocabulary of lighting. Topics to be explored are: how light affects color and vision, incandescent, fluorescent, and high intensity discharge lamps, lighting techniques, codes, and energy efficient lighting practices. (ID Regional Program #ID 210)

ID 128  BUSINESS AND PROFESSIONAL PRACTICE FOR INTERIOR DESIGN
Recommended Preparation: ID 113
The business and professional management of an interior design practice including legal issues, project management and business practices. (ID Regional Program #ID 230)

ID 129  INTERIOR DESIGN INTERNSHIP
Corequisite: CWE 168/169
Supervised and educationally directed internship. Weekly lectures will relate on-the-job experiences with academic program. To be taken in the final semester of program. (ID Regional Program #ID 240)

ID 133  RENDERING AND RAPID VISUALIZATION FOR INTERIOR DESIGN
Recommended Preparation: ID 123
Application of the methods, techniques, and tools used for illustrating interior spaces and products with an emphasis placed on rapid production. (ID Regional Program #ID 133)

ID 189  SPECIAL TOPICS: INTERIOR DESIGN
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Interior Design. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course. (ID Regional Program #ID 190)
### INTERIOR DESIGN STUDIO III

**Recommended Preparation:** ID 126 and 133

Analysis and application of the design process to the space planning, materials and finish choices, codes application and selection of specialized equipment unique to the planning hospitality spaces. Design solutions to hospitality will be developed in the studio. (ID Regional Program #ID 265)

### CODES AND SPECIFICATIONS FOR INTERIOR DESIGN

Explores federal, state and local regulations, codes and specifications concerning life-safety issues, barrier free access (American Disabilities Act) and universal design requirements relative to residential and contract design. Special attention is given to performance, health-safety, and universal design when estimating and preparing specifications for interior materials and products. (ID Regional Program # ID 250)

### ADVANCED COMPUTER AIDED DESIGN/DRAFTING FOR INTERIOR DESIGN

Recommended Preparation: ID 115

Develops proficiency and skills in two and three dimensional computer aided design and drafting for Interior Design applications. (ID Regional Program # IDSN 270)

### INTERIOR DESIGN STUDIO IV

**Recommended Preparation:** ID 126 and 133

Analysis and application of the design process to the space planning, materials and finish choices, codes application, and selection of specialized equipment unique to the planning healthcare spaces. Design solutions to healthcare will be developed in the studio. (ID Regional Program # IDSN 275)

### SPECIAL TOPICS: INTERIOR DESIGN

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Interior Design. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

### ITALIAN

### ELEMENTARY ITALIAN

**Recommended Preparation:** College level reading ability

This course is designed to develop fundamentals of communicative competence in colloquial Italian. The emphasis is on listening, comprehension and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture.

**Corequisite:** ITA 999

### INTRODUCTORY ELEMENTARY ITALIAN

**Recommended Preparation:** College level reading ability

This course is designed to develop fundamentals of communicative competence in daily spoken Italian. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. Introductory Elementary Italian 1A is equivalent to the first half of a regular elementary language course. Upon completion of its continuation, 1B, students may enroll in the second semester of a normally paced language program.

**Corequisite:** ITA 999

### CONTINUING ELEMENTARY ITALIAN

**Prerequisite:** ITA 1A

This course reviews and expands the fundamentals of communicative competence in daily spoken Italian. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in ITA 2.

**Corequisite:** ITA 999

### ELEMENTARY ITALIAN

**Prerequisite:** ITA 1 or 1A and 1B

This course is designed to further the fundamentals of communicative competence in daily spoken Italian. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester.

**Corequisite:** ITA 999

### INTERMEDIATE ITALIAN

**Prerequisite:** ITA 2

Review of the fundamentals with further study of the Italian language and culture.

**Corequisite:** ITA 999

### INTERMEDIATE ITALIAN

**Prerequisite:** ITA 3

Concentration in the development of fluency in the skills needed to communicate in Italian. Further study of cultural topics.

**Corequisite:** ITA 999

### INTERMEDIATE CONVERSATIONAL ITALIAN

**Prerequisite:** ITA 2

A course designed to develop fluency in Italian. The emphasis is on both formal and informal expression and conversation in the language. This course may be taken four times for credit. Content may vary. Use of Language Lab recommended. R E 3

### INTRODUCTION TO ITALIAN CULTURE

**Recommended Preparation:** College level reading ability

Italian 21 presents the many aspects of Italian culture; history, philosophy, political ideas, literature, music, science, and customs and its influence on and contributions to the civilization of America and the world. Conducted in English. No prior study of Italian language or culture required.

### PRACTICAL ITALIAN

A basic course in Italian emphasizing conversation skills as applied to everyday situations including business, travel, and related topics. Consideration also given to cultural topics. Assumes no prior knowledge of the language. R E 1

### ITALIAN LANGUAGE LAB

**Corequisite:** ITA 1A, 1B, 2, 3, 4

Requires concurrent enrollment in designated Italian courses. Enhances and provides practice in skills learned in Italian language courses. Minimum one hour per week required. R E 3

### JAPANESE

### ELEMENTARY JAPANESE

**Corequisite:** JA 999

This course is designed to develop the fundamentals of communicative competence in daily spoken Japanese. The emphasis is on listening, comprehension, and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture.

**Corequisite:** JA 999
JA 1A 2.5/3/0
INTRODUCTORY ELEMENTARY JAPANESE
Prerequisite: JA 999
Corequisite: JA 999
Recommended Preparation: College level reading ability
This course is designed to develop the fundamentals of communicative competence in daily spoken Japanese. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. Introductory Elementary Japanese 1A is equivalent to the first half of a regular elementary language course. Upon completion of its continuation, 1B, students may enroll in the second semester of a normally paced language program.

JA 1B 2.5/3/0
CONTINUING ELEMENTARY JAPANESE
Prerequisite: JA 1A
Corequisite: JA 999
This course reviews and expands the fundamentals of communicative competence in daily spoken Japanese. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. JA 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in Japanese 2.

JA 2 5/5/0
ELEMENTARY JAPANESE
Prerequisite: JA 1 or 1A and 1B
Corequisite: JA 999
This course is designed to further the fundamentals of communicative competence in daily spoken Japanese. Although the focus remains on oral skills and aural comprehension, reading and writing skills will be expanded with introduction of 100 Kanji (Chinese characters) in addition to Kana, which was already mastered by the students in previous course(s). Additional cultural topics will also be covered.

JA 3 5/5/0
INTERMEDIATE JAPANESE
Prerequisite: JA 2
Corequisite: JA 999
Review of the fundamentals with further study of the Japanese language and culture. Reading and writing will be expanded, with introduction of 100 additional Kanji (Chinese characters) beyond JA 2.

JA 4 5/5/0
INTERMEDIATE JAPANESE
Prerequisite: JA 3
Corequisite: JA 999
Concentration in the development of fluency in the skills needed to communicate in Japanese. Reading and writing skills will be expanded with the introduction of 129 Kanji (Chinese characters) beyond JA 3. Further study of cultural topics.

JA 10 3/3/0
INTERMEDIATE CONVERSATIONAL JAPANESE
Prerequisite: JA 2
A course designed to develop fluency in Japanese. The emphasis is on various levels of expression and conversation in the language. This course may be taken four times for credit. Content may vary. Use of Language Lab recommended. R E 3

JA 21 3/3/0
INTRODUCTION TO JAPANESE CULTURE
Recommended Preparation: College level reading ability
A lecture and discussion course covering a variety of aspects of Japanese culture. Areas of study include geography, history, literature, art, philosophy, religion and customs of the people. Conducted in English. No prior study of Japanese language or culture required.

JA 250 1/3/0
PRACTICAL JAPANESE
A basic course in Japanese emphasizing conversational skills as applied to everyday situations including business, travel, and related topics. Consideration also given to cultural topics. Assumes no prior knowledge of the language. R E 1

JA 999 .25/0/1
JAPANESE LANGUAGE LAB
Corequisite: JA 1, 1A, 1B, 2, 3, 4
Requires concurrent enrollment in designated Japanese courses. Enhances and provides practice in skills learned in Japanese language courses. Minimum one hour per week required. R E 3

JOURNALISM

JRN 1 3/3/0
MASS MEDIA AND SOCIETY
Prerequisite: Eligibility for ENG 1A or completion of ENG 200
A course emphasizing news writing and reporting, methods of news gathering, organization and writing of articles. Includes the interpretation of significant news and study techniques of reporting in depth.

JRN 2 3/3/0
NEWS WRITING
Prerequisite: Eligibility for ENG 1A or completion of ENG 200
Course emphasizing news writing and reporting, methods of news gathering, organization and writing of articles. Includes the interpretation of significant news and study techniques of reporting in depth.

JRN 103 3/3/0
COPYREADING
A course emphasizing copyreading, copyediting and headline writing; introduces the student who has a reporting background to the staff production of a newspaper. This course may be repeated once. R E 1

JRN 104 3/3/0
PRINT MEDIA DESIGN
Recommended Preparation: JRN 2
A course introducing makeup styles, techniques and problems emphasizing makeup theories and skills used in newspaper publication. This course may be repeated once. R E 1

JRN 105 3/3/0
FEATURE WRITING
An advanced course in journalistic writing emphasizing an in-depth study of commercial magazines and their formats, company publications and their purposes, formats and requirements, concentrated study of feature requirements of leading newspapers, market studies and manuscript submission.

JRN 120 3/3/3
NEWSPAPER PUBLICATION
Recommended Preparation: ENG 1A or JRN 2
A course emphasizing news gathering, judging news values, writing news stories and features, and working as a staff member on the college newspaper and other publications. This course may be repeated three times. R E 3

JRN 125 3/2/2
MAGAZINE JOURNALISM
Recommended Preparation: ENG 1A, JRN 105, or ENG 3
This course is designed to introduce students to and give them practice in the distinctive elements of magazine journalism; it provides firsthand experience in the various phases of producing a magazine. This course may be repeated three times. R E 3

JRN 130 3/3/0
INTRODUCTION TO PUBLIC RELATIONS
An introduction to the profession of public relations including business, industry, government and the non-profit sector. The course will study the processes, practices, techniques and opportunities in public relations, especially in connection with writing of advertising campaigns.
CONTINUING ELEMENTARY KOREAN
Recommended Preparation: Eligibility for ENG 1A
A course exposing students to, and interacting with, recognized public-relations professionals from a variety of disciplines, including business and industry, government and the nonprofit sector. Using presentations of case-study programs and campaigns by professional practitioners, students will be asked to analyze factors in such programs which lead to their successful implementation or to develop an awareness as to why such programs failed to meet their targets.

PHOTO-COMMUNICATION TECHNIQUES
Recommended Preparation: PHOT 55
Application of photo-communication techniques practiced in the various fields of photography for publication. Assignments include taking and processing pictures intended for publication. Assignments and projects are jointly coordinated by the journalism and photography departments.

SPECIAL TOPICS: JOURNALISM
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Journalism. This course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

LATIN

LAT 1 ELEMENTARY LATIN
Recommended Preparation: College-level reading ability
This course is designed to introduce Latin grammar vocabulary and the fundamentals of Latin culture and civilization. Emphasis is placed on developing the ability to read and translate Latin.

LAT 1A INTRODUCTORY ELEMENTARY LATIN
Recommended Preparation: College-level reading ability
This course is designed to begin the process of learning Latin grammar. Some basic elements of Latin vocabulary and grammar will be introduced, as well as fundamentals of culture. LAT 1A is equivalent to the first half of a LAT 1 course.

LAT 1B CONTINUING ELEMENTARY LATIN
Prerequisite: LAT 1A
This course reviews and expands the fundamentals of communicative competence in daily spoken Korean. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. Korean 1B is equivalent to the second half of a regular elementary language course.

LAT 2 ELEMENTARY LATIN
Prerequisite: LAT 1 or 1A and 1B
This course continues the emphasis of Latin 1, providing the student with an understanding of written Latin. Grammar, vocabulary, and cultural topics will be expanded to enable the student to read and translate passages from original Latin and increase knowledge of Latin culture.

LEGAL ASSISTING

LGL 12 BUSINESS LAW
Introduction to the legal environment of American business including history; legal systems; social, ethical and political forces affecting the development and operation of the legal system. A focal point of the course is the law of contracts and sales of goods. Additional topics include ethical considerations impacting management’s decision-making, torts, crimes, business organizations, bailments, agency and employment, product liability, and constitutional issues. Also listed as BUS 12. Credit to be given in either area, not both. (Formerly LGL 12A)

LGL 222 LAW OFFICE ORGANIZATION AND ETHICS
Emphasizes ethics as it relates to the delivery of legal services by attorneys and their legal assistants. Students are introduced to the organizational structure of law-office environments and administrative systems of record keeping and accounting.
LGL 223  1.5/1.5/0
LAW OFFICE ADMINISTRATION
Prerequisite: LGL 222
This course studies the role of the law office administrator as it relates to managing a law office. Topics emphasized specific to the law office are leadership styles, personnel issues, recordkeeping, accounting and billing, as well as selection of office computer hardware and software. Focus is on training students in law office administration.

LGL 224  3/3/0
LEGAL ANALYSIS AND WRITING
Prerequisite: LGL 224
Recommended Preparation: LGL 228A
Study of techniques for analyzing judicial opinions and applying precedential decisions to current controversies, and of the written formats used in various legal documents, with emphasis on memoranda and court pleadings.

LGL 226  3/3/0
INTRODUCTION TO LEGAL RESEARCH
Prerequisite: LGL 224
Introduces the student to an organized manner of legal research from the perspective of the legal assistant's role in a law office. It surveys the principal law books and other materials used for basic research. Emphasis is placed on proper legal bibliography and writing, and on updating the law.

LGL 227  3/3/3
ELECTRONIC LEGAL RESEARCH
Prerequisite: LGL 226
Designed to expand basic legal research skills and introduce the student to electronic sources of facts and information. Course teaches research by accessing electronic databases through the Internet, online services, and CD-ROM. Students prepare in-depth research papers based on findings obtained electronically.

LGL 228A  3/3/1
CIVIL LITIGATION - PART 1
Recommended Preparation: Completion of or concurrent enrollment in LGL 220
The first of two courses beginning the study of civil litigation. Provides an overview of the litigation process and the function of the legal assistant in the process. The student will apply the rules of procedure and draft documents applicable in a given fact situation in the preliminary stages of litigation. The students draft complaints, motions, answers, and other legal documents. Course is offered with a required computer lab where student will be working under directed study designed to teach software packages supplementing the lecture instruction.

LGL 228B  3/3/1
CIVIL LITIGATION - PART 2
Recommended Preparation: LGL 220, 228A
The second of two courses which completes the study of civil litigation as it pertains to the role of a legal assistant. Evidence, discovery, preparation of briefs, settlement procedures, judgments, appeals, post trial procedures, and alternative methods of dispute resolution are emphasized. Course is offered with a required computer lab where students will be working under directed study designed to teach software packages supplementing the lecture instruction.

LGL 229  3/2/2
TRIAL PRACTICE AND PROCEDURES
Recommended Preparation: LGL 228A and 228B or 228A and concurrent enrollment in 228B
Course focus is the actual preparation and presentation of motions and a jury trial. The students are divided into two groups; plaintiffs and defendants. Actual pleading, discovery, briefs, and trial notebooks are prepared and used. The evidence code is reviewed and used at trial. Prior to completion of the course the students conduct a trial in an actual judicial setting. R E 1

LGL 230  3/3/1
FAMILY LAW AND PROCEDURES
Covers substantive law and procedures used in family law by a legal assistant relative to dissolution of marriage, legal separation, nullity proceedings and the rights of married and unmarried parties under community and separate property laws and cohabitation cases in California. Projects and assignments include the preparation of forms and other legal documents required by the court. Student will be working under directed study designed to teach software packages supplementing the lecture instruction.

LGL 240  3/3/0-1
REAL PROPERTY LAW AND PROCEDURES
Recommended Preparation: LGL 240
Analyzes forms and procedures of real property and studies the more common types of real estate transactions and conveyances, such as secured transactions, deeds, contracts, and leases as they pertain to the role of legal assistant. Course may be offered with a required computer lab where student will be working under directed study designed to teach software packages supplementing the lecture instruction.

LGL 250  3/3/0
ESTATE PLANNING
Trains legal assistants in estate planning. Focuses on the preparation of wills, trusts, life insurance, annuities, and tax issues related to estate planning.

LGL 251  3/3/0
PROBATE PROCEDURES
Introduction to various methods of administering a deceased person's estate by a legal assistant. Probate and non-probate procedures are examined. Guardianship and conservatorship court proceedings to protect minors and an incompetent person's estate are discussed.

LGL 260  3/3/1
BANKRUPTCY LAW AND PROCEDURES
Covers substantive bankruptcy law and procedures as it relates to a legal assistant's role. Bankruptcy terminology and the role of the legal assistant are described. The students prepare case files for several bankruptcy proceedings as though processed through the court system. Both debtor's and creditor's rights and obligations are explained. Student will be working under directed study designed to teach software packages supplementing the lecture instruction.

LGL 270  3/3/0-1
BUSINESS LAW PROCEDURES
Recommended Preparation: LGL/BUS 14 or 12
The legal assistant's role in transactional business practices and procedures will be studied. Emphasis is on the creation of sample documents to allow hands-on practical experience of the specific procedures followed in a business law practice. The sample documents will include, but are not limited to, the formation, maintenance, and dissolution of a corporation and partnership business entity, and preparation of contracts. General contract will be studied with an emphasis on practical application to drafting. Course may be offered with a required computer lab where student will be working under directed study designed to teach software packages supplementing the lecture instruction.
LGL 271 3/3/0  
BUSINESS AND PROPERTY LAW PROCEDURES  
- PART 1  
The first of two courses concerning the legal assistant's role in transactional business and real estate practice. Emphasizes the creation of legal documents and substantive law in the areas of contracts, torts, property and business organizations.  

LGL 272 3/3/0  
BUSINESS AND PROPERTY LAW PROCEDURES  
- PART 2  
Recommended Preparation: LGL 271  
The second of two courses instructing the legal assistant's role in transactional business and real estate practice. Emphasizes the creation of legal documents and substantive law in the areas of real property, insurance, commercial paper, and security transactions.  

LGL 275 3/3/0  
HEALTH CARE LAW  
Recommended Preparation: BUS/LGL 12A or BUS/LGL 14  
A course for the professional practicing in the area of Health Care Law. Course emphasizes legal procedures, substantive law, and vocabulary in the areas of discipline, regulations, licensing, provider and patient relationships, tort and contractual liability, right-to-die issues, third-party reimbursement, alternative dispute resolution, fees, advertising, environment and provider safety. Also listed as N 275. Credit to be given in either area, not both. R E 1  

LGL 280 3/3/3  
LAW OFFICE COMPUTER APPLICATIONS  
Recommended Preparation: CIM 170, 214A, and 214B (WordPerfect)  
A course designed to introduce students to a variety of law-related computer software through assigned hands-on application exercises. The students analyze fact patterns and use computer systems to draft legal documents using advanced word processing tools, maintain calendars and docket, prepare simple spreadsheets and databases, manage litigation with litigation support and case management software, communicate using electronic mail, and use accounting software to keep a record of time spent on legal services, to bill clients and to maintain books of account. The application exercises require computer literacy and specifically word processing using WordPerfect (CIM 214A and CIM 214B or equivalent experience). R E 1  

LGL 289 .5-4/.5-4/.5-9  
SPECIAL TOPICS: LEGAL STUDIES  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of legal assisting. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3  

LGL 290 1/1/0  
INTERNSHIP  
Prerequisite: LGL 227  
Corequisite: CWE 168/169  
Designed to enhance on-the-job experiences gained in a law-related environment. Career goals, analysis and techniques of job application, interviewing and resume writing will be emphasized.  

LGL 297 3/3/3  
LEGAL SECRETARIAL PROCEDURES FOR LEGAL ASSISTANTS  
Prerequisite: LGL 228A and 228B  
Legal secretarial course for legal assistants whose employment requires knowledge of specialized secretarial procedures used in a law office. Course focuses on civil litigation, family law, probate court procedures, bankruptcy, corporations, estate planning, and workers' compensation. Requires computer lab where students will work on law-related software.  

LIB 100 1/0/2  
LIBRARY RESEARCH SKILLS  
Recommended Preparation: LIB 100, basic keyboarding and e-mail experience  
Designed to enable the student to understand and utilize the resources and services of an academic library. Information will be provided in a manner enabling the student to gain library-utilization skills in the subject fields related to the courses the student is concurrently studying. The course may be offered in a self-paced, open-entry/open-exit mode.  

LIB 2 2/1/2  
LIBRARY RESEARCH ON THE NET: LOCATING/ EVALUATING ONLINE INFORMATION  
Recommended Preparation: LIB 100, basic keyboarding and e-mail experience  
Prepares students to use the Internet and the library's CD-ROM network for library research. Focuses on developing critical thinking skills through the retrieval and evaluation of online information resources. Course may be offered by mediated mode of instruction.  

LIB 189 .5-4/.5-4/.5-9  
SPECIAL TOPICS: LIBRARY  
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of library science. The course is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3  

LIBRARY SCIENCE (RESEARCH)  

LIB 100 1/0/2  
LIBRARY RESEARCH SKILLS  
Recommended Preparation: LIB 100, basic keyboarding and e-mail experience  
Designed to enable the student to understand and utilize the resources and services of an academic library. Information will be provided in a manner enabling the student to gain library-utilization skills in the subject fields related to the courses the student is concurrently studying. The course may be offered in a self-paced, open-entry/open-exit mode.  

LIB 2 2/1/2  
LIBRARY RESEARCH ON THE NET: LOCATING/ EVALUATING ONLINE INFORMATION  
Recommended Preparation: LIB 100, basic keyboarding and e-mail experience  
Prepares students to use the Internet and the library's CD-ROM network for library research. Focuses on developing critical thinking skills through the retrieval and evaluation of online information resources. Course may be offered by mediated mode of instruction.  

LIB 189 .5-4/.5-4/.5-9  
SPECIAL TOPICS: LIBRARY  
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of library science. The course is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3  

MANAGEMENT  

MS 20 4/3/3  
INTRODUCTION TO OCEANOGRAPHY  
Recommended Preparation: A previous course in science  
An introduction to oceanography including a study of the physical and chemical properties of the sea, with a brief study of the geological and biological operations of the oceanographer. The current thinking of the oceans as economic and natural resources will be stressed including the current techniques for measurement of the physical and chemical properties of the salt-water environment. The laboratory will focus on the basic instrumentation of the oceanographer, beginning with the simplest form.  

MS 100 4/3/3  
MARINE SCIENCE RESEARCH TECHNIQUES  
Recommended Preparation: MS 2 or GEOL 5  
For the self-motivated student who plans either further academic education or a technical career, the valuable experience of conducting a research project is offered. Classroom and field experience may include: observation or research projects currently in progress; the use of Scripps and other research libraries; design and development of equipment and experiments; the acquisition, analysis and presentation of data.  

MS 171.A,B 1 or 2/12 or 24/16 or 32  
MARINE SCIENCE FIELD STUDY: SANTA CATALINA ISLAND  
A lecture and laboratory cruise course is offered to introduce students to concepts and techniques practiced in the field on water and land at Santa Catalina Island and adjacent island and coastal areas. Thematic emphasis and course content will vary. Trips will minimize conflict with other classes.  

MS 189 .5-4/.5-4/.5-9  
SPECIAL TOPICS: MARINE SCIENCE  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Marine Science. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3
**MARINE SCIENCE TECHNOLOGY**

**MST 201**  
MARLINSPIKE SEAMANSHIP  
This course will develop self-reliance and seamanship by teaching the fundamentals of knotting, splicing, sail repair, deck seamanship, emergency repair, rigging, fiberglass and wooden boat maintenance. Also, this course will be enriched with historic nautical lore to help bridge the gap between traditional and modern boat seamanship. R E 3

**MST 202**  
MARINE WEATHER  
Presents basic principles of meteorology and certain related aspects of oceanography, intended for individuals in boating and marine-related fields where a knowledge of weather and sea conditions is essential for safe operation of all sizes of ocean-going craft. R E 1

**MST 210**  
COASTAL NAVIGATION  
Course includes in-depth study and application of chart use, use of navigation aids, plotting, dead-reckoning, piloting electronic navigation, understanding currents and tides and determination of position by various means. R E 2

**MST 211**  
CELESTIAL NAVIGATION  
Course provides a comprehensive coverage of celestial navigation principles intended to develop practical transoceanic navigational skills. Included will be great circle sailing concepts, sight reduction tables, modern line-of position techniques, the sextant and chronometer, at-sea navigational cruises. R E 2

**MST 212**  
SAILING, SEAMANSHIP AND BOATING SAFETY  
Includes techniques of small boat handling, rules of the road, coastal piloting, safety at sea, and small craft maintenance. Emphasis is placed on practical experience gained during at-sea laboratory sessions aboard the college fleet of Capri 14’s. Course not intended to meet natural science general education requirements. R E 3

**MST 214**  
ADVANCED OCEAN SAILING AND CRUISING  
The theory and practical seamanship aspects of maneuvering auxiliary sailboats under power and sail. Includes theory and practice of efficient sailing, safe anchoring, docking and mooring, meeting emergency situations under sail and planned response to local weather conditions. Also reviews rules of the road, piloting and navigational skills. Information and experience gained will qualify student as boat owner or crew member for knowledgeable sailing in local coastal and channel island waters. R E 3

**MST 215**  
VESSEL COMMAND AND ORGANIZATION  
Course prepares advanced students for command and organization of crew, provisions and equipment on board larger auxiliary sailing craft during coastal cruises and among the Channel Islands. Students will supervise preparations for and conduct of actual cruises. Includes supervision of efficient sailing, safe anchoring, docking and mooring, emergency situations under sail and planning response to local weather conditions. Also practical application of rules of the road, piloting and navigational skills. R E 3

**MST 216**  
USCG MASTER LICENSE AND EXAMINATION PREPARATION COURSE  
Prepares students to pass a United States Coast Guard (USCG) examination to receive a USCG Master or Mate license with a scope of 25-100 gross tons. Students also learn to select the appropriate license grade and scope and how to document the sea time (experience) the USCG requires. R E 2

**MST 219**  
INTRODUCTION TO SCUBA: DIVING IN CONFINED WATER  
Prerequisite: Intermediate swimmer  
Course will provide student with the academic preparation and confined water SCUBA skills practice and evaluation required for participation in open water dives. Course does not provide certification to dive without supervision. Student’s successful completion of all academic and confined water skills may earn a referral for open water training. A referral is valid for six months; all scheduling, equipment, and costs of the open water certification are responsibility of the student. Material fee does not include costs of text personal equipment (mask - snorkel - fins - booties - gloves equipment bag) nor SCUBA equipment (tank - regulator - belt or weights - buoyancy compensating device). R E 3

**MST 289**  
SPECIAL TOPICS: MARINE SCIENCE TECHNOLOGY  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Marine Science Technology. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3
GUIDELINES FOR ENROLLMENT IN MATHEMATICS

MATH COURSE SEQUENCE

PRE-ALGEBRA
MATH 351

BEGINNING ALGEBRA
MATH 251

INTERMEDIATE ALGEBRA
MATH 253

COLLEGE ALGEBRA
MATH 8

FINITE MATH
MATH 9

STATISTICS
MATH 10

TRIGONOMETRY
MATH 124

PRE-CALCULUS
MATH 2

CALCULUS
MATH 3A

ELEMENARY DIFFERENTIAL EQUATIONS
MATH 24

CALCULUS
MATH 3B

CALCULUS
MATH 3C

MATH 2
PRE-CALCULUS MATHEMATICS
Prerequisite: MATH 124
This is a pre-calculus course including the elements of college algebra. Topics covered include: equations and inequalities, relations and functions, polynomials and rational functions, matrices and determinants, sequences and limits, trigonometric functions, the binomial expansion, curve sketching techniques, DeMoivre’s Theorem and complex numbers.

MATH 3A
ANALYTIC GEOMETRY AND CALCULUS
Prerequisite: MATH 2
Basic concepts of analytic geometry; limits and continuity; differentiation of algebraic functions with applications to graphing, solving maximin problems, and using Newton’s method; anti-differentiation; differentiation and integration of trigonometric, exponential, and logarithmic functions; integration applications including area under a curve, volume of revolution, work, liquid pressure, area of surface of revolution, and length of an arc.

MATH 3B
ANALYTIC GEOMETRY AND CALCULUS
Prerequisite: MATH 3A
Further applications in integration including integration and differentiation of trigonometric, exponential, logarithmic functions, inverse trigonometric and hyperbolic functions; techniques of integration; and improper integrals. Indeterminate forms of limits, infinite series, Taylor’s formula, rotations and translations in the plane, polar coordinates, and equations of conics will be included.

MATH 3C
ANALYTIC GEOMETRY AND CALCULUS
Prerequisite: MATH 3B
The study of vectors and parametric equations, partial differentiation, functions of two or more variables, gradients, higher-order derivatives, multiple integrals, cylindrical and spherical coordinates, vector functions, and their rive-tives, vector fields, surface and line integrals, theorems of Green and Stokes, the divergence theorem.

MATH 8
COLLEGE ALGEBRA
Prerequisite: MATH 253
Review of basic algebraic topics and treatment of functions, polynomials, logarithms, systems of equations and matrices.

MATH 9
FINITE MATHEMATICS
Prerequisite: MATH 253
The study of linear functions, matrices, vectors and these topics as they apply to linear programming techniques. The study of sets, logic, counting and applications of these topics to probability and stochastic processes. The study of computers and programming as related to problem-solving in all of the above topics as well as to the representation of numerical concepts in a finite way.

MATH 10
INTRODUCTION TO STATISTICS
Prerequisite: MATH 253
This course emphasizes how to randomly collect data, organize and describe it. The study of measures of central tendency, dispersion, correlation, laws of probability and laws of inferential statistics by confidence intervals and hypothesis testing. All of these topics are applied to the natural, social and business sciences and to the understanding and use of numerical data by the general public.

MATH 11
A BRIEF COURSE IN CALCULUS
Prerequisite: MATH 8
A review of algebra topics. Matrix algebra, Gauss-Jordan elimination, inverse of square matrix, determinants, the calculus topics of limits, derivatives, integrals, including measures of central tendency, continuous and normal density functions, differential equations as applied to one or more variable functions will be studied. Applications of these topics to the fields of business, economics, social and biological sciences will be stressed.
MATH 24  
ELEMENTARY DIFFERENTIAL EQUATIONS  
Prerequisite: MATH 3C  
This course includes the study of first, second, and higher order linear differential equations. Methods include variation of parameters, Laplace transforms, and series solutions. Topics also include the study of systems of linear ordinary differential equations and an introduction to partial differential equations by separation of variables.

MATH 26  
INTRODUCTION TO LINEAR ALGEBRA  
Prerequisite: MATH 3B  
This course includes the study of vectors, vector spaces and subspaces, matrices, systems of linear equations, dimension, determinants, eigenvalues, and linear transformations.

MATH 124  
TRIGONOMETRY  
Prerequisite: MATH 253  
An introduction to trigonometric functions with emphasis on both the unit circle and the right triangle methodologies.

MATH 189  
SPECIAL TOPICS: MATH  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Math. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

MATH 251  
BEGINNING ALGEBRA  
Prerequisite: MATH 351  
An introduction to the basic properties of real numbers, numbers and sets, operations with real numbers, solving linear and quadratic equations, and inequalities in one variable, systems of equations, operations with fractions, functions, relations and graphs, operations with polynomials, special products and factoring.

MATH 289  
SPECIAL TOPICS: MATH  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the filed of Math. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

MATH 310  
BRIDGING THE GAP INTO COLLEGE: MATH  
Recommended Preparation: Basic high school mathematics  
A summer bridge course to introduce the mathematics curriculum at Saddleback College to graduating high school seniors. Provides approaches to studying mathematics, as well as an introduction to the following topics: adding, subtracting and comparing fractions the easy way; applying fractions to simple equation solving and estimating using ratios; calculating pi as a ratio; exploring patterns in mathematics, both algebraic and geometric; graphing in two dimensions by hand and with the use of computers; utilization of calculators; and exploring the parabola: equations, graphs, applications, experimental derivation, and validation through data collection. Does not satisfy the math requirement for AA/AS degree and does not transfer.

MATH 351  
PRE-ALGEBRA MATHEMATICS  
This course is designed for those needing a rapid review of arithmetic before taking a more advanced course. The fundamentals of arithmetic computations with whole numbers and decimals will be discussed very briefly, computations fractions and integers will be covered in depth. Problem solving techniques involving ratio, proportion, percent, geometric formulas, and linear algebraic equations will be applied to real world situations. R A 1

MEDICAL ASSISTING

MA 200  
MEDICAL TERMINOLOGY  
Application and orientation to medical terminology, basic structure of medical terms and their components—roots, prefixes, suffixes and combining forms—with emphasis on analysis, meaning, spelling and pronunciation to building a medical vocabulary applicable to the specialties of medicine, major diseases and terms used on physical examination, diagnosis and treatment.

MA 210  
INTRODUCTION TO MEDICAL OR LABORATORY ASSISTING  
Provides a core curriculum for the medical or clinical laboratory assistant program. Students will receive an introduction to the health care field and instruction in medical ethics, legal aspects, and the body in health and disease.

MA 211A  
MEDICAL RECEIPTION TECHNIQUES  
Provides development of selected medical front office skills. Instruction is given in the primary reception techniques of oral communication, telephone procedures, and scheduling systems including referral appointments.

MA 211B  
PHYSICAL EXAMINATION PROCEDURES  
Provides for the development of selected medical front office skills. Students will receive instruction in medical billing, credit arrangements, collections, bookkeeping and banking procedures.

MA 212A  
MEDICAL OFFICE FINANCIAL PROCEDURES  
Provides for the development of selected medical front office financial skills. Students will receive instruction in medical billing, credit arrangements, collections, bookkeeping and banking procedures.

MA 212B  
MEDICAL OFFICE LABORATORY PROCEDURES  
Provides for the development of selected medical laboratory skills. Instruction is given in the techniques necessary to perform the procedures related to urine and blood testing, including venipuncture. An introduction to radiology and physical therapy is provided to assist the student in scheduling and patient instruction. Meets state requirement for medical assistant phlebotomy certificate.

MA 213A  
MEDICAL RECORDS MANAGEMENT  
Provides for the development of selected medical front office skills. Instruction is given in medical forms, patient records, legal aspects of medical records, filing systems, filing procedures, written communication and medical office equipment and facilities management.

MA 213B  
MEDICAL ASEPESIS AND SURGICAL PROCEDURES  
Provides for the development of selected medical office clinical skills. Instruction is given in the practices of medical asepsis, surgical asepsis, minor office surgical techniques, and medical office facilities and equipment management.
MA 214A 2.5/2.5/0
BASICS IN MEDICAL INSURANCE
Provides for the development of basic medical insurance billing techniques. Instruction enables the student to understand insurance codes, private and governmental insurances, and reimbursement strategies. Basic billing procedures are given for standard health insurance forms, Medicare and Medi-Cal.

MA 214B 3/2/3
MEDICATION ADMINISTRATION FOR MEDICAL ASSISTANTS
Provides for the development of selected techniques for medication administration. Students will receive instruction and laboratory practice in pharmacology, pharmacology mathematics, and the procedures involved with oral and injectable medication administration. Meets state requirement for medical assistant injections. Certificate awarded for intramuscular, subcutaneous and intradermal injections.

MA 215A 3/3/0
CPT-4 & ICD-9-CM MEDICAL INSURANCE CODING
This course provides basic instruction and practice in CPT-4 and ICD-9-CM procedural and diagnostic coding. Gives essential coding information for students interested in insurance billing. Focuses on newest coding techniques and reimbursement strategies.

MA 217A 3/0/9
MEDICAL ASSISTING CLINICAL EXPERIENCE—ADMINISTRATIVE
Prerequisite: Enrollment in Medical Assistant Program and completion of MA 210, 211A, 212A, 213A, 214A, 215A and HSC 222
Provides supervised directed practice in a physician’s office or medical clinic. This experience will emphasize development of medical front office skills with consideration for ethical and legal concepts. Scheduled class sessions will assist the student in dealing with problems encountered in the work experience setting.

MA 217C 3/0/9
MEDICAL ASSISTING CLINICAL EXPERIENCE—COMPREHENSIVE
Prerequisite: Enrollment in Medical Assistant Program and completion of HSC 222, 260; MA 200, 210, 211A, 211B, 212A, 212B, 213A, 213B, 214A, 214B, 215A and 215B
Provides supervised directed practice in a physician’s office or medical clinic. This experience will emphasize development of medical front office and clinical back office skills with consideration for ethical and legal concepts. Scheduled class sessions will assist the student in dealing with problems encountered in the work experience setting.

MA 218B 2/1/2
ELECTROCARDIOGRAPHY FOR THE MEDICAL ASSISTANT
Provides basic instruction in electrocardiography theory and technique for the clinical medical assistant or electrocardiographer. Includes a review of the structure and function of the heart, the electrocardiograph and its function, and the correct technique for performing an electrocardiograph with student “hands on” involvement.

MA 230 3/3/0
MEDICAL OFFICE MANAGER SKILLS
Provides for the development of medical office managerial skills with emphasis on supervisory responsibilities, competency-based management, role change, strengthening the role of the medical office manager, practice building, communication motivation, employee selection, training, retention, and meeting physician and employee needs and expectations.

MA 234 1.5/1.5/0
LEGAL AND ETHICAL PRACTICES FOR THE MEDICAL OFFICE MANAGER
Provides for the development of risk management techniques and concern for selected legal and ethical issues relating to the medical office. Instruction is given in the prevention of medical malpractice, professional concerns including prevention of employee theft, cost containment and safety. The role of the medical office manager in litigation is discussed, as well as laws relating to employee rights and benefits, public duties including reportable abuse and diseases, and a review of current bioethical and doctor/patient confidentiality issues.
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<th>Course Prefix</th>
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<th>Lectures</th>
<th>Lab</th>
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<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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**MCT 200** SPECIAL PROJECTS IN MILLWORK AND CABINETMAKING

This course is designed to meet the needs of students who have taken all the required courses and still seek further experience in millwork, cabinet and furniture making. Special production or manufacturing techniques are investigated and explored. R E 3

**MCT 201** ADVANCED INDIVIDUAL PROJECTS IN MILLWORK AND CABINETMAKING

Recommended Preparation: MCT 110, 115, 120 and 200 or equivalent experience in wood-working or millwork and cabinetmaking to be determined.

This course is designed to advance the skills of students in methods of wood-working to the presently accepted industrial levels and standards. Individualized instruction in manufacturing process is provided. R E 3

**MCT 210** INDUSTRIAL COATINGS FOR MILLWORK

This course is designed to provide up-to-date information on materials and processes, and develop essential skills for the selection, application and repair of industrial coatings presently used in the millwork and cabinetmaking industry. R E 3

**MUSIC APPRECIATION AND HISTORY**

**MUS 20** MUSIC APPRECIATION

Basic forms and their recognition by the student and a survey of important composers and their works from the Baroque period through the 20th century. Stylistic concepts for each period will be studied and demonstrated. Open to all students. Applies toward the humanities requirement. Course may be offered by mediated mode of instruction.

**MUS 21** MUSIC APPRECIATION: MUSIC CULTURES OF CHINA, KOREA AND JAPAN

Designed to study the historical development of the traditional music of China, Korea and Japan from the early period to the present. Emphasis will be on the role of music in society, musical styles, instruments and performance format.

**MUS 23** INTRODUCTION TO WORLD MUSIC

A survey of the music of the world’s peoples, including North, Central and South American, African, European, Indonesian, and Asian music. The course will also cover basic ethnomusicological research skills.

**MUS 24** MUSIC OF OUR CENTURY

A study of a cross-section of 20th century music with a special emphasis on American composers. A study of the music, musical styles and major composers of classic folk, pop, protest, rock, jazz and film music. The stylistic concepts used by such composers as Stravinsky, Copland, Gershwin, Bernstein will be examined and demonstrated. The musical life and contributions of each composer will be studied. Course may be offered by mediated mode of instruction.

**MUS 25** MUSIC HISTORY: TO MOZART

A study of musical styles and forms found in Western music from the beginning of the Christian era to the time of Mozart (c. 1750). Emphasis will be on the composers, styles and forms of Medieval, Renaissance and Baroque music with supplementary historical and biographical details pertinent to placing the music into the flow of Western culture. Required of all music majors but applies towards the Humanities requirement for all students.

**MUS 26** MUSIC HISTORY: SINCE MOZART

A study of musical styles and forms found in Western music from the time of Mozart (c. 1750) to the present. Emphasis will be on the composers, styles and forms of Classic, Romantic and Contemporary music. Required of all music majors; applies toward Humanities requirement for all students.

**MUS 27** HISTORY OF JAZZ

A study of the elements of jazz tracing the development and evolution of the styles and structures of jazz from its beginning to the present time. Course may be offered by mediated mode of instruction.

**MUS 28** HISTORY OF ROCK

A study of the elements of rock tracing the development and evolution of the styles and structures of rock, including sociological and political aspects of the idiom, from its beginning to the present time. Course may be offered by mediated mode of instruction.

**MUS 29** WOMEN, MUSIC AND SOCIETY

A historical/societal survey of women musicians/composers from the Middle Ages to the present. The course will deal with a historical view of women’s place as creative and representative artists, the societal and political influences that governed their existence and their music, and on the actual music produced by women composers.

**MUS 127** TOUR--MUSIC HISTORY

The study of specific music being performed during local concert seasons or music festivals in the state, country or abroad. The culmination of study will be the experience of attending a live performance. Applies toward humanities requirement. R E 3

**MUS 189** SPECIAL TOPICS IN MUSIC

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Music. The course content is thematic in nature and each seminar differs from other offerings of the same course. R E 3

**MUSIC COMPOSITION AND THEORY**

**MUS 1** THE BASICS OF MUSIC

Emphasizing the principles and procedures of music: rhythm and pitch notation, scales (major, minor, modal), key signatures, intervals, chord structures, sight-singing, dictation and keyboard. Recommended for all music majors. Open to all students. Partially fulfills humanities requirement for all students.

**MUS 10** HARMONY I

Recommended Preparation: MUS 1 or Proficiency Exam

An intensive study of diatonic harmony in major and minor modes; harmonization of a given melody; non-harmonic cadences; dominant seventh chords; cadential six-four chord; simple form; and analysis. Writing, singing, and the recognition of diatonic melodies and harmonies; rhythm and recognition and dictation; and keyboard harmony. Required of all music majors.
RENAISSANCE COUNTERPOINT
Recommended Preparation: MUS 11
A study of Renaissance contrapuntal forms and styles. Invention, canon and fugue. Analysis of the contrapuntal works of the late Baroque, especially those of J.S. Bach. Extensive writing required.

MUS 45
SCORING AND ARRANGING
Recommended Preparation: MUS 11 or 14
A study of the principles of scoring and arranging for traditional and popular instrumental as well as vocal ensembles.

MUSIC LESSONS
(INDIVIDUAL APPLIED)

MUS 50
APPLIED MUSIC: INSTRUMENTAL
Prerequisite: College audition
Corequisite: MUS 59
This course includes one hour per week lecture attendance and one-half hour individual lesson per week in traditional band or orchestral instrument with an instructor on the Applied Music staff. A minimum of fifteen lessons per semester must be verified. A minimum of five hours per week on campus practice is required. Performances for a faculty jury will be required at the end of the semester. The course is designed primarily for the music major whose performance ability is at college level.
R E 3

MUS 51
APPLIED MUSIC: KEYBOARD
Prerequisite: College audition
Corequisite: MUS 59
This course includes one hour per week lecture attendance and one-half hour individual lesson per week in keyboard with an instructor on the Applied Music staff. A minimum of fifteen lessons per semester must be verified. A minimum of five hours per week on campus practice is required. Performances for a faculty jury will be required at the end of the semester. The course is designed primarily for the music major whose performance ability is at college level.
R E 3

MUS 52
APPLIED MUSIC: VOICE
Prerequisite: College audition
Corequisite: MUS 59
This course includes one hour per week lecture attendance and one-half hour individual lesson per week in voice with an instructor on the Applied Music staff. A minimum of fifteen lessons per semester must be verified. A minimum of five hours per week on campus practice is required. Performances for a faculty jury will be required at the end of the semester. The course is designed primarily for the music major whose performance ability is at college level.
R E 3

MUS 59
CONCERT MUSIC
Required of all music majors but open to all students. A course that provides opportunities for students to listen to, and be participants in recitals. Attendance at recitals is required.
R E 3
### MUS 250
**BASIC APPLIED MUSIC**
Corequisite: MUS 59
Recommended Preparation: Audition with College Staff and placement exam
This course includes one hour per week lecture attendance and one half-hour individual lesson per week in voice, piano, or traditional band or orchestral instrument with a private instructor or one class each semester from an approved list of advanced Applied Music classes. A minimum of fifteen lessons per semester must be verified. A minimum of five hours per week on campus practice is required. Performances for a faculty jury will be required at the end of the semester. The course is designed primarily for the music major whose performance ability is at a pre-college level. This course may be taken for a maximum of two units.  

#### MUS 52
**Introduction to Financial Planning**

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### MUS 54
**BEGINNING PIANO**
An introductory course in piano, with instruction in music-reading, repertoire, piano technique, tone production, sight-reading, keyboard harmony and performance styles for music and non-music majors at a first year level. A student can take a maximum of 4 units in combination from MUS 54, 55, 56.  

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### MUS 55
**INTERMEDIATE PIANO**
Recommended Preparation: MUS 54
Instruction in major and minor scales, piano technique, tone production, sight-reading, building of repertoire and performance styles. Includes technical and interpretive development of piano performance ability at a second-year level. Keyboard harmony will be emphasized. A combination of MUS 54, 55 or 56 may be taken a maximum of four times.  

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### MUS 56
**ADVANCED PIANO**
Recommended Preparation: MUS 55
This course is of a "Master Class" or a workshop character, and for the student interested in furthering his or her understanding of musical styles through careful study and performance of Baroque, Classic, and Contemporary piano literature. Works and performance are thoroughly analyzed and discussed as to style, interpretation and technical problems. A combination of MUS 54, 55 or 56 may be taken a maximum of four times.  

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### MUS 57
**INTRODUCTION TO ORGAN TECHNIQUE (CLASSICAL)**
Recommended Preparation: MUS 55 or demonstrated proficiency
Instruction in keyboard, finger technique, registration and standard organ literature. Performance of simple compositions, arrangements and hymn tunes.  

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### MUS 58
**PIANO REPERTOIRE AND PERFORMANCE PROCEDURES**
Recommended Preparation: MUS 55 or demonstrated proficiency
The study of important piano solo literature from Bach to contemporary with emphasis on technique and procedures in solo-performance preparation. Qualified students will participate in college recitals and public performances.  

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### MUS 60
**BEGINNING CLASSICAL GUITAR**
Emphasizes the classical guitar repertoire on an acoustic nylon-string guitar. Beginning level music reading. No previous experience necessary. MUS 60, 61 and 62 may be taken a total of 4 times.  

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### MUS 61
**INTERMEDIATE CLASSICAL GUITAR**
Recommended Preparation: MUS 60. Nylon strings required.
Solo and ensemble fingerstyle playing on acoustic nylon-string guitar. Intermediate level music reading. Chordal accompaniment. MUS 60, 61 and 62 may be taken a total of 4 times.  

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### MUS 62
**ADVANCED CLASSICAL GUITAR**
Recommended Preparation: MUS 61. Nylon string required.
Solo and ensemble fingerstyle playing on acoustic nylon-string guitar. Advanced level music reading and techniques. Advanced accompaniment techniques. Building repertoire and performance skills. MUS 60, 61 and 62 may be taken a total of 4 times.  

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### MUS 70
**WOODWIND CLASS**
Introduction and study of woodwind instruments with special emphasis on individual development of tone, range, flexibility and endurance.  

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### MUS 72
**BRASS CLASS**
Introduction and study of brass instruments with special emphasis on individual development of tone, range, flexibility and endurance.  

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### MUS 74
**STRING CLASS**
The study of string instruments with special emphasis on individual development of bowed, tone and flexibility.  

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### MUS 76
**PERCUSSION CLASS**
Introduction and study of all percussion instruments with emphasis on individual development of flexibility, sticking and rhythmic patterns. Tuned and untuned percussion will be studied.  

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### MUS 77
**MALLET PERCUSSION CLASS**
Recommended Preparation: MUS 76
Performance aspects of melodic percussion instruments including the tympani.  

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### MUS 85
**ORGAN REPERTOIRE AND PERFORMANCE PROCEDURES**
Recommended Preparation: MUS 57 or demonstrated proficiency
The study of important organ solo literature from Bach to contemporary with emphasis on technique and procedures in solo-performance preparation. Qualified students will participate in college recitals and public performances.  

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### MUS 90
**MUSIC OF BACH AND BAROQUE INTERPRETATION**
Recommended Preparation: 2 years of instrumental training
Studies and performance practice in music of J.S. Bach and Baroque composers: style, embellishments, dynamics, tempi. Performance in class of solo and ensemble works, instrumental and vocal. Open to all intermediate and advanced music students.  

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MUS 80 1/1/2
BEGINNING VOICE
A course emphasizing vocal techniques, including tone production, breath control and pronunciation as well as music literature. Class designed for music majors, but non-music major may enroll. A combination of MUS 80 or 81 may be taken a maximum of four times.  R E 3

MUS 81 1/1/2
INTERMEDIATE VOICE
Recommended Preparation: MUS 80
The study of and construction in the components of the techniques of singing without the aid of a microphone. Application of this study in vocalizes and repertoire. A combination of MUS 80 or 81 may be taken a maximum of four times.  R A 3

MUS 82 1/1/2
VOCAL REPertoire AND PERFORMANCE PROCEDURES
Recommended Preparation: MUS 81
A survey of concert literature available for various voice categories. Emphasis will be placed on the instruction and practice of presenting material from operas, concerts and musicals.  R E 3

MUS 80 1/1/2
BEGINNING GUITAR
Recommended Preparation: MUS 80
Studies and performance practices in organ music of J.S. Bach and other baroque composers: style, embellishments, organ registration and articulation, dynamics and tempi. Performance of Baroque organ music in class. Open to all intermediate and advanced music performance students.  R E 3

MUS 178 3/3/0
BEGINNING PIANO TEACHING METHODS
Recommended Preparation: Two years of piano study
This course is designed to study the technique of private teaching; includes basic musicianship. This course is offered for music-major students as well as community teachers who wish to improve their teaching methods. Any combination of MUS 178 or 179 may be taken a maximum of four times.  R A 3

MUS 179 3/3/0
INTERMEDIATE PIANO TEACHING METHODS
Recommended Preparation: Two years of previous piano study or MUS 178
This course is designed to study the technique of private teaching at the intermediate level. The course emphasizes stylistic interpretation in each different period: Baroque, Classic Romantic, Impressionistic and Contemporary.  R A 3

MUS 260 1/1/2
BASIC GUITAR
Studies basic techniques of the guitar. Emphasis will be on music fundamentals as it pertains to basic guitar techniques and the reading of music. This course will prepare students to qualify for further study in classical and/or jazz guitar.  R E 3

MUSIC PERFORMANCE (CHORAL)

MUS 30 2/2/4
COLLEGE CHORUS
Emphasizes the rehearsal and performance of standard choral literature including vocal techniques and ensemble singing. Public performance required for credit. Open to all students. No more than four units apply toward AA degree outside music major.  R E 3

MUS 31 2/2/4
BAROQUE SOCIETY
Prerequisite: Audition with college staff
This ensemble will perform major works for chorus and orchestra from the 17th and early 18th centuries, primarily the mass and cantata repertoire of Western Europe. Emphasis is placed on recent research in authentic performance practices and use of early instruments when available. Study of the historical perspective of the role of the Reformation and the rise of the middle class in Europe in the development of these genres is included. Different literature will be performed each semester. No more than four units apply toward AA degree outside music major.  R E 3

MUS 32 2/2/4
ORATORIO SOCIETY
Prerequisite: Audition with college staff
Choral/orchestral performance of the oratorio repertoire of the late 18th and 19th centuries is offered. The repertoire includes oratorios of Handel, Haydn, Mendelssohn and other composers of the period. Rehearsals include study of historical perspective of the oratorio society as a social phenomenon of the Industrial Revolution, and the changing role of the composer, conductor and music critic in the 19th century society. No more than four units apply toward AA degree outside music major.  R E 3

MUS 33 2/2/4
MODERN MASTERWORKS CHORALE
Prerequisite: Audition with college staff
Students will perform choral repertoire of the 20th century, with special emphasis on larger choral/orchestral works by English and American composers in contemporary society, commissioning and performance of new works, and study of the 20th century harmonic and textural vocabulary as seen in this repertoire. No more than four units apply toward AA degree for non-music major.  R E 3

MUS 34 2/2/4
EARLY MUSIC ENSEMBLE
Prerequisite: Audition with college staff
Students will perform sacred and secular repertoire suitable for chamber ensemble from the 15th to 18th centuries. Unaccompanied works and music with instrumental accompaniment are included. The course emphasizes cultivation of skills needed to sing music from a variety styles within the Renaissance and early Baroque era. No more than four units apply toward AA degree outside music major.  R E 3

MUS 35 2/2/4
CONTEMPORARY VOCAL ENSEMBLE
Prerequisite: Audition with college staff
This course includes study and performance of sacred and secular repertoire suitable for vocal chamber ensemble from the 19th and 20th centuries. Unaccompanied works and music with instruments or keyboard accompaniment are included. Singers will develop skills required for performance of 19th- and 20th-century chamber choir music. No more than four units apply toward AA degree outside music major.  R E 3
MUS 37  CHORUS
Women's Chorus
Studies the techniques of choral literature for women's voices from the 16th century to the present. The ensemble's repertoire will be selected from classical, religious, international folk, and musical-comedy literature. Performances required.  R E 3

MUS 136  CHORDAL PERCUSSION
Recommended Preparation: Audition with college staff
A vocal performance group which celebrates the African-American/Caribbean and other influences of gospel, spiritual and traditional folk music of the Americas.  R E 3

MUS 139  VOCAL ENSEMBLE
Recommended Preparation: Previous experience in a choral group and demonstrated proficiency
Offers practical experience in singing jazz, folk and rock music in a small ensemble. Recording studio techniques will be explored.  R E 3

MUS 285  SIGHT-SINGING WORKSHOP
This course is designed primarily for music students who need to improve their ability to sing a vocal line at first sight. The course includes a review of basic pitch rotation, rhythmic notation, intervals and basic harmony, along with a graduated series of sight-singing exercises geared to the ability level of the student.  R E 3

MUS 290  REHEARSAL AND PERFORMANCE (CHORAL)
Recommended Preparation: Previous experience in a choral group and demonstrated proficiency
A course emphasizing the preparation of productions for public performance throughout the semester.  R E 3

MUS 40  WIND ENSEMBLE
Recommended Preparation: Previous experience in an instrumental group
Emphasizes rehearsal and performance of standard band literature. Public performances are required for credit. Performances include athletic games, assemblies and concerts. This course may be offered as open-entry/open-exit.  R E 3

MUS 41  SYMPHONIC WIND ENSEMBLE
Recommended Preparation: Previous instrumental training and demonstrated proficiency
An elite concert band, playing the finest traditional and contemporary band literature available. Emphasis is on a high degree of individual musicianship and fine ensemble playing. Formal concert to be given with outstanding guest soloist and/or conductors.  R E 3

MUS 42  SYMPHONIC ORCHESTRA
Recommended Preparation: Previous experience in an instrumental group
Studies and performance of standard orchestral literature. Public performances are required for credit. This course may be offered as open-entry/open-exit.  R E 3

MUS 43  STRING ORCHESTRA
Recommended Preparation: Previous experience in performing groups
A course designed to read, study and perform orchestral literature written especially for strings.  R E 3

MUS 44  COMMUNITY BAND
A course emphasizing rehearsal and performance of standard band literature. Public performances are required for credit. Performances include those both on and off campus.  R E 3

MUS 47  SADDLEBACK COLLEGE BIG BAND
Prerequisite: Enrollment by audition only
Provides for the performance of Big Band music by members of the community above high-school sophomore level. Very high standards of individual and ensemble performance are expected. Upon achieving entrance into this course, the student can expect to be exposed to the very best and most demanding of the literature available in the jazz idiom. Members of this course will perform several times during the semester at events both on and off campus.  R E 3

MUS 49  CHAMBER ORCHESTRA
Studies major chamber-orchestra literature from all periods of music history. All members of the orchestra will be selected by audition only. Public performances are required for credit.  R E 3

MUS 63  ENSEMBLE TECHNIQUES FOR 21ST CENTURY
Recommended Preparation: MUS 55 or demonstrated proficiency
Designed to aid the individual in developing his ability to perform in small instrumental ensemble groups, studying the music of late 20th century, including jazz studies. Pianists, string, woodwind, and guitar players will study standard repertoire as well as newer compositions.  R E 3

MUS 64  PIANO ENSEMBLE
Recommended Preparation: MUS 55 or demonstrated proficiency
The ensemble study of the literature of duo-piano including four and eight hands, both original and transcribed. Particular emphasis will be given to style, interpretation and techniques of ensemble playing and sight-reading.  R E 3

MUS 65  PIANO ACCEOMPANYING
Recommended Preparation: MUS 55 or demonstrated keyboard proficiency
Ensemble experience in the performance of duo-piano literature, four and eight hands, both original and transcribed. Particular emphasis will be given to style, interpretation and techniques of ensemble playing and sight-reading.  R E 3

MUS 66  CHAMBER MUSIC
Recommended Preparation: Two years of instrumental training
Chamber music is designed for pianists, string, woodwind and brass players to study chamber-music works from the standard repertoire. Emphasis will be given to student performances in concerts and recitals.  R E 3

MUS 67  WOODWIND ENSEMBLE
Recommended Preparation: MUS 55 or demonstrated proficiency
Designed to aid the individual in developing his ability to perform in small instrumental ensemble groups. The type of material selected will be determined by the size and capabilities of the students enrolled. Ensembles of various sizes from duets to choirs will be studied and performed at clubs, recitals, schools and churches. Open to woodwind instruments and advanced pianists.  R E 3
MUS 68 2/1/2
BRASS ENSEMBLE
Designed to aid the individual in developing his ability to perform in small instrumental ensemble groups. The type of material selected will be determined by the size and capabilities of the students enrolled. Ensembles of various sizes from duets to choirs will be studied and performed at clubs, recitals, schools and churches. Open to all brass instruments and advanced pianists. R E 3

MUS 69 2/1/2
PERCUSSION ENSEMBLE
Designed to aid the individual in developing his ability to perform in small instrumental ensemble groups. The type of material selected will be determined by the size and capabilities of the students enrolled. Ensembles of various sizes from duets to choirs will be studied and performed at clubs, recitals, schools and churches. Open to all percussion instruments and advanced pianists. R E 3

MUS 75 2/1/3
STRING LITERATURE
Recommended Preparation: Two years of instrumental training
Designed to analyze and perform traditional and contemporary string literature from 18th to 20th Centuries. Fulfills major performance group requirement for music majors. R E 3

MUS 148 2/2/2
JAZZ ENSEMBLE
Studies professional dance music, radio or theatre orchestra work. Opportunity is provided for practical experience in organizing instrumental combinations of all kinds and sizes. Training in standard dance-band phrasing and improvisation. The Jazz Ensemble will perform at different functions and, when given the opportunity, will perform with nationally known guest artists. This course may be offered as open-entry/open-exit. R E 3

MUS 248 1/1/2
JAZZ-ROCK-POP-COMBOS
This is a performance course designed for student musicians who wish to expand their knowledge and abilities within their chosen musical style (jazz, rock, pop, Latin, fusion, new wave, etc.). Emphasis will also be placed on making the student’s particular style of music more marketable through contacts with club owners, record producers, promoters, agents and business managers. R E 3

MUS 288 2/1/3
PEP BAND
Recommended Preparation: Experience in a performing group
Provides for the performance of Pep Band music, open by audition only, to members of the community above high school sophomore level. Very high standards of individual and ensemble performance are expected. Upon achieving entrance into this course, the student can expect to be exposed to the very best and most demanding of the literature available in the contemporary idiom. Students will perform several times during the semester at events both on and off campus. R E 3

MUS 295 1/0/3
REHEARSAL AND PERFORMANCE (INSTRUMENTAL)
Recommended Preparation: Previous instrumental training and demonstrated proficiency
A course emphasizing the preparation of productions for public performance throughout the semester. R E 3

MUS 297 1/0/3
REHEARSAL AND PERFORMANCE (JAZZ STUDIES)
Recommended Preparation: Previous instrumental training and demonstrated proficiency
A course emphasizing the preparation of productions for public performance throughout the semester. R E 3

MUS 183 2/2/1
ELECTRONIC MUSIC
A course in electronic music as applied to traditional music forms and structures. Students will receive a fundamental technical understanding of the synthesizer. R E 3

MUS 212 1/0/3
ELECTRONIC MUSIC ACTIVITIES
Recommended Preparation: MUS 183
A student workshop in the application of techniques developed in Music 183. In addition, lectures will introduce advanced techniques and materials utilizing the synthesizer. The content of this course differs each time it is offered, and students who repeat it develop skills and proficiencies. Learning objectives will be achieved through active participatory experience in individual study and/or group assignments. R E 3

N 108 2/2/0
INTRODUCTION TO CRITICAL CARE: ACUTE MULTISYSTEM ALTERATIONS
Prerequisite: N 152
Provides nurses with theoretical base needed to care for patients in critical care units with emphasis on alterations in the cardiovascular, pulmonary, neurologic, renal, gastrointestinal, endocrine and immunologic systems. Intended for skills upgrading or cross training. (30 hrs BRN/LVN CE credit, BRN #00060)

N 127 1.5/0/4.5
CLINICAL NURSING PRACTICUM
Recommended Preparation: Completion of N 151 or equivalent, with a grade of C or better.
The focus of this clinical application course is on the utilization of the nursing process based on the Roy Adaptation Model to plan, implement and evaluate nursing care for selected hospitalized health care clients. This course is designed as an elective clinical practicum and is tailored to meet the individual student’s learning needs related to clinical nursing practice and skills.

N 138 2/0/6
CRITICAL CARE NURSING I PRACTICUM
Prerequisite: N 154
Recommended Preparation: N 108
Provides supervised clinical practice for students seeking skill development in critical care nursing. Focuses on cardiopulmonary disorders. (30 hrs BRN CE credit, BRN #00060)

N 139 2/0/6
CRITICAL CARE NURSING II PRACTICUM
Prerequisite: N 154
Recommended Preparation: N 109
Provides supervised clinical practice for students seeking skill development in critical care nursing. Focuses on neurologic disorders, multiple trauma and renal disorders. (30 hrs BRN CE credit, BRN #00060)
N 151  NURSING PROCESS
Prerequisite: BIO 11, 12, 15, eligibility for ENG 1A, and official admission to the nursing program
Corequisite: N 151 Lab
Recommended Preparation: Concurrent enrollment in or prior completion with grades of "C" or better of N 160 and GERO 101
Theoretical base needed for application of nursing process at a beginning level, utilizing the Roy Adaptation Model. Focuses on care of adult medical-surgical clients and families in a variety of health care settings, stressing concepts and rationales related to fundamental nursing practice. Principles of safety, physical and psychosocial assessment, pharmacology, the business of health care, issues of professional practice, communication, health teaching, cultural diversity, growth and development, geriatric nursing, disease process, nutrition, and death and dying are integrated.

N 152  MEDICAL-SURGICAL NURSING
Prerequisite: N 151, 160 and GERO 101 with grades of "C" or better
Corequisite: N 152 Lab
Focuses on the application of the nursing process based on the Roy Adaptation Model, and the principles of medical and surgical nursing to patients with ineffective behaviors in oxygenation, elimination, fluid and electrolytes, activity and rest, neurological function, endocrine function, protective function, self concept, role function and interdependence.

N 153  MENTAL HEALTH NURSING
Prerequisite: Official admission to the Nursing Program
Corequisite: N 153 Lab
Recommended Preparation: PSYC 1
Provides the theoretical base for applying the nursing process and Roy Adaptation Model to the care of individuals and families across the life span who have ineffective behaviors in psychosocial functioning. Emphasis is on communication and the principles of psychiatric/mental health nursing, including psychopathology. Psychopharmacology is integrated.

N 154  MATERNAL CHILD NURSING
Prerequisite: N 152 with grade of "C" or better
Corequisite: N 154 Lab
Recommended Preparation: N 161
Provides theoretical base needed for the application of the nursing process/Roy Adaptation Model in caring for mothers, fathers, neonates, infants, children and adolescents. Emphasis is on a family-centered approach to nursing care, health maintenance, and health education directed toward the maternal-child patient and family. Principles of nutrition, pharmacology, physiology, growth and development, and cultural variations are integrated.

N 155  ADVANCED NURSING
Prerequisite: N 154 and 161 with grades of "C" or better
Corequisite: N 155 Lab
The focus of this course is on the integration of the nursing process with the Roy Adaptation Model in providing nursing care for long term, acute and critically ill medical surgical patients. Emphasis is placed on leadership, patient care management systems and ethical/legal issues. Students are exposed to specialty nursing areas and are provided a preceptorship to bridge the gap between student and staff nursing roles.

N 156  MEDICAL-SURGICAL NURSING IN THE COMMUNITY
Prerequisite: N 151 with a grade of "C" or better
Provides supervised clinical practice for the application of the nursing process/Roy Adaptation Model in caring for medical-surgical patients in various clinical settings. Emphasis is on the practice of nursing in non-traditional settings.

N 160  PHARMACOLOGY
Recommended Preparation: BIO 12
The focus of this course is promotion of adaptation via pharmacologic interventions. The course includes principles of therapeutic pharmacology, drug names, some dosages and drug classifications, behavioral assessment of drug actions and interaction, routes and methods of drug administration, and nursing responsibilities associated with medication administration. Letter grade only.

N 161  GROWTH AND DEVELOPMENT
Examines developmental tasks and needs from birth through middle age. Stimuli that influence growth and development, as well as a brief overview of major developmental theories, are presented. Physiologic, self-concept, role and interdependence behaviors will be examined.

N 162  ADAPTATION NURSING ASSESSMENT
Develops skills in utilizing the Adaptation Nursing Model in assessing patients. Includes use of the model in formulating a care plan.

N 169  SPECIAL TOPICS NURSING
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of nursing. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

N 200  NURSING SPECIALTY INTERNSHIP
Recommended Preparation: N 152 and 153
This course focuses on the student’s interest in a particular clinical specialty. It is designed to allow the student to investigate his/her specialty area of interest through a preceptorship and is tailored to meet the individual student’s learning needs in that specialty, such as obstetric, emergency, ICU/CCU, pediatrics, psychiatric and medical-surgical nursing. R E 3

N 206  REGISTERED NURSE TRAINING FOR EMPLOYMENT
Recommended Preparation: Current California RN or IP license and current CPR certification
Prepares nursing graduates to write the NCLEX Licensure Exam by reviewing strategic content areas and improving test-taking skills. Offered for Credit/No Credit only.

N 230  NURSING LICENSURE PREPARATION
Prepares nursing graduates to write the NCLEX Licensure Exam by reviewing strategic content areas and improving test-taking skills. Offered for Credit/No Credit only.

N 235  CCRN CERTIFICATION PREPARATION
Recommended Preparation: N 155
Designed for health care professionals who wish to master the minimum content necessary to become nationally certified in providing safe and effective nursing care for critically ill adults.

N 238  PERIOPERATIVE NURSING I
Recommended Preparation: N 155
Provides the student with perioperative nursing to theory practice necessary for entry level into the operating room. Major focus is the utilization of the nursing process to provide care for clients undergoing surgical intervention. (30 hrs BRN CE credit, BRN #00600)
### EMERGENCY ROOM NURSING THEORY
Recommended Preparation: N 155
Recommended Preparation: N 241
Provides basic experience in emergency nursing. Prepares students for practice as beginning emergency department nurses. Students who take this course must carry their own malpractice insurance. (15 hrs BRN CE credit, BRN #00060)

### EMERGENCY ROOM NURSING PRACTICE
Recommended Preparation: N 155 and 240
Focuses on providing nursing care to the expectant family and those who have just had an infant. Includes nursing theory necessary to work in an antepartal and/or postpartal nursing area. (30 hrs BRN/LVN CE credit, BRN #00060)

### I.V. THERAPY TECHNIQUES FOR NURSES
Recommended Preparation: N 154
Prepares students for initiating and/or maintaining common intravenous therapies (IV). Nursing assessments and special patient care are included. Although focused on the hospitalized patient, knowledge can easily be transferred to the home care setting. Covers insertion techniques, administration of TPN, blood and blood products, piggybacks, intermittent infusion sets, and common I.V. drugs. (24 hrs LVN CE credit, BRN #00060)

### ADVANCED I.V. THERAPY TECHNIQUES FOR NURSES
Prerequisite: N 154
Prepares students for initiating and/or maintaining complex intravenous therapies (IV). Nursing assessments and special patient care are included. Although focused on the hospitalized patient, knowledge can easily be transferred to the home care and outpatient setting. Covers insertion techniques, administration of TPN, blood and blood products, piggybacks, intermittent infusion sets, and common I.V. drugs. (30 hrs BRN/LVN CE credit, BRN #00060)

### ANTEPARTAL AND POSTPARTAL CARE OF THE FAMILY
Recommended Preparation: N 155
Provides students with obstetrical nursing theory in the areas of antepartal and postpartal maternal and infant care. Focuses on providing nursing care to the expectant family and those who have just had an infant. Includes nursing theory necessary to work in an antepartal and/or postpartal nursing area. (30 hrs BRN/LVN CE credit, BRN #00060)

### CLINICAL ASSESSMENT AND MANAGEMENT OF THE NEONATE
Recommended Preparation: N 154
This course is designed to provide an introduction to neonatal care. Identification of perinatal risk factors, newborn physical assessment, stabilization, common neonatal disorders, genetics, parent teaching, and legal aspects of neonatal nursing will be covered. (30 hrs BRN CE credit, BRN #00060)

### INTENSIVE CARE OF THE NEONATE
Recommended Preparation: N 154 and 256
Provides advanced concepts in care of the critically ill neonate. Basic theory and experience in newborn assessment and care are assumed. Topics covered include care of the low birth weight infant, advanced concepts in respiratory and cardiac disorders, neurologic dysfunction, surgical emergencies, perioperative care and hematologic disorders. (30 hrs BRN/LVN CE credit, BRN #00060)

### NEONATAL INTERNSHIP
Recommended Preparation: Completion of or concurrent enrollment in N 257 Current Malpractice Insurance
This course is designed to provide clinical experience for those interested in learning or updating the skills necessary to work in a special care nursery. Students will work with preceptors, and will participate in such procedures as physiologic monitoring, emergency stabilization, I.V. and drug therapy, and assisted ventilation (BRN-CE #00060 30 hrs.) (LVN CE-30 hrs.)

### MOBILE INTENSIVE CARE NURSING
Recommended Preparation: HS 217 and N 240 or emergency room nursing experience
Prepares registered nurses to work in base hospitals and provide medical direction to field paramedics under supervision of base hospital physician. Upon completion, nurses shall be qualified to be authorized as a Mobile Intensive Care Nurse per California Health and Safety Code. (BRN CE credit, BRN #00060)

### HEALTH CARE LAW
Recommended Preparation: BUS/LGL 12A or 14
A course for the professional practicing in the area of Health Care Law. Course emphasizes legal procedures, substantive law, and vocabulary in the areas of discipline, regulations, licensing, provider and patient relationships, tort and contractual liability, right-to-die issues, third-party reimbursement, alternative dispute resolution, fees, advertising, environment and provider safety. Also listed as LGL 275. Credit to be given in either area, not both.

### OFFICE INFORMATION SYSTEMS
SEE BUSINESS AND COMPUTER AND INFORMATION MANAGEMENT

### PHYSICAL EDUCATION (AQUATICS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PE 41</td>
<td>Swimmers</td>
<td>1/1.5</td>
<td>67</td>
</tr>
<tr>
<td>PE 42</td>
<td>Swimmers</td>
<td>1/1.5</td>
<td>67</td>
</tr>
<tr>
<td>PE 43</td>
<td>Swimmers</td>
<td>1/1.5</td>
<td>67</td>
</tr>
<tr>
<td>PE 44</td>
<td>Swimmers</td>
<td>1/1.5</td>
<td>67</td>
</tr>
</tbody>
</table>

### AQUATIC CONDITIONING
Recommended Preparation: Basic swimming ability
Designed to develop and maintain physical fitness through swimming. Emphasis will be placed on endurance training for improved cardiovascular fitness.
INTRODUCTION TO MODERN DANCE

Aikido, an attack is never stopped; it is guided in a way that causes the attacker to be thrown by the momentum of his own attack. Aikido develops the individual mentally as well as physically. Physically it produces good posture, physical skill and quickness of body reflexes. Mentally it develops coordination, determination, responsibility and etiquette.  

Recommended Preparation: PE 50

Aerobic dance is a fitness program which combines vigorous aerobic dance with a variety of musical rhythms.  

Recommended Preparation: PE 50 or TA 50

Instruction and supervised practice to develop the body for communication of feeling and idea through movement. A combination of PE/TA 54, 55, 56 may be taken four times. Also listed as TA 55. Credit to be given in either area, not both.  

Recommended Preparation: PE 55 or TA 55

Increased techniques in modern dance with emphasis on improving individual skills. Continued development of the body for communication through movement. A combination of PE/TA 54, 55, 56 may be taken four times. Also listed as TA 56. Credit to be given in either area, not both.  

Recommended Preparation: PE 57 or TA 57

Basic jazz techniques, center and locomotor combinations, and original routines set to jazz music. A combination of PE/TA 57, 58, 59 may be taken four times. Also listed as TA 58. Credit to be given in either area, not both.  

Recommended Preparation: PE 59 or TA 58

Basic skills of jazz dancing with emphasis on improving individual techniques. Includes more emphasis on improving individual techniques and more advanced jazz techniques with original routines set to music. A combination of PE/TA 57, 58, 59 may be taken four times. Also listed as TA 59. Credit to be given in either area, not both.  

Recommended Preparation: PE 54 or TA 54

Emphasis on improving individual skills. Continued technical work at the ballet barre. A combination of PE/TA 51, 52, 53 may be taken four times. Also listed as TA 52. Credit to be given in either area, not both.  

Recommended Preparation: PE 57 or TA 57

Increased techniques in modern dance. A combination of PE/TA 54, 55, 56 may be taken four times. Also listed as TA 55. Credit to be given in either area, not both.  

Recommended Preparation: PE 55 or TA 55

Increased techniques in modern dance dance. A combination of PE/TA 54, 55, 56 may be taken four times. Also listed as TA 55. Credit to be given in either area, not both.  

Recommended Preparation: PE 54 or TA 54

Emphasis on improving individual skills. Continued technical work at the ballet barre. A combination of PE/TA 51, 52, 53 may be taken four times. Also listed as TA 52. Credit to be given in either area, not both.  

Recommended Preparation: PE 57 or TA 57

Basic jazz techniques, center and locomotor combinations, and original routines set to jazz music. A combination of PE/TA 57, 58, 59 may be taken four times. Also listed as TA 58. Credit to be given in either area, not both.  

Recommended Preparation: PE 59 or TA 59

Basic skills of jazz dancing with emphasis on improving individual techniques. Includes more emphasis on improving individual techniques and more advanced jazz techniques with original routines set to music. A combination of PE/TA 57, 58, 59 may be taken four times. Also listed as TA 59. Credit to be given in either area, not both.  

Recommended Preparation: PE 50 or TA 50

Aerobic dance is a fitness program which combines vigorous aerobic dance with a variety of musical rhythms.  

Recommended Preparation: PE 50 or TA 50

Instruction and supervised practice to develop the body for communication of feeling and idea through movement. A combination of PE/TA 54, 55, 56 may be taken four times. Also listed as TA 55. Credit to be given in either area, not both.  

Recommended Preparation: PE 55 or TA 55

Increased techniques in modern dance dance. A combination of PE/TA 54, 55, 56 may be taken four times. Also listed as TA 55. Credit to be given in either area, not both.  

Recommended Preparation: PE 54 or TA 54

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Recommended Preparation: PE 57 or TA 57

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Recommended Preparation: PE 59 or TA 59

Basic skills of jazz dancing with emphasis on improving individual techniques. Includes more emphasis on improving individual techniques and more advanced jazz techniques with original routines set to music. A combination of PE/TA 57, 58, 59 may be taken four times. Also listed as TA 59. Credit to be given in either area, not both.  

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Recommended Preparation: PE 54 or TA 54

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Recommended Preparation: PE 57 or TA 57

Basic jazz techniques, center and locomotor combinations, and original routines set to jazz music. A combination of PE/TA 57, 58, 59 may be taken four times. Also listed as TA 58. Credit to be given in either area, not both.  

Recommended Preparation: PE 59 or TA 59

Basic skills of jazz dancing with emphasis on improving individual techniques. Includes more emphasis on improving individual techniques and more advanced jazz techniques with original routines set to music. A combination of PE/TA 57, 58, 59 may be taken four times. Also listed as TA 59. Credit to be given in either area, not both.  

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Aerobic dance is a fitness program which combines vigorous aerobic dance with a variety of musical rhythms.  

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Recommended Preparation: PE 54 or TA 54

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Basic skills of jazz dancing with emphasis on improving individual techniques. Includes more emphasis on improving individual techniques and more advanced jazz techniques with original routines set to music. A combination of PE/TA 57, 58, 59 may be taken four times. Also listed as TA 59. Credit to be given in either area, not both.  

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 60</td>
<td>INTRODUCTION TO TAP DANCING</td>
<td>Recommended Preparation: PE 60 or TA 61</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td></td>
<td>Designed for students with no experience in dance as well as those wishing to perfect basic dance skills. Fundamentals of tap-dancing techniques are presented and practiced in class, and presentations of the historical and stylistic perspectives of this dance form. An emphasis is placed on class participation to provide the student with knowledge and understanding of the physical demands of tap dancing. A combination of PE/TA 60, 61, 62 may be taken four times. Also listed as TA 60. Credit to be given in either area, not both. R A 3</td>
<td></td>
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</tr>
<tr>
<td>PE 61</td>
<td>TAP DANCING LEVEL I</td>
<td>Recommended Preparation: PE 60 or TA 61</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td></td>
<td>Recommended Preparation: PE 61 or TA 61</td>
<td>Review and continuation of basic skills of tap dancing with emphasis on improving individual techniques. More advanced steps and dance combinations will be presented. A combination of PE/TA 60, 61, 62 may be taken four times. Also listed as TA 61. Credit to be given in either area, not both. R A 3</td>
<td></td>
</tr>
<tr>
<td>PE 62</td>
<td>INTERMEDIATE TAP DANCING</td>
<td>Recommended Preparation: PE 61 or TA 61</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td></td>
<td>Designed for the dance student to increase fitness, flexibility, endurance, strength and poise in all types of dance techniques. Includes weight training, nutrition, care and prevention of injuries, and exercise to musical accompaniment. Also listed as TA 61. Credit to be given in either area, not both. R A 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE 63</td>
<td>EXERCISE FOR DANCERS</td>
<td>Recommended Preparation: PE 60 or TA 61</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td></td>
<td>Recommended Preparation: PE 61 or TA 61</td>
<td>Review and continuation of basic skills of tap dancing with emphasis on improving individual techniques. More advanced steps and dance combinations will be presented. A combination of PE/TA 60, 61, 62 may be taken four times. Also listed as TA 62. Credit to be given in either area, not both. R A 3</td>
<td></td>
</tr>
<tr>
<td>PE 64</td>
<td>HISTORY OF DANCE</td>
<td>Provides a general history of various dance forms as they relate to dance in America, including ethnic forms, ballet, modern, jazz and tap. Content will emphasize the ritual, social and theatrical aspects of dance. The course will include some reference to other art forms and the humanities. Video tapes and slides will be integrated as visual aids. Also listed as TA 64. Credit to be given in either area, not both.</td>
<td></td>
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<tr>
<td>PE 65</td>
<td>PHYSICAL EDUCATION (FITNESS)</td>
<td></td>
<td>3/3/0</td>
</tr>
<tr>
<td>PE 7</td>
<td>STEP TRAINING</td>
<td>Step Training is a cardiovascular program which involves stepping up and down on an adjustable platform while simultaneously performing upper body strength movements to the accompaniment of music. Step Training is for both men and women, from beginners to conditioned athletes. To change the intensity, students may alter the height of the platform. This course is comprehensive, balanced, and works every major muscle group. R E 3</td>
<td></td>
</tr>
<tr>
<td>PE 8</td>
<td>POWER AEROBICS</td>
<td>A fitness course with both males and females in mind. Designed for overall body conditioning, with emphasis in aerobic workouts for cardiovascular endurance and muscle workouts for strength improvement. Performed to music using athletic-type movements and involves the use of hand and/or ankle weights. Students can work at their own level of intensity. R E 3</td>
<td></td>
</tr>
<tr>
<td>PE 9</td>
<td>STRETCHING, FLEXIBILITY AND CONDITIONING</td>
<td>A course emphasizing proper techniques of movement, breathing and body alignment for postural integration. R E 3</td>
<td></td>
</tr>
<tr>
<td>PE 28</td>
<td>YOGA</td>
<td>Investigation and practice of the principles of physical Hatha Yoga. Emphasis is on exercises for improved body alignment, joint flexibility, muscle tone and breathing. R E 3</td>
<td></td>
</tr>
<tr>
<td>PE 29</td>
<td>TAI CHI CH’UAN</td>
<td>Introduction to fundamental principles and basic movements in the ancient taoist art. Special emphasis is given to the development of balance, harmony, physical strength through the discipline of slow, fluid movements. Course may be offered by mediated mode of instruction. R E 3</td>
<td></td>
</tr>
<tr>
<td>PE 107</td>
<td>SURVEY AND ASSESSMENT OF FITNESS</td>
<td>An assessment of the physical condition of the student that will include testing and evaluation of muscular strength and endurance, flexibility, posture, agility, body fat, cardiovascular efficiency and respiratory efficiency. Personality factors will be studied to learn more about stress reduction and lifestyle changes. Information regarding diet will be presented. Different testing and assessment techniques will be used in this course.</td>
<td>1/1/0</td>
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</table>
### Physical Education (Individual Sports)

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### PE 189
**Special Topics: Physical Education**
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of physical education. The content of Special Topics in Physical Education is thematic in nature and each seminar within the course differs from other offerings in the same course. R E \[3\]

#### PE 11
**Beginning Badminton**
Presentation of the official singles and doubles games, including the basic strokes, footwork, strategy and etiquette. A combination of PE 11, 12 and 13 may be taken four times. R A \[3\]

#### PE 12
**Intermediate Badminton**
Recommended Preparation: PE 12
Emphasis on individual stroke analysis, play and match play, singles and doubles. A combination of PE 11, 12 and 13 may be taken four times. R A \[3\]

#### PE 13
**Advanced Badminton**
Recommended Preparation: PE 12
Emphasis on advanced strokes, strategy and match play in singles and doubles. A combination of PE 11, 12 and 13 may be taken four times. R A \[3\]

#### PE 14
**Beginning Racquetball**
Instruction and practice in the basic racquetball skills including the proper strokes and footwork. Presentation of scoring, strategy, rules and tournament play. A combination of PE 14, 15 and 16 may be taken four times. R A \[3\]

#### PE 15
**Intermediate Racquetball**
Recommended Preparation: PE 14
Advanced fundamentals of singles and doubles competition including serve, rally and court strategy. A combination of PE 14, 15 and 16 may be taken four times. R A \[3\]

#### PE 16
**Advanced Racquetball**
Recommended Preparation: PE 15
Advanced fundamentals of singles and doubles competition with emphasis on serve, forehand, backhand and court strategy. A combination of PE 14, 15 and 16 may be taken four times. R A \[3\]

#### PE 19
**Bicycling**
Designed to increase the student's knowledge of skill in bicycling. To develop the student's appreciation of cycling as a lifetime sport and means of developing and maintaining muscular and cardiovascular respiratory fitness. Field trips may be required. R E \[3\]

#### PE 20
**Beginning Golf I**
Emphasis is on basic fundamentals of golf skills including rules, etiquette and terminology. A combination of PE 20, 21, 22, 23 may be taken four times. R A \[3\]

#### PE 21
**Beginning Golf II**
Recommended Preparation: PE 20
Review of Beginning Golf I, skills, strategy and individual stroke analysis. A combination of PE 20, 21, 22, 23 may be taken four times. R A \[3\]

#### PE 22
**Intermediate Golf**
Recommended Preparation: PE 21
Designed for those students who are ready to play on a regulation golf course but have mastered the basic skills of Beginning Golf I and II. This course will include the technique (chipping, putting, sand shots and wood shots) that should enable the student to play a successful round of golf, and golfing strategy will also be covered. A combination of PE 20, 21, 22, 23 may be taken four times. R A \[3\]

#### PE 23
**Advanced Golf**
Recommended Preparation: PE 22 or established handicap.
The nine fundamental errors in golf are analyzed. The correction of the hook, slice, shank, push and topped shots is discussed and demonstrated. Match play is arranged between class members by their ability or through established handicaps. Students must furnish their own transportation to the golf course. A combination of PE 20, 21, 22, 23 may be taken four times. R A \[3\]

#### PE 24
**Beginning Tennis I**
Presentation of the official doubles and singles games, including serve and backhand strokes, serve, basic strategy, footwork and etiquette. A combination of PE 24, 25, 26, 27 may be taken four times. R A \[3\]

#### PE 25
**Beginning Tennis II**
Recommended Preparation: PE 24
Designed for the student not quite ready for the intermediate level of tennis. A combination of PE 24, 25, 26, 27 may be taken four times. R A \[3\]

#### PE 26
**Intermediate Tennis**
Recommended Preparation: PE 25
Emphasis on individual stroke analysis, playing strategy, match play, singles and doubles. A combination of PE 24, 25, 26, 27 may be taken four times. R A \[3\]

#### PE 27
**Advanced Tennis**
Recommended Preparation: PE 26
Emphasis on advanced techniques, playing strategy, match play, singles, doubles and mixed doubles. Field trips may be required. A combination of PE 24, 25, 26, 27 may be taken four times. R A \[3\]

#### PE 30
**Advanced Track and Field**
Recommended Preparation: Participation on Interscholastic Track and Field or Cross Country Team or equivalent experience.
Designed for those students of advanced ability in track and field or cross country running who have competed on an interscholastic team or equivalent. Fundamentals of all events will be stressed. Recommended for physical education majors and those interested in intercollegiate competition. R E \[3\]

#### PE 32
**Intramural Activities**
Participation in individual and team sports, including coeducational. Sports offered may include basketball, racquetball, tennis, volleyball, weight lifting, archery, etc. R E \[3\]

#### PE 102
**An Ecological Approach to Flyfishing**
A course designed to acquaint the student with relevant aquatic ecology, entomology, fish biology, conservation strategies, equipment, casting and other physical skills required for effective fly fishing technique and practice. Also listed as ENV 102. Credit to be given to either area, not both.

### Physical Education (Team Sports)

#### PE 70
**Basketball**
Instruction and supervised practice in basic basketball fundamentals. Development of various methods of individual and team play. A combination of PE 70, 71 may be taken four times. R A \[3\]
BEGINNING VOLLEYBALL
Recommended Preparation: Participation on an interscholastic team
Designed for students of advanced ability in volleyball skills who have competed on an interscholastic team or its equivalent. Offensive and defensive skills as well as advanced strategies will be stressed. Recommended for physical education majors and those interested in intercollegiate competition. A combination of PE 70, 71 may be taken four times. R A 3

PE 71 1 or 1.5/.67 or 1/1.33 or 2

ADVANCED SOFTBALL FOR WOMEN
Recommended Preparation: PE 70, 71
Designed to give the intermediate student the opportunity to improve the basic skills of volleyball. Rules, strategy, skill practice in passing, setting, hitting, serving, blocking are included. The student is introduced to basic offense and defense systems of play. A combination of PE 76, 77, 78 may be taken four times. R A 3

PE 76 1 or 1.5/.67 or 1/1.33 or 2

INTERMEDIATE VOLLEYBALL
Recommended Preparation: PE 76
Designed to introduce advanced skills necessary for playing competitive volleyball. Skills covered include basic skills, fast offense, court positioning, rolls, dives and team strategy, both offensive and defensive. A combination of PE 76, 77, 78 may be taken four times.

PE 77 1 or 1.5/.67 or 1/1.33 or 2

BEGINNING SOFTBALL
Recommended Preparation: PE 70, 71
Designed to introduce advanced skills in baseball skills who have competed on an interscholastic team or equivalent. Fundamentals of offensive, defensive and advanced strategies will be stressed. Recommended for physical education majors and those interested in intercollegiate competitions.

PE 78 1 or 1.5/.67 or 1/1.33 or 2

ADVANCED SOCCER
Recommended Preparation: PE 72
Designed for those students of advanced ability in soccer skills who have competed on an interscholastic team or equivalent. Fundamentals of offensive, defensive and advanced strategies will be stressed. Recommended for those interested in intercollegiate competitions.

PE 79 1 or 1.5/.67 or 1/1.33 or 2

ADVANCED SOFTBALL-SLO-PITCH
Recommended Preparation: PE 70, 71
Designed to teach modified softball (slo-pitch) for men and women. Fundamentals of offense, defense, basic drills and team play will be emphasized. A combination of PE 74, 75 may be taken four times.

PE 74 1 or 1.5/.67 or 1/1.33 or 2

CO-ED SOFTBALL-SLO-PITCH
Recommended Preparation: PE 72
Advanced fundamentals of individual play such as dribbling, heading, shooting, trapping, passing and defensive tactics, and knowledge of rules. A combination of PE 72, 73 may be taken four times.

PE 73 1 or 1.5/.67 or 1/1.33 or 2

ADVANCED SOCCER
Recommended Preparation: PE 72
Advanced fundamentals of individual play such as dribbling, heading, shooting, trapping, passing and defensive tactics, and knowledge of rules. A combination of PE 72, 73 may be taken four times.

PE 72 1 or 1.5/.67 or 1/1.33 or 2

ADVANCED BASEBALL
Recommended Preparation: Participation on interscholastic team
Designed for those students of advanced ability in baseball skills who have competed on an interscholastic team or equivalent. Fundamentals of offensive, defensive and advanced strategies will be stressed. Recommended for physical education majors and those interested in intercollegiate competitions.

PE 80 1 or 1.5/.67 or 1/1.33 or 2

LIFESAVING
Recommended Preparation: PE 43
Includes elements of personal and group water safety, with development of ability to assist and rescue others in danger of drowning. Satisfactory completion of course qualifies student for American Red Cross Lifesaving Certificate.

PPE 13 1.5/1/1

PREVENTION AND CARE OF ATHLETIC INJURIES
Recommended Preparation: Current American Red Cross Senior Lifesaving Card or PPE 13
Designed to assist trainers, coaches, physical-education and recreation majors, playground personnel and athletes in the prevention and care of athletic injuries. Emphasis will be on practical application as well as theory.

PPE 3 3/3/0

PRINCIPLES AND FUNDAMENTALS OF COACHING
A course emphasizing the principles and fundamentals of coaching. The student will learn how to supervise and organize an effective sport drill; how to care for and prevent injuries; and how to better understand and effectively deal with players and allied personnel.

PPE 4 3/3/0

CHOREOGRAPHY
Recommended Preparation: Two semesters of dance training
Designed to encourage survey and analysis of dance movement potential and the creative development of the choreographic process. Student will gain knowledge in effective staging, lighting and the integration of music with body movement.

PPE 9 3/2/2

DANCE PRODUCTION
Analysis of the elements of choreography, development of solo and group choreographic composition; staging dances and performances.

PPE 10 1 or 2/0/3 or 6

DANCE REHEARSAL AND PERFORMANCE
Emphasizing the preparation and rehearsal of choreographic composition for public performance.

PPE 11 1 or 2/0/3 or 6

WATER-SAFETY INSTRUCTION
Recommended Preparation: Current American Red Cross Senior Lifesaving Card
Standard American Red Cross Course designed to train authorized water-safety instructors to teach American Red Cross swimming and lifesaving courses.

PPE 14 1.5/1/1

INTRODUCTION TO PHYSICAL EDUCATION AND ATHLETICS
Recommended Preparation: Current American Red Cross Senior Lifesaving Card
Designed to introduce the student to an overview of physical education and coaching, professional preparation, philosophies, and employment opportunities. Characteristics of the field are viewed for a broad theoretical and practical perspective.

PPE 1 3/3/0
PPE 101 2 or 3/1 or 2/2
ATHLETIC TRAINING FIELD WORK
Recommended Preparation: PPE 3
Exposure to immediate recognition and treatment of sports injuries unique to intercollegiate athletics. Emphasis on rehabilitation and taping techniques to enable athletes to return to competition. Students will receive hands on experience and will be able to apply various techniques in the treatment of athletic injuries. R.E. 3

PPE 105 3/3/0
MENTAL SIDE OF SPORTS
Course will delve into the connection between the mental and physical aspects of competition and the ways to enhance one's performance. Stress-reduction techniques, visualization, imagery and goal setting will be covered, as will training methods for both the body and the mind. The course is designed for both the weekend athlete and the serious intercollegiate competitor.

PPE 117 2.5/0/5
SKILLS, TECHNIQUES AND THEORY OF SONGLEADING & CHEERLEADING
A special course designed for song and yell leaders or physical education and recreation majors. Instruction, practice and evaluation of song and cheerleading techniques. Fieldwork may be required. R.E. 3

PPE 200 1/1/0
PREPARATION FOR WALK-ON COACHES
A course emphasizing the principles and fundamentals of coaching. The student will learn how to supervise and organize an effective sport drill, care for and prevent injuries, and better understand and effectively deal with players and other coaches. R.E. 1

PHYSICAL EDUCATION - SPECIAL SERVICES
PESS 1 1.5/1/2
ADAPTED PERSONALIZED FITNESS
Fitness course consists of three major components: (1) strengthening exercises; (2) cardiovascular conditioning; (3) stretching-range-of-motion and relaxation exercises. Each student will be given an individual program and the class will be closely monitored by the instructor and student assistants. R.E. 3

PESS 2 1.5/1/2
ADAPTED WATER EXERCISES AND SWIMMING
Course consists of four major components: (1) hydrotherapy exercises; (2) cardiovascular conditioning; (3) swimming instruction; (4) leisure swimming. An individual program for each student will be closely monitored by the instructor and student assistants. Flotation devices are used in the program. R.E. 3

PESS 5 1.5/0/3
WHEELCHAIR TENNIS
Designed to incorporate the use of a wheelchair in tennis. Basic fundamentals, rules, skills and strategies will be covered in the course. R.E. 3

PESS 107 1/1/0
SURVEY AND ASSESSMENT OF FITNESS
An assessment of the physical condition of the disabled student that will include testing and evaluation of muscular strength and endurance, flexibility, posture, agility, body fat, cardiovascular efficiency and respiratory efficiency. Personality factors will be studied to learn more about stress reduction and lifestyle changes. Information regarding diet will be presented. Different testing and assessment techniques will be used in this course.

PESS 300 0/1/2
ADAPTED PERSONALIZED FITNESS
Fitness course consists of three major components: (1) strengthening exercises; (2) cardiovascular conditioning; (3) stretching-range-of-motion and relaxation exercises. Each student will be given an individual program and the class will be closely monitored by the instructor and student assistants. R.E. 99

PESS 310 0/1/2
ADAPTED WATER EXERCISE AND SWIMMING
Course consists of four major components: (1) hydrotherapy exercises; (2) cardiovascular conditioning; (3) swimming instruction; (4) leisure swimming. An individual program for each student will be closely monitored by the instructor and student assistants. Flotation devices are used in the program. R.E. 99

PHILOSOPHY
PHIL 1 3/3/0
INTRODUCTION TO PHILOSOPHY
This course will investigate many of the major philosophical themes within the Western tradition. For example, among these themes will be the nature of the self, free will and determinism, the ground and nature of human knowledge, the nature of human value (ethical theory), as well as aesthetic value (aesthetics) and the nature of society in its relation to the individual (political philosophy). Other topics may include the nature and methods of the sciences (both “human” and natural), philosophical psychology and the theory of language (meaning). Course content will vary, but selection will be from several of the above topics.

PHIL 3 3/3/0
HISTORY OF ANCIENT PHILOSOPHY
Recommended Preparation: Proficiency in English; ENG 1A
An historically oriented survey of the leading themes of philosophical interest within the Western tradition from the Pre-Socratic era through the Classical Periods of the Greek and Roman eras to the beginnings of the Christian period. Major figures of continuing importance to be studied will include Socrates, Plato, Aristotle and St. Augustine. The student will become acquainted with the roots of Western civilization through studying the above writers’ theories concerning human nature of thought, truth and rational justification. Selected topics may include political philosophies, the nature of beauty (aesthetics) and the nature of God.

PHIL 4 3/3/0
HISTORY OF MODERN PHILOSOPHY
Recommended Preparation: Proficiency in English; ENG 1A
A survey of the major trends of philosophical thought from the 15th century to the present. Major figures will include Descartes, Hume, Kant and J.S. Mill as well as selected contemporary figures. We shall investigate the evolving theories concerning man’s nature, value systems, views of the social order, the nature of knowledge, the universe and our place within it. The student will be encouraged to formulate his own critical and reflective point of view with regard to the theories put forth.
### PHIL 9  PHILOSOPHY OF LAW
**Recommended Preparation:** Proficiency in English; ENG 1A
This course will encourage the student to analyze and evaluate many of today’s issues that are of concern within the field of law, and the principles that underlie our legal traditions. Topics may include the justification of antidiscrimination legislation, the rational of punishment vs. therapy within criminal control, capital punishment, private rights vs. the rights of the state, civil disobedience, sexual freedom and strict liability. The emphasis throughout will be to stimulate the student to become, himself, an able reasoner within the field.

### PHIL 10  WORLD RELIGIONS
**Recommended Preparation:** Eligibility for ENG 1A
A comparative study of some of the major religions of the world including the Buddhist, Confucianist, Hindu, Islamic, Judeo-Christian, Shinto and Taoist traditions. These religions will be explored from a historical standpoint; in addition, the philosophical presuppositions of each view will be discussed. Topics include the nature of human beings, the world, transcendent beings, transcendental experiences, ethics, religious rituals and rites of passage.

### PHIL 12  INTRODUCTION TO LOGIC
**Recommended Preparation:** Proficiency in English; ENG 1A
An examination and analysis of reasoning employed in everyday arguments. A variety of writing will be discussed varying in complexity from newspaper articles to more technical writings. Arguments will be formulated in class and evaluated for logical structure. Topics treated will include the concept of an argument, the inductive-deductive distinction, formal fallacies, definitions and accurate use of language.

### PHIL 13  SYMBOLIC LOGIC
**Recommended Preparation:** Proficiency in English; ENG 1A
A general introduction into the techniques and evaluations of both formal and informal reasoning. This survey will include investigations into "Statemental logic," the nature of formal validity, the construction of truth tables (all within the formal treatment), as well as the study of sound argumentation within the sciences. The latter will include the methods of hypothesis testing, the principles of inductive procedure, and a consideration of the fallacious inferences that commonly occur within the natural language.

### PHIL 14  PHILOSOPHY OF RELIGION
**Recommended Preparation:** Proficiency in English; ENG 1A
An exploration of the connections and differences between philosophical analysis and the sphere of the religions. Selected topics will parallel the interests of the class, but will include treatments of traditional points of view within the field. Topics such as connection between morality and religion, the distinction between revelation and "factual" evidence for religious claims, the limitations of scientific methods as appropriate guides to define the religious point of view, will be presented to further the student's appreciation of the issues and to stimulate active formulation of their resolutions.

### PHIL 15  INTRODUCTION TO ETHICS
**Recommended Preparation:** Proficiency in English; ENG 1A
This course will acquaint the student with the major concepts and methods of ethical theory within the Western tradition. Topics will include the nature of evaluation, appraisal of the "good life," the source and justification of obligations to others, the possible relativity of ethical codes as they vary from culture to culture, and the connection between individual desires and social restraint. We shall apply these topics to issues of contemporary importance, such as the moral implications of abortion, sexual freedom of expression, changing social roles, the role of religious belief in moral theory, and the social sources of ethical perspectives.

### PHOT 25  HISTORY OF PHOTOGRAPHY
**Recommended Preparation:** Proficiency in English; ENG 1A
A survey of the history of photography from its origins to the present. An examination of critical and philosophical approaches to the photographic medium.

### PHOT 50  INTRODUCTION TO PHOTOGRAPHY
**Recommended Preparation:** Proficiency in English; ENG 1A
Introduction to black and white photography to cover technical and aesthetic aspects. Includes operation of camera and lenses, darkroom processing and procedures. Fundamentals of composition, light and portraiture are covered. A combination of PHOT 50, 55 or 156 may be taken a maximum of four times. R A 3

### PHOT 51  INTRODUCTION TO DIGITAL PHOTOGRAPHY
**Recommended Preparation:** PHOT 50 or 158
An introduction to photographic imaging through digital technology. The course will cover the various equipment and techniques utilized in the production of digital imagery: scanning, manipulation and output. Aesthetic and technical issues will also be covered. R E 3

### PHOT 55  INTERMEDIATE PHOTOGRAPHY
**Recommended Preparation:** PHOT 50
A course designed for further exploration of photographic techniques and controls. Specific films and papers are covered as well as post printing alterations. Electronic flash, wide angle and telephoto lenses are utilized. A combination of PHOT 50, 55, or 156 may be taken a maximum of four times. R A 3

### PHOT 58  ADVANCED COLOR PHOTOGRAPHY
**Recommended Preparation:** PHOT 55
A course with emphasis on creating visual imagery through advanced photographic techniques and processes. Includes basic studio lighting and infrared film. A combination of PHOT 50, 55, 156 may be taken a maximum of four times. (Formerly PHOT 56) R A 3

### PHOT 59  ADVANCED COLOR PHOTOGRAPHY
**Recommended Preparation:** PHOT 55
A course with emphasis on creating visual imagery through advanced photographic techniques and processes. Includes basic studio lighting and infrared film. A combination of PHOT 50, 55, 156 may be taken a maximum of four times. (Formerly PHOT 56) R A 3

### PHOT 156  INTERMEDIATE PHOTOGRAPHY
**Recommended Preparation:** PHOT 50
A course with emphasis on creating visual imagery through advanced photographic techniques and processes. Includes basic studio lighting and infrared film. A combination of PHOT 50, 55, 156 may be taken a maximum of four times. R A 3

### PHOT 158  INTRODUCTION TO COLOR PHOTOGRAPHY
**Recommended Preparation:** PHOT 58
An introductory photography course utilizing color transparency (slide) films as an instructional medium. (No lab). Basic use of 35mm camera, lenses and flash are covered as well as aesthetics of composition and color. A combination of PHOT 158 or 159 may be taken a maximum of four times. R A 3

### PHOT 159  ADVANCED COLOR PHOTOGRAPHY
**Recommended Preparation:** PHOT 50 or 158
A continuation of Photography 158. A further study of image making with color transparency (slide) films. (No lab). Includes high speed films, light mixing, night photography and filtration. A combination of PHOT 158 or 159 may be taken a maximum of four times. R A 3

### PHOT 160  INTERMEDIATE PHOTOGRAPHY
**Recommended Preparation:** PHOT 50
A continuation of Photography 158. A further study of image making with color transparency (slide) films. (No lab). Includes high speed films, light mixing, night photography and filtration. A combination of PHOT 158 or 159 may be taken a maximum of four times. R A 3
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<td>Introduction to Financial Planning</td>
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**PHOT 161**  
**THE ART OF COLOR PHOTOGRAPHY, ADVANCED**

**Recommended Preparation:** PHOT 160

A course designed to explore techniques and refinements in exposing and printing color negatives and transparencies (slides). Covers studio set-ups, lighting, multiple imagery and Sabattier effect. A combination of PHOT 160 or 161 may be taken a maximum of four times. R E 3

**PHOT 189**  
**SPECIAL TOPICS: PHOTOGRAPHY**

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the area of photography. The course content is thematic in nature and each seminar differs from other offerings of the same course. R E 3

**PHOT 190**  
**SPECIAL PROBLEMS IN PHOTOGRAPHY**

Continued exploration of advanced photographic concepts and their development through various processes. R E 3

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**PHYSICS**

**PHYS 2A**  
**INTRODUCTION TO PHYSICS**

Prerequisite: PHYS 2A

A continuation course from Physics 2A. Study of electrostatics, electromagnetism, optics atomic and nuclear physics. Topics include electric charge; fields; circuits; electromagnetic induction; electromagnetic waves; electric applications; lenses and mirrors; wave optics; optical applications; waves and particles, special relativity; the Bohr atom, quantum concepts; the nucleus; nuclear processes and energy.

**PHYS 4A**  
**GENERAL PHYSICS**

Prerequisite: MATH 3A; previous course in physics (PHYS 20) or high school physics

Corequisite: MATH 3B

Recommended Preparation: CS 10 or 12

A calculus-based introduction to classical mechanics. Space and time; straight-line kinematics; motion in a plane; forces and equilibrium; basis of Newton's Laws; particle dynamics; universal gravitation; collisions and conservation laws; work and potential energy; relativistic kinematics and dynamics; vibrational motion; conservative forces; inertial and non-inertial frames, central-force motions; rigid bodies and rotational dynamics are studied.

**PHYS 4B**  
**GENERAL PHYSICS**

Prerequisite: PHYS 4A

A calculus-based introduction to classical electromagnetism. Electrostatic force; electrostatics; current and magnetic force; magnetic fields; electromagnetic induction; electromagnetic radiation and waves; interaction of radiation and matter are studied.

**PHYS 4C**  
**GENERAL PHYSICS**

Prerequisite: PHYS 4B

A calculus-based introduction to modern physics. Including thermodynamics and Special Relativity. Kinetic theory; thermodynamics; wave interference, optics; and Special Relativity. Wave nature of matter, quantum theory and the hydrogen atom; atomic physics; nuclear physics; astrophysics and particle physics.

**PHYS 20**  
**THE IDEAS AND EVENTS OF PHYSICS**

This course is intended for students not majoring in science. It will focus on major discoveries, ideas and methods in physics. Included are simple motions, the nature of matter and energy, electric and magnetic effects, and 20th-century ideas in relativity, and atomic and nuclear science. Emphasis is on understanding concepts rather than mathematical aspects. This course is also suggested for students having no previous physics training as preparation for more advanced physics courses.

**PHYS 189**  
**SPECIAL TOPICS: PHYSICS**

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Physics. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

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**POLITICAL SCIENCE**

**PS 1**  
**AMERICAN GOVERNMENT**

Survey of principles, personalities, problems and issues of government. Emphasis on developing trends of the United States Government. (Note: this course satisfies the state requirements in state and local government of California.) Course may be offered by mediated mode of instruction. (Sec. 40404).

**PS 3**  
**CALIFORNIA GOVERNMENT AND POLITICS**

An examination of the state and local structures and politics of California and the major issues facing California today. This course will include comparisons with the politics and governments in other states.

**PS 4**  
**INTRODUCTION TO POLITICAL SCIENCE**

An introduction to the study of politics. The course is designed to familiarize the student with the basic systems, ideologies and models of political analysis.

**PS 10**  
**INTRODUCTION TO POLITICAL THEORY**

A survey and analysis of selected political theorists and concepts. Ancient, classical, medieval, Renaissance and modern political theory will be studied. The lineage of political concepts such as justice, freedom, power and property will be traced as they evolve over time. For Honors Program students and political science majors.
PS 11 WORLD POLITICAL ECONOMIES
This course focuses on the relations between the political and economic system of world governments. It covers the impact of political decisions on world economies and international organizations. Further emphasis is on a comparison-contrast of various national economies. Geographic areas of concern include Europe, the Pacific Rim, the Middle East, Latin America, the Soviet Union, China and the United States.

PS 12 COMPARATIVE POLITICS AND GOVERNMENT
Comparison of different political systems with analysis of governmental institutions and political processes. Description and explanation of different combinations of events and structures found in the politics of various societies.

PS 14 INTERNATIONAL RELATIONS
An examination of contemporary world trends with emphasis on conflict and problem areas.

PS 17 LATIN AMERICAN POLITICS AND GOVERNMENT
Contemporary analysis of selected Latin American governments with emphasis on comparing and contrasting the types of politics emerging with our neighbors to the south. Focus will be on Mexico, Cuba, Chile, Brazil and Argentina.

PS 21 GENDER AND POLITICS
Introduction to women’s participation in American politics. Women’s involvement in politics before and after women acquired the right to vote will be examined. Using primary sources, these experiences will be addressed from different racial, class and ethnic backgrounds. In the examination of contemporary politics focus will be on women’s political agenda of the 1960’s, 1970’s, 1980’s and 1990’s which centered around issues such as equal pay, sex discrimination in education and the workplace, affirmative action, reproductive rights, sexual choice, domestic violence and increasing the representation of women in local, national political arenas. Finally, the future significance of gender in American politics will be assessed.

PS 61 HISTORY AND POLITICS OF RUSSIA: THE SOVIET PERIOD TO THE PRESENT
A survey and evaluation of the Russian Revolution followed by an analysis of the major forces which shaped the Soviet Union’s political, economic, and social systems. Course also includes the fall of the Communist Party and new status of former Soviet Republics. Also listed as HIST 61. Credit given in either area, not both.

PS 75 INTRODUCTION TO THE CONTEMPORARY MIDDLE EAST
A survey of the major political, economic and social institutions and movements of the Middle East from 1800 to the present with special emphasis on the problems of the developing Middle Eastern nations, the Arab-Israeli conflict, and the political and economic implications of Middle Eastern oil. Includes a brief introduction to Islamic religious institutions, terrorism and militarism, with special emphasis on the importance of these institutions to the contemporary scene. Also listed as HIST 75. Credit to be given in either area, not both.

PS 80 INTRODUCTION TO CONTEMPORARY AFRICA
A survey of Africa from the tribal period through the colonialization, with emphasis on the period from the 15th century to the present. The contemporary problems of culture, geography, militarism, economics, and ethnicity are examined to give background to the independence movements and eventual emancipation of the African states. Also listed as HIST 80. Credit to be given in either area, not both.

PS 140 INTRODUCTION TO PUBLIC ADMINISTRATION
A background foundation of the public sector at local, state and federal levels; establishing controls over abuses and monitoring administrative systems; the public administrator’s role in social issues, analysis and decision-making; organization behavior, personnel and trends in the econo-political structure. This course widens the student option between political science and public administration.

PS 150 OBSERVING LOCAL GOVERNMENT
An opportunity to observe local government units at city, county and state level. Emphasis will be on learning the structure and role of governing bodies. Course is strongly recommended for any student planning to enter public employment or related fields, such as law, that might deal with local government. May be repeated once, visiting different units of government each semester. R E 1

PS 151 LOCAL GOVERNMENT INTERNSHIP
Recommended Preparation: PS 150
This course will involve student internships at the city, county and, where possible, state levels of government. Student will select some area of local government (planning, zoning, commissions, police, fire departments, etc.) and working with instructor, a meaningful program of student participation will be established. Course may be repeated with a different area of internship. R E 1
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<th>Course Prefix</th>
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<td>Introduction to Financial Planning</td>
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**PSYC 7**

**DEVELOPMENTAL PSYCHOLOGY--CHILDHOOD AND ADOLESCENCE**

A study of human development. Emphasis will be on physical, mental, psychological, emotional and social growth from birth through adolescence. Course may be offered by mediated mode of instruction. (DS 1)

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<td>16</td>
<td>PSYCHOLOGY OF PREJUDICE</td>
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Recommended Preparation: PSYC 1

Psychologically relevant research and theory relating to prejudice and discrimination will be considered. Special emphasis is given to African American, Mexican American, Asian, Native American and Jewish cultures. Topics include institutional racism and discrimination, issues of "reverse discrimination", culture, ethnicity, gender, language and historical victims of prejudice and discrimination. The main focus will be on gaining a deeper understanding of how prejudice develops, the effects of prejudice on individual experiences and behavior, and how prejudice can be reduced.

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<td>PSYC</td>
<td>21</td>
<td>THE PSYCHOLOGY OF WOMEN</td>
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Introduction to the psychology of women. Topics include gender similarities and differences, and gender roles; their psychological, biological and social origins. Also covered are contemporary social issues. Throughout the course there will be emphasis on how psychology has studied women, and the ways scientific and cultural assumptions about the sexes are reflected in psychological research.

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<td>PSYC</td>
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<td>SOCIAL PSYCHOLOGY</td>
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Prerequisite: PSYC 1 or SOC 1

A general survey of some of the major areas of interpersonal behavior: affiliation, aggression, social influence, attitudes, groups, social norms and personality. Also listed as SOC 30. Credit to be given if either area, not both.

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<tr>
<td>PSYC</td>
<td>33</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
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This introductory course in adjustment and human relationships will focus on personality development, interpersonal relationships, human motivation, and the relevance of psychology to social processes and critical developmental issues. Course may be offered by mediated instruction.

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<td>PSYCHOLOGY OF PERSONALITY</td>
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Prerequisite: PSYC 1

An introduction to theoretical approaches to personality. Both theory and empirical investigations will be employed as a basis for arriving at integrated concepts of the nature of development of personality.

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<th>Lecture Hours Per Week</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>37</td>
<td>ABNORMAL BEHAVIOR</td>
<td>3/3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prerequisite: PSYC 1

An introduction to descriptive and explanatory study of psychoses, neuroses, character disorders, and other abnormal personality patterns.

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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>106</td>
<td>BEHAVIOR MODIFICATION</td>
<td>3/3</td>
<td></td>
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</tr>
</tbody>
</table>

Recommended Preparation: PSYC 1

Principles of learning theory and application to human behavior analysis.

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<tr>
<th>Course Prefix</th>
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<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>150</td>
<td>INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</td>
<td>3/3</td>
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</tbody>
</table>

A course which emphasizes the role and philosophy of the psychologist working in the field of organizational industrial psychology. The psychological principles, theories and assumptions which guide the psychologist and human-factors specialist includes a review and critique of current research and development work in the field.

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<tr>
<th>Course Prefix</th>
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<th>Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>104</td>
<td>HUMAN GROWTH AND DEVELOPMENT</td>
<td>2/2</td>
<td></td>
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</tbody>
</table>

Examines developmental tasks and needs from conception through old age. Genetics and other factors that affect heredity, growth and development are included. An overview of major developmental theories is presented. Letter grade only.

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<tr>
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<th>Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>PT</td>
<td>101</td>
<td>INTRODUCTION TO THE DEVELOPMENTALLY DISABLED PERSON</td>
<td>2/2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is one of a series of courses intended for those who wish to work with the developmentally disabled and their families. Instruction includes an examination of etiology and prognosis for developmental disabilities. Additionally, emphasis is placed on client rights, legal issues, bioethics and potential goals for persons with disabilities.

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<tr>
<th>Course Prefix</th>
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<th>Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>205</td>
<td>CARE OF THE PERSON WITH DEVELOPMENTAL DISABILITIES</td>
<td>3/3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Preparation: PT 201

This is one of a series of courses intended for those who wish to work with the developmentally disabled and their families. Instruction includes the planning, implementation and evaluation of care for persons with specific developmental disabilities. Emphasis is placed on teaching/learning principles and the socialization process.

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<tr>
<th>Course Prefix</th>
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<th>Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT</td>
<td>216</td>
<td>CARE OF THE MODERATELY DEVELOPMENTALLY DISABLED</td>
<td>4/0</td>
<td>12</td>
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</tbody>
</table>

Prerequisite: Admission to the Psychiatric Technician Program clinical sequence and completion of or concurrent enrollment in PT 201

Provides experience in care of the ambulatory developmentally disabled client in both community facilities and state facilities. Emphasis is on developing skills to assist the client in activities of daily living. Completion partially meets the clinical requirement of the State Board of Psychiatric Technician Examiners. Letter grade only.

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<tr>
<th>Course Prefix</th>
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<th>Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>PT</td>
<td>217</td>
<td>CARE OF THE SEVERELY DEVELOPMENTALLY DISABLED</td>
<td>2.5</td>
<td>0/7.5</td>
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</tr>
</tbody>
</table>

Prerequisite: Admission to the Psychiatric Technician Program clinical sequence and completion of or concurrent enrollment in PT 205

Provides experience in care of the assaultive and profoundly developmentally disabled client. Emphasis is on development of behavior modification techniques, management of assaultive and self-destructive behaviors, and provision of nursing care to totally dependent clients. Completion partially meets the clinical requirements of the State Board of Psychiatric Technician Examiners. Letter grade only.
PT 218 4/0/12  
CARE OF THE MENTALLY ILL  
Prerequisite: Admission to the Psychiatric Technician Program clinical sequence and completion of or concurrent enrollment in PT 228  
Provides experience in care of both acute and chronic mentally ill clients in the state hospital setting. Emphasis is on developing therapeutic interviewing skills and on assessment and intervention in behaviors exhibited by clients who are psychotic. Completion partially meets the clinical requirement of the State Board of Psychiatric Technician Examiners. Letter grade only.

PT 219 2.5/0/7.5  
CARE OF THE MENTALLY ILL IN THE COMMUNITY  
Prerequisite: Admission to the Psychiatric Technician Program clinical sequence and completion of or concurrent enrollment in PT 228  
Provides experience in care of mentally ill clients in a community hospital setting. Emphasis is on assessment and intervention for clients with behaviors characteristic of neuroses, substance abuse and eating disorders. Students will also attend treatment programs within the community where these behaviors are treated. Completion partially meets the clinical requirement of the State Board of Psychiatric Technician Examiners. Letter grade only.

PT 221 6.5/2.5/12  
FUNDAMENTALS OF NURSING FOR PSYCHIATRIC TECHNICIANS  
Prerequisite: Admission to the psychiatric technician program  
Corequisite: PT 221L and 221C  
This course provides principles and practice of fundamental skills and procedures necessary to provide health care at a beginning level for hospitalized persons with medical and surgical problems. Focus is on the utilization of medical asepsis and other principles of safe practice in the performance of manual skills and procedures. The student is also introduced to theories and principles of pain management.

PT 222 7/3/12  
MEDICAL-SURGICAL NURSING FOR PSYCHIATRIC TECHNICIANS  
Prerequisite: PT 221, 221L and 221C with grades of "C" or better  
Corequisite: PT 222C  
Involves the biopsychosocial aspects of rendering care for persons with medical and surgical problems. Topics of study include the nursing process related to alterations in the following areas: neurological functioning, the senses, oxygenation, fluid and electrolytes, endocrine function, nutrition, elimination, exercise and rest, and protective function. Additionally, the following special care areas will be covered: cancer care, care of the patient requiring surgical intervention and care of the geriatric patient.

PT 228 5/5/0  
NEUROPSYCHIATRIC CONCEPTS  
Recommended Preparation: Admission to the Psychiatric Technician Program  
Emphasizes psychological and sociocultural concepts used in planning care for mentally ill clients. Development of interviewing skills through clinical practice focusing on care of clients with neurotic, psychotic, personality and psychophysiological disorders, and organic brain syndrome.

PT 230  .5/.5/0  
PSYCHIATRIC TECHNICIAN LICENSURE PREPARATION  
Overview of test-taking techniques and anxiety reduction techniques that prepare students for the licensure examination. Reviews nursing science and major concepts in working with developmentally disabled and mentally disordered clients. To be taken during last semester of or after completion of Psychiatric Technician Program. Credit/No Credit only.

REAL ESTATE  

RE 122 3/3/0  
REAL ESTATE OFFICE ADMINISTRATION  
Recommended Preparation: RE 170 or a Real Estate Salesperson License  
Assists students in selecting a place of employment, and evaluating techniques of working with people. Studies the logistics of establishing an office, including equipment, salespersons, support management, cost control, accounting, office policies, compensation, training, advertising, public relations, diversification, management, law, and public relations. Applies toward the State's elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Also applies toward the State’s elective educational requirements for the broker’s examination. Course may be offered by mediated mode of instruction.

RE 170 3/3/0  
REAL ESTATE PRINCIPLES  
The fundamental real estate course covering the basic laws and principles of California real estate. It provides the background and terminology necessary for advanced study in specialized courses. Required for those preparing for the State real estate salesperson license examination. Applies toward State’s elective educational requirements for the broker’s examination. Course may be offered by mediated mode of instruction.

RE 172 3/3/0  
REAL ESTATE PRACTICE  
Recommended Preparation: RE 170  
Day-to-day operations in real estate roles in sales and brokerage, including listing, prospecting, advertising, financing, sales techniques, escrow and ethics. Applies toward State’s educational requirements for 18-month completion of the real estate salesperson license. Applies toward the State’s core educational requirements for the broker’s examination. Course may be offered by mediated mode of instruction.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>RE 174</td>
<td>3/3/0</td>
<td>LEGAL ASPECTS OF REAL ESTATE</td>
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<tr>
<td>RE 175</td>
<td>3/3/0</td>
<td>REAL ESTATE FINANCE</td>
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<tr>
<td>RE 176A</td>
<td>3/3/0</td>
<td>REAL ESTATE APPRAISAL I</td>
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<tr>
<td>RE 176B</td>
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<td>REAL ESTATE APPRAISAL II</td>
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<tr>
<td>RE 178</td>
<td>3/3/0</td>
<td>REAL ESTATE ECONOMICS</td>
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<tr>
<td>RE 180</td>
<td>3/3/0</td>
<td>REAL ESTATE INVESTMENTS</td>
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<tr>
<td>RE 182</td>
<td>3/3/0</td>
<td>ESCROW I</td>
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<td>RE 189</td>
<td>.5-4/.5-4/.5-9</td>
<td>SPECIAL TOPICS</td>
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<tr>
<td>RE 190</td>
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<td>RE 191</td>
<td>3/3/0</td>
<td>REAL ESTATE APPRAISAL ETHICS-STANDARDS/USPAP</td>
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<tr>
<td>RE 212</td>
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<td>FINANCIAL CALCULATOR FOR REAL ESTATE</td>
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</table>

**RE 174 LEGAL ASPECTS OF REAL ESTATE**

Recommended Preparation: RE 170

A study of California real estate law, including rights incident to property ownership and management, agency and contracts. Also includes application to real estate transfer, conveyancing, probate proceedings, trust deeds and foreclosures, as well as recent legislation governing real estate transactions. Applies toward State’s elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Applies toward State’s core educational requirements for the broker’s examination. Course may be offered by mediated mode of instruction. (Formerly RE 174A)

**RE 175 REAL ESTATE FINANCE**

Recommended Preparation: RE 170

Analysis of real estate financing, including lending policies and problems in financing transactions in residential, apartment, commercial and special-purpose properties. Methods of financing properties emphasized. Applies toward State’s elective educational requirements for the 18-month completion of the real estate salesperson license. Applies toward State’s core educational requirements for the broker’s examination. Course may be offered by mediated mode of instruction.

**RE 176A REAL ESTATE APPRAISAL I**

Recommended Preparation: RE 170

An introductory course covering the purposes of an appraisal, the appraisal process and the different approaches, methods and techniques used to determine the value of various types of property. Emphasis will be on residential and single-unit property. Applies toward State’s elective educational requirements for the 18-month completion of the real estate salesperson license. Applies toward State’s core educational requirements for the broker’s examination. Course may be offered by mediated mode of instruction.

**RE 176B REAL ESTATE APPRAISAL II**

Recommended Preparation: RE 176A

An advanced course in real estate appraisal with emphasis on investment-property appraisal. Includes the appraisal of certain types of apartment properties. Concepts of loan appraisal and various methods of appraisal are delineated and are included in a student project. Applies toward State’s core educational requirements for the broker’s examination.

**RE 178 REAL ESTATE ECONOMICS**

Recommended Preparation: RE 170

Covers trends and factors which affect the value of real estate; the nature and classification of land economics; the development of property; construction and subdivisions; economic values and real estate evaluation; real estate cycles and business fluctuations; residential market trends; property; and special purpose property trends. Applies toward State’s elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Applies toward State’s core educational requirements for the broker’s examination. Course may be offered by mediated mode of instruction.

**RE 180 REAL ESTATE INVESTMENTS**

Recommended Preparation: RE 182

A course designed to provide information for licensed real estate brokers and salespersons; mortgage, banking and trust department officials; and investors. Primary emphasis is placed on the process of selecting various types of commercial property for investment purposes; and analyzing location, income, operating expense, depreciation and obsolescence. The determination of actual income is stressed.

**RE 189 SPECIAL TOPICS**

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of real estate. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. (R E 3)

**RE 190 ESCROW I**

Provided primary information about escrow. Topics will include terminology, documentation, related service fields, fiduciary, and ethical responsibilities as well as how to open, execute, and close a simple escrow. The course will not qualify the student as an escrow officer. Applies toward State’s elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Course may be offered by mediated mode of instruction.

**RE 191 ESCROW II**

Recommended Preparation: RE 190

An advanced study of modern escrow. This course will provide the student with an in-depth examination of the most common or general escrow through the actual opening, execution and closing of an escrow.

**RE 195 PROPERTY MANAGEMENT**

Recommended Preparation: RE 170

Covers the fundamentals of professional property management of investment properties: residential, commercial and industrial. Focuses on organization, staffing, marketing, accounting maintenance, landlord/tenant law, and management procedures. Designed for the real estate practitioner who wishes to specialize in property management. Applies toward the State’s elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Also applies toward the State’s elective educational requirements for the broker’s examination. Course may be offered by mediated mode of instruction.

**RE 200 REAL ESTATE APPRAISAL ETHICS-STANDARDS/USPAP**

An introductory course covering real estate appraising professional practice and ethics. The course covers the history of professionalism and appraising, federal appraisal legislation, the Appraisal Foundation, the Uniform Standards of Professional Appraisal Practice and appraisal organizations’ codes of ethics.

**RE 212 FINANCIAL CALCULATOR FOR REAL ESTATE**

The financial calculator is designed to assist the real estate professional in solving the type of math problems frequently encountered in real estate situations. These calculators, such as the HP12C, are menu-driven, faster, and more user-friendly than previous models. (R E 3)
INTRODUCTION TO RUSSIAN CULTURE
Recommended Preparation: College-level reading ability
A lecture and discussion course covering a variety of aspects of Russian culture: geography, history, literature, art, music, philosophy, and customs. Conducted in English. No prior study of Russian language or culture required.

RUS 250
PRACTICAL RUSSIAN
A basic course in Russian emphasizing conversation skills as applied to everyday situations including business, travel, and related topics. Consideration also given to cultural topics. Assumes no prior knowledge of the language. R E 1

SIGN LANGUAGE
SL 32
SIGN LANGUAGE I
Introduces sign language for communication with the deaf. Surveys several sign language modes. Focuses on fingerspelling and a sign language vocabulary of approximately 800 words. Introduces aspects of the deaf culture. (30 hrs BRN/LVN CE credit, BRN #00060)

SL 33
SIGN LANGUAGE II
Prerequisite: SL 32
Designed to build upon the fundamentals of communicative competence in sign language. Fingerspelling proficiency and ASL vocabulary is increased. Focuses on both receptive and expressive sign language. Continues the study of deaf culture, customs and contributions of the deaf. (30 hrs BRN/LVN CE credit, BRN #00060)

SL 34
SIGN LANGUAGE III
Prerequisite: SL 33
A course in American Sign Language designed for those already possessing some expressive and receptive signing skills. Reverse sign language skills are introduced. Included is more in-depth study of the deaf culture and of the implications of deafness in a hearing world. (30 hrs BRN/LVN CE Credit, BRN #00060)

SL 35
SIGN LANGUAGE IV
Prerequisite: SL 34
Designed to further develop conversational abilities in American Sign Language particularly in the receptive skills. Advanced grammatical principles will be studied. An in-depth analysis of the deaf culture and contributions to society will be explored. (30 hrs BRN/LVN CE Credit, BRN #00060)

SL 128
DEAF PEOPLE IN THE COMMUNITY
This course is designed for those interested in the sociology of deafness as it relates to the culture of the people in the community. Emphasis is also on the history and evolution of education of the hearing-impaired.

SL 129
SIGN LANGUAGE I LAB
Recommended Preparation: Completion of or concurrent enrollment in SL 32
Provides practice in sign language for students enrolled in beginning sign language course. R E 3
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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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<tbody>
<tr>
<td>ACCT 220</td>
<td>Introduction to Financial Planning</td>
<td></td>
<td></td>
<td>3/3/0</td>
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</tbody>
</table>

### SL 130
**SIGN LANGUAGE II LAB**
- Recommended Preparation: Completion of or concurrent enrollment in SL 33
- Provides practice in sign language for students enrolled in an intermediate sign language course. 

### SL 131
**SIGN LANGUAGE III AND IV LAB**
- Recommended Preparation: Completion of or concurrent enrollment in SL 34
- Provides practice in sign language for students with skills at an advanced sign language level. Designed for students who are concurrently enrolled in or have taken SL 34 or 35. 

### SL 136
**SIGN LANGUAGE INTERPRETING I**
- Prerequisite: SL 35
- Designed to give students with sign language skills a preparation for entry level interpreting in various settings with the deaf. Includes consideration of styles and techniques of interpreting, ethics, and the role of the interpreter. (30 hrs BRN/LVN CE credit, BRN #00060) 

### SL 137
**IMPLICATIONS OF DEAFNESS**
- This course is designed to give the student a view of deafness as it relates to the deaf person’s language development, education, and personal and social development. It is directed toward students interested in special education and interpreting as well as for hearing-impaired persons who desire more information about themselves. (BRN-CE #00060-30 hrs.) (LVN-CE-30 hrs.)

### SL 138
**SIGN LANGUAGE INTERPRETING I LAB**
- Recommended Preparation: Completion of or concurrent enrollment in SL 136
- This course is designed to provide advanced practice and review for interpreting for the deaf in a variety of settings. Emphasis will be placed on preparation for interpreter evaluation. 

### SL 139
**SIGN LANGUAGE INTERPRETING II LAB**
- Recommended Preparation: Completion of or concurrent enrollment in SL 140
- Provides practice in interpreting for the deaf for students enrolled in the advanced interpreting course. 

### SL 140
**SIGN LANGUAGE INTERPRETING II**
- Recommended Preparation: SL 136
- This course provides students with advanced interpreting skills, placing greatest emphasis on interpreting in various settings. Prepares the student for entry-level employment as an interpreter for the deaf. 

### SL 141
**INTERPRETING SIGN TO VOICE**
- Recommended Preparation: Completion of or concurrent enrollment in SL 140
- Course provides students with advanced interpreting skills, utilizing a demonstration lecture format. The emphasis will be placed on reverse interpreting.

### SL 189
**SPECIAL TOPICS SIGN LANGUAGE**
- The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of sign language. The course content is thematic in nature and each seminar within the course differs from otherofferings in the same course.

### SL 289
**SPECIAL TOPICS SIGN LANGUAGE**
- The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of sign language. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.

### SOC 1
**INTRODUCTION TO SOCIOLOGY**
- A course emphasizing the sociological perspective of human behavior, institutions and patterns for human interaction, origin and nature of culture, the socialization processes, the nature forces and consequences of sociological change. Course may be offered by mediated mode of instruction.

### SOC 2
**SOCIAL PROBLEMS**
- A course emphasizing the extent, causes and consequences of a number of social problems: crime, juvenile delinquency, family disorganization and race relationships.

### SOC 3
**SOCIOLOGICAL ANALYSIS**
- Prerequisite: SOC 1
- Utilization of foundation gained in Sociology 1, the utilization of selected writings and papers of sociological impact. Interrelated relationships will be applied to selected areas of sociology.

### SOC 4
**INTRODUCTION TO CHICANA/O LATINA/O STUDIES IN CONTEMPORARY SOCIETY**
- A general survey course on Chicana/o Latina/o heritage and culture and their participation and contribution to the general culture of the United States. Focus will be placed on customs, economic, political, social, artistic and literary development of Chicanas/os Latinas/os in the American Experience. Additional attention will be placed on their participation in American Institutions.

### SOC 5
**THE SOCIOLOGICAL ANALYSIS OF THE AFRICAN-AMERICAN**
- Recommended Preparation: SOC 1
- Identification and analyzing the factors which have influenced the African-American. Includes the history, discrimination and prejudice conditioning the black psyche. An interesting and helpful course for the conscientious student of history and/or sociology.

### SOC 6
**INTRODUCTION TO ASIAN CULTURES IN THE UNITED STATES**
- The course examines the historical and cultural background including but not limited to immigration history, cultural values, religious belief, gender roles, literature and arts. The course also introduces the political, economic and social issues affecting Asian Americans. The following groups are focused on: Chinese, Japanese, Korean, Filipino, Southeast Asians, and recent Asian immigrants.

### SOC 10
**INTRODUCTION TO MARRIAGE AND THE FAMILY**
- The family, its structures and functions. Emphasis on kinship systems, mate selection and child-rearing practices, as well as the family in relation to social change. Course may be offered by mediated mode of instruction.

### SOC 15
**SOCIALIZATION OF THE CHILD**
- The scientific study of societal institutions which socialize the child, such as the family, school, peer group, community and media within the context of culture, religion, economics, politics and change. Major theoretical perspectives will be examined. (DS 2)

### SOC 20
**ETHNIC CULTURE OF THE UNITED STATES**
- A general view of the sociological, psychological, and historical background of selected ethnic groups in the United States. Also listed as HIST 20. Credit to be given in either area, not both.
INTRODUCTORY ELEMENTARY SPANISH

- **SPAN 1A**
  - **Corequisite:** SPAN 999
  - **Recommended Preparation:** College level reading ability
  - This course is designed to develop fundamentals of communicative competence in daily spoken Spanish. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. Introductory Elementary Spanish 1A is equivalent to the first half of a regular elementary language course. Upon completion of its continuation, 1B, students may enroll in the second semester of a normally paced language program.

- **SPAN 1B**
  - **Corequisite:** SPAN 999
  - **Prerequisite:** SPAN 1A
  - This course reviews and expands the fundamentals of communicative competence in daily spoken Spanish. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in SPAN 2.

ELEMENTARY SPANISH

- **SPAN 2**
  - **Corequisite:** SPAN 1A and 1B
  - **Prerequisite:** SPAN 1 or 1A and 1B
  - This course is designed to further the fundamentals of communicative competence in daily spoken Spanish. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester.

- **SPAN 3**
  - **Corequisite:** SPAN 1A
  - **Prerequisite:** SPAN 2
  - Intermediate Spanish
  - Review of the fundamentals with further study of the Spanish language and culture.

INTERMEDIATE SPANISH

- **SPAN 4**
  - **Corequisite:** SPAN 3
  - **Prerequisite:** SPAN 2
  - This is the fourth semester lower division course that continues emphasizing fluency in speaking, reading, writing and comprehension adding selected readings and discussions from the basic four genres in Spanish and Spanish American literature and culture.

INTERMEDIATE SPANISH GRAMMAR AND COMPOSITION

- **SPAN 6**
  - **Corequisite:** SPAN 4
  - **Prerequisite:** SPAN 4
  - Brief review and intensive practice of fundamentals of Spanish grammar followed by study and application of advanced grammatical concepts. Practice in writing essays and summaries in Spanish based on a variety of topics and sources. It will also continue to refine speaking and listening skills. 

PRACTICAL SPANISH

- **SPAN 10**
  - **Corequisite:** SPAN 2
  - **Prerequisite:** SPAN 2
  - Intermediate Conversational Spanish
  - A course designed to develop fluency in Spanish. The emphasis is on both formal and informal expression and conversation in the language. This course may be taken four times for credit. Content may vary. Use of Language Lab recommended.

PRACTICAL COMMUNICATION IN SPANISH

- **SPAN 20**
  - **Corequisite:** SPAN 2
  - **Prerequisite:** SPAN 2
  - Civilizations of Spain
  - Lecture and discussions of the geography, history and institutions of Spain, life and customs of the people, literature, music and art. Conducted in Spanish.

PRACTICAL SPANISH FOR TEACHERS

- **SPAN 21**
  - **Corequisite:** SPAN 2
  - **Prerequisite:** SPAN 2
  - Civilizations of Latin America
  - Lecture and discussions of the geography, history and institutions of Latin America, life and customs of the people, literature, music and art. Conducted in Spanish.

SPANISH PRONUNCIATION/PHONETICS

- **SPAN 107**
  - **Corequisite:** SPAN 4
  - **Prerequisite:** SPAN 4
  - Spanish Pronunciation/Phonetics
  - Introduction to fundamental principles of Spanish pronunciation and phonetics. Emphasis given to correcting problems of pronunciation that arise in native and non-native speakers of Spanish due to interference between Spanish and English.

PRACTICAL COMMUNICATION IN SPANISH FOR TEACHERS

- **SPAN 250**
  - **Corequisite:** SPAN 2
  - **Prerequisite:** SPAN 2
  - **Recommended Preparation:** College-level reading ability
  - Practical Communication in Spanish for Teachers
  - A basic communication course in Spanish for teachers. The emphasis is in both formal and informal basic expressions and conversation in the language, and study of the culture of Spanish-speaking countries. This course may be taken four times for credit.
#### SPAN 252
**PRACTICAL COMMUNICATION IN SPANISH FOR HEALTH-CARE PERSONNEL**
- Recommended Preparation: College-level reading ability
- A basic course in Spanish for health-care personnel. The emphasis is on both formal and informal basic expression and conversation in the language geared toward medical terminology. Also listed as HSC 252. Credit to be given in either area, not both. (BRN-CE #00060-30 hours, (LVN-CE 30 hours) This course may be taken four times for credit. R E 3

#### SPAN 262
**SPANISH FOR HOTELS AND RESTAURANTS**
- Recommended Preparation: College-level reading ability
- A basic course in Spanish emphasizing conversational skills as applied to real-life situations in hotel and restaurant settings. Consideration also given to cultural topics. Assumes no prior knowledge of the language. May be repeated once for credit. R E 1

#### SPAN 999
**SPANISH LANGUAGE LAB**
- Corequisite: SPAN 1, 1A, 1B, 2, 3, 4
- Requires concurrent enrollment in designated Spanish courses. Enhances and provides practice in skills learned in Spanish language courses. Minimum one hour per week required. R E 3

### SPECIAL EDUCATION

#### SE 101
**INTRODUCTION TO THERAPY AND REHABILITATION**
- Designed to provide information and practical experience in pursuing a career in physical therapy, occupational therapy, recreational therapy, adaptive physical education, or any other area which involves working with the physically disabled populations.

#### SE 102
**ADAPTIVE PHYSICAL EDUCATION ASSISTING**
- Recommended Preparation: SE 101
- This class is designed to provide practical experience and fundamental application of applied exercise for disabled students active in an adapted physical education program. Students have the opportunity to improve their skills acquired in SE 101 and work with a wide range of students with varying degrees and types of disabilities and disease manifestation. Any combination of .5, 1.0, or 1.5 units may be taken for a maximum of 4.0 units. R A 3

#### SE 112
**EXCEPTIONAL CHILDREN**
- An introduction to special education. This course offers a survey and study of various characteristics of exceptional children. Ranging from the gifted and talented child to the severely retarded, this course will facilitate a better understanding of children with special needs. Also listed as HD 112. Credit given in either area, not both.

#### SE 142
**INTRODUCTION TO LEARNING DISABILITIES**
- This course is designed as an introduction to the field of learning disabilities. Lecture and discussion topics include identification and diagnosis, etiology, current trends and issues, remedial techniques and compensatory strategies for working with individuals with learning disabilities.

#### SE 155
**THE GIFTED AND TALENTED CHILD**
- This course will explore ways parents, teachers and other professionals can work more effectively with gifted children. Intellectual, creative, social and emotional areas of giftedness will be studied. Emphasis will be on identifying gifted children, their characteristics and guidance needs. The gifted underachiever, culturally diverse, pre-school gifted and those with leadership potential will also be studied. Also listed as HD 155. Credit given in either area, not both.

### SPECIAL SERVICES

#### SPS 115
**ALTERNATIVE LEARNING STRATEGIES**
- Recommended Preparation: Diagnosic assessment
- This course provides students with learning disabilities an opportunity to identify their individual learning styles and to develop effective individualized study and test-taking strategies. The course introduces learning disability terms and concepts, various learning modalities and encourages students to explore alternative learning strategies and study techniques.

#### SPS 205
**PERSONAL DEVELOPMENT**
- This course is designed to help disabled individuals achieve better self-understanding, improve self-esteem, learn about college policies, programs and services, and develop more effective interpersonal communication skills and college survival skills. R E 1

#### SPS 211
**EMPLOYMENT STRATEGIES**
- Recommended Preparation: APSY 140, 160; diagnostic assessment
- Designed for disabled individuals with immediate job-seeking goals. Provides students with techniques for effectively marketing their knowledge, skills, and abilities in the world of work and retaining a job once it has been obtained.

#### SPS 289
**SPECIAL TOPICS: SPECIAL SERVICES**
- Recommended Preparation: Verification of disability and completed Student Education Contract
- The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of Disability services. The course content is thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

#### SPS 300
**EDUCATIONAL ASSESSMENT AND PLANNING**
- Recommended Preparation: Conference with College Special Services counselor or College Diagnostic Learning Specialist
- Designed to assess and evaluate cognitive performance and achievement levels for the purpose of diagnosing specific learning disabilities. The intake screening and eligibility record will be completed based on the assessment results. Develop the student education contract/plan and determine appropriate accommodations. Offered on an open-entry/open-exit basis.
BEGINNING LIPREADING
This course is designed to enable students to develop and practice lipreading skills necessary for social functioning. The course will also help the student to better understand his or her own hearing loss. R E 99

ADVANCED LIPREADING
This course is designed as a continuation of the introductory course. Emphasis will be placed on making use of available auditory and visual cues in social situations. R E 99

BEGINNING COMPUTER TECHNOLOGY FOR STUDENTS WITH DISABILITIES
Recommended Preparation: Verification of disability and/or diagnostic assessment.
This course will provide students with physical and/or learning disabilities techniques for accessing a computer and increasing their productivity. It will include an evaluation of the students learning and computer access needs followed by individualized or small group instruction in access technology use and adaptive strategies. R E 3

ADVANCED COMPUTER TECHNOLOGY FOR STUDENTS WITH DISABILITIES
Recommended Preparation: Verification of disability and/or diagnostic assessment.
Provides students with physical and/or learning disabilities training in more advanced concepts using their prescribed access technology. Students will enhance their computer access skills through completion of assigned projects. R E 3

SPECIAL STUDIES WORKSHOP
A Special Studies Workshop course may be offered in any division subject matter to allow groups of students to pursue study with an instructor for nontraditional educational experiences where regular course offerings are not available for interdisciplinary study or to experiment with pilot courses, or to meet particular community educational needs. Prior to enrollment a learning contract is executed whereby the contracted hours and areas of study are clearly delineated as well as the means of subject matter mastery and evaluation. A Special Studies Workshop course proposal requires the approval of the appropriate division dean and the Office of Instruction.
### SPEECH

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<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td>3/0</td>
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#### SP 1 COMMUNICATION FUNDAMENTALS
A course designed to enable the student to understand and use the components of communication in the making of personal and social decisions in everyday life. This will include understanding of problems and propositions; organizations and development of thought processes; support of ideas; methods of research, criticism and evaluation. Platform experience required.

#### SP 2 PERSUASION
Recommended Preparation: SP 1 and ENG 1A with a grade of C or better
A course which examines the components of persuasive messages with focus upon ethics, logic, reasoning and fallacies as they relate to the use of evidence, speaker credibility and emotional appeals directed toward various types of audiences. A minimum of two persuasive speech claims will be developed through a series of written outlines, essays and manuscripts.

#### SP 3 ARGUMENTATION AND DEBATE
Recommended Preparation: SP 1 and ENG 1A (with a grade of "C" or better)
A course focusing on the application of argumentative methods, analysis, sound reasoning, and critical thinking. Through participation in two types of debates on current topics and writing a series of persuasive essays totaling eight to ten thousand words, students will research, formulate propositions, and discover culturally diverse issues as they apply to social and personal decision-making.

#### SP 4 GROUP DYNAMICS
Emphasizes the principles and methods of group discussion in learning and problem solving situations. Study and practice in critical thinking, problem solving, policy-making and group discussion. Develops skills in group preparation, participation, leadership and speaking.

#### SP 5 INTERPERSONAL COMMUNICATION
Introduction to strategies and behaviors in all aspects of the communication process, including interpersonal communication and public speaking. Includes study of dyadic communication, perception, listening skills, non-verbal and verbal communication. (Formerly SP 105.)

#### SP 8 GENDER COMMUNICATION
A course which focuses on the interactive relationships between gender and communication designed to enable the student to better understand how communication takes place between men and women in various settings. Study will focus on verbal and nonverbal aspects of communication; social and cultural expectations and roles; and problem analysis and decision making specific to gender conflict. The course will enable students to appreciate gender differences and to listen and interact more effectively. (Formerly SP 108.)

#### SP 20 INTERCULTURAL COMMUNICATIONS
Designed to reveal how culture influences interaction patterns. As people from different communication climates interact, the markings of culture and perception have an impact of communication. The course will familiarize students with the theory and the process of communicating with people across cultural, ethnic and racial divides. Students will be left with a better understanding of the meaning of culture and communication. The process of becoming a competent intercultural communicator will be explored through readings, lectures, discussions, and written and oral assignments. Also listed as ANTH 20. Credit to be given in either area, not both. (Formerly SP 109)

#### SP 30 INTRODUCTION TO ORAL INTERPRETATION
A class in the presentational performance of literature. Basic physical and vocal performance techniques are applied to prose, poetry and drama. The study of literary craft is a vital part of its oral presentation. Fulfills Humanities requirement. Also listed as TA 30. Credit to be given in either area, not both.

#### SP 31 ADVANCED ORAL INTERPRETATION
Intensive study of the performance of the short story and of poetry. Students will be taught literary analysis and advanced techniques of oral presentation. Fulfills humanities requirement. Also listed as TA 31. Credit to be given in either area, not both.

#### SP 32 READERS' THEATRE
Recommended Preparation: SP 30, 31 or TA 30, 31
A course stressing the techniques of script preparation, direction and staging of literature. Coursework will culminate in a student-performed and directed Readers’ Theatre. Also listed as TA 32. Credit to be given in either area, not both. Fulfills humanities requirement.

#### SP 35 VOICE AND DICTION
A course emphasizing principles and practices in vocal and articulatory development and control; drills in phonation; resonance and vocal variety; drills for clarity and ease in articulation. Also listed as SP 35, credit to be given in either area, not both.

#### SP 106 FORENSICS ACTIVITY
Emphasizes preparation and presentation of materials for college-sponsored speech and forensic activities: tournaments and festivals, high-school assemblies and civic organizations. Events include debate, public speaking and oral interpretation. Participation is required for credit. This course may be offered as open-entry/open-exit and units may vary according to time and activity involved. E R 3

#### SP 189 SPECIAL TOPICS IN SPEECH
The Special topics course is a grouping of short seminars designed to provide student with the latest ideas in the field of Speech. The course content is thematic in nature and each seminar within the course differs from the other offering of the same course. R E 3

### SURGICAL TECHNOLOGY

#### PENDING STATE APPROVAL

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>ST 201</td>
<td>201</td>
<td>ORIENTATION TO SURGICAL TECHNOLOGY</td>
<td>2/2/0</td>
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</table>

First of five courses in a series providing students with surgical theory and practice necessary for entry-level into the operating room. Course focuses on utilization of the surgeon’s process in providing care for the patient in surgery while understanding the responsibilities of each individual health care practitioner.
SURGICAL PROCEDURES I
Prerequisite: ST 203
Fourth of five courses in a series providing students with surgical theory and practice necessary for entry-level into the operating room. Course focuses on utilization of the surgeon’s and anesthesiologist’s process in preparing the patient for surgery while understanding their needs in performing patient positioning and monitoring. Course also provides students with necessary knowledge of monitoring devices, surgical equipment and pharmacology of anesthetics and medications used to enable surgical intervention during the preoperative, intraoperative and postoperative phases of patient care.

SURGICAL PROCEDURES II
Prerequisite: ST 204
Last of five courses in a series providing students with surgical theory and practice necessary for entry-level into the operating room. Course focuses on utilization of the surgeon’s preference in gathering and preparing required equipment and supplies, stapping devices and specialty equipment while understanding their needs as a specialty group during a given routine surgical procedure. Course also provides students with necessary knowledge of surgical drapes and methods of draping surgical body regions and various operating room furniture, with techniques of opening and preparing supplies and instrumentation needed for routine surgical procedures and with techniques of scrubbing, gowning, gloving and maintenance of asepsis at all times.

CLINICAL INTERNSHIP
Prerequisite: ST 205
Provides actual surgical training in the operating room to become an employment-acceptable surgical technologist. Students perform primarily in the role of scrub surgical technologist and secondarily in the role of circulating surgical technologist. Students are assigned to one or two clinical sites under direct supervision of a surgeon and/ or qualified clinical educator and must complete established clinical performance objectives within and appropriate time frame.

THEATRE (ACTING)

TA 1
ACTING
Emphasizing the form and content of the art of acting including pantomime, action, motivation and beginning scene study with emphasis on improvisation.

TA 2
BEGINNING SCENE STUDY
Recommended Preparation: TA 1
Continuing the emphasis of Theatre Arts 1 with concentration on scene study, characterization, and ensemble performance, working toward a realization of method of approach.

TA 3
ADVANCED SCENE STUDY
Recommended Preparation: TA 2
A course with special concentration on scene study; performing scenes from the plays of Ibsen, Chekhov and Pinter is stressed. Students may also perform in student-directed one act plays.

THEATRE APPRECIATION AND HISTORY

TA 20
THEATRE APPRECIATION
A course examining theatre history, the role of the actor and director, and exemplary plays. Attendance at scheduled field trips to community and professional theatre performances, and evaluation and criticism of productions are required.
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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>No. of Hours Per Week</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<tbody>
<tr>
<td>ACCT 220</td>
<td>Introduction to Financial Planning</td>
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<tr>
<td>TA 22</td>
<td>3/3/0</td>
<td>MUSICAL THEATRE HISTORY AND APPRECIATION</td>
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<tr>
<td>TA 25</td>
<td>3/3/0</td>
<td>THEATRE HISTORY: PRIMITIVE TO RENAISSANCE</td>
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<tr>
<td>TA 26</td>
<td>3/3/0</td>
<td>THEATRE HISTORY: RENAISSANCE TO CONTEMPORARY</td>
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<tr>
<td>TA 64</td>
<td>3/3/0</td>
<td>HISTORY OF DANCE</td>
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<tr>
<td>TA 110</td>
<td>3/3/0</td>
<td>CHICANO/LATINO THEATRE</td>
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**THEATRE (DIRECTING)**

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<tr>
<th>Course Title</th>
<th>Units</th>
<th>No. of Hours Per Week</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<tbody>
<tr>
<td>TA 10</td>
<td>3/2/3</td>
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<tr>
<td>MUSICAL THEATRE TECHNIQUES</td>
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<tr>
<td>Principles and techniques of the various performance methods and styles involved in performing for the musical theatre. Solo and choral singing, dancing and acting will be taught through a series of exercises culminating in the performance of a musical.</td>
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<tr>
<td>TA 11</td>
<td>3/2/3</td>
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<tr>
<td>STAGE MOVEMENT</td>
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<tr>
<td>A course designed to assist students in using their physical movements to embellish and augment characterization. Principles of mime and pantomime will supplement the concepts of psychological and physical sources of movement.</td>
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**THEATRE (READERS’ THEATRE)**

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<tr>
<th>Course Title</th>
<th>Units</th>
<th>No. of Hours Per Week</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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</thead>
<tbody>
<tr>
<td>TA 30</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO ORAL INTERPRETATION</td>
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<tr>
<td>A course in the presentational performance of literature. Basic physical and vocal performance techniques are applied to prose, poetry and drama. The study of literary craft is a vital part of its oral presentation. Fulfills humanities requirement. Also listed as SP 30. Credit to be given in either area, not both.</td>
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<tr>
<td>TA 31</td>
<td>3/3/0</td>
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<tr>
<td>ADVANCED ORAL INTERPRETATION</td>
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<tr>
<td>Intensive study of the performance of the short story and of poetry. Students will be taught literary analysis and advanced techniques of oral presentation. Fulfills humanities requirement. Also listed as SP 31. Credit to be given in either area, not both.</td>
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<tr>
<td>TA 32</td>
<td>3/3/2</td>
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<tr>
<td>READERS’ THEATRE</td>
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<tr>
<td>Recommended Preparation: SP or TA 30,31</td>
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<tr>
<td>A course stressing the techniques of script preparation, direction and staging of literature. Coursework will culminate in a student-performed and directed Readers’ Theatre. Applies toward humanities requirement. Also listed as SP 32. Credit to be given in either area, not both.</td>
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**THEATRE (REHEARSAL AND PERFORMANCE)**

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<tr>
<th>Course Title</th>
<th>Units</th>
<th>No. of Hours Per Week</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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<tbody>
<tr>
<td>TA 15</td>
<td>1or 2/0/3 or 6</td>
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<tr>
<td>REHEARSAL AND PERFORMANCE: DRAMA</td>
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<tr>
<td>A course emphasizing the preparation of serious dramatic productions for public performance including acting, technical and production management. TA 15 is an open-entry/open-exit course.</td>
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<tr>
<td>TA 16</td>
<td>1or 2/0/3 or 6</td>
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<tr>
<td>REHEARSAL AND PERFORMANCE: COMEDY</td>
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<tr>
<td>A course emphasizing the preparation of comic productions for public performance including acting, technical and production management. TA 16 is an open-entry/open-exit course.</td>
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<tr>
<td>TA 17</td>
<td>1or 2/0/3 or 6</td>
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<tr>
<td>REHEARSAL AND PERFORMANCE: MIXED GENRES</td>
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<tr>
<td>A course emphasizing the preparation of comic productions of mixed genres for public performance including acting, technical and production management. TA 17 is an open-entry/open-exit course.</td>
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<tr>
<td>TA 18</td>
<td>1or 2/0/3 or 6</td>
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<tr>
<td>REHEARSAL AND PERFORMANCE: DANCE</td>
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<tr>
<td>A course emphasizing the preparation of a dance production including dance concerts, musical theatre production and operas. TA 18 is an open-entry/open-exit course.</td>
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<td>TA 19</td>
<td>1or 2/0/3 or 6</td>
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<td>REHEARSAL AND PERFORMANCE: MUSICAL THEATRE</td>
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<tr>
<td>A course emphasizing the preparation of musical theatre productions comprised of mixed genres for public performance including acting, technical and production management. TA 19 is an open-entry/open-exit course.</td>
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<tr>
<td>TA 35</td>
<td>3/3/0</td>
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<tr>
<td>VOICE AND DICTION</td>
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<tr>
<td>A course emphasizing principles and practices in vocal and articulatory development and control; drills in phonation, resonance and vocal variety. Drills for clarity and ease in articulation. Also listed as SP 35. Whereas this course parallels SP 35, it is geared toward the needs of the theatre major. Credit to be given in either area, not both.</td>
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</table>
TA 51 1 or 1.5/.67 or 1/1.33 or 2
INTRODUCTION TO BALLET
Designed for students with no experience in dance as well as those wishing to perfect basic dance skills. Fundamentals of ballet techniques are presented and practiced in class with presentations of historical and stylistic perspectives of this dance form. An emphasis is class participation to provide the student with knowledge and understanding of the physical demands of ballet dance. A combination of TA/PE 51, 52, 53 may be taken four times. Also listed as PE 51. Credit to be given in either area, not both.  R A 3

TA 52 1 or 1.5/.67 or 1/1.33 or 2
BALLET DANCING LEVEL I
Recommended Preparation: TA or PE 51
Designed to teach the fundamentals of ballet. Technical work at the ballet barre, center-floor exercises, adagio and allegro work. A combination of TA/PE 51, 52, 53 may be taken four times. Also listed as PE 52. Credit to be given in either area, not both.  R A 3

TA 53 1 or 1.5/.67 or 1/1.33 or 2
INTERMEDIATE BALLET
Recommended Preparation: TA or PE 52
Emphasis on improving individual skills. Continued technical work at the ballet barre. A combination of TA/PE 51, 52, 53 may be taken four times. Also listed as PE 53. Credit to be given in either area, not both.  R A 3

TA 54 1 or 1.5/.67 or 1/1.33 or 2
INTRODUCTION TO MODERN DANCE
Designed for students with no experience in dance as well as those wishing to perfect basic dance skills. Fundamentals of modern dance techniques are presented and practiced in class, and presentation of historical and stylistic perspectives of this dance form. An emphasis is placed on class participation to provide the student with knowledge and understanding of the physical demands of modern dance. A combination of TA/PE 54, 55, 56 may be taken four times. Also listed as PE 54. Credit to be given in either area, not both.  R A 3

TA 55 1 or 1.5/.67 or 1/1.33 or 2
MODERN DANCE LEVEL I
Recommended Preparation: TA or PE 54
Instruction and supervised practice to develop the body for communication of feeling and idea through movement. A combination of TA/PE 54, 55, 56 may be taken four times. Also listed as PE 55. Credit to be given in either area, not both.  R A 3

TA 56 1 or 1.5/.67 or 1/1.33 or 2
INTERMEDIATE MODERN DANCE
Recommended Preparation: TA or PE 55
Increased techniques in modern dance with emphasis on improving individual skills. Continued development of the body for communication through movement. A combination of TA/PE 54, 55, 56 may be taken four times. Also listed as PE 56. Credit to be given in either area, not both.  R A 3

TA 57 1 or 1.5/.67 or 1/1.33 or 2
INTRODUCTION TO JAZZ DANCING
Designed for students with no experience in dance as well as those wishing to perfect basic dance skills. Fundamentals of jazz dance technique are presented and practiced in class with presentation of the historical and stylistic perspectives of this dance form. An emphasis is placed on class participation to provide the student with knowledge and understanding of the physical demands of jazz dancing. A combination of TA/PE 57, 58, 59 may be taken four times. Also listed as PE 57. Credit to be given in either area, not both.  R A 3

TA 58 1 or 1.5/.67 or 1/1.33 or 2
JAZZ DANCING LEVEL I
Recommended Preparation: TA or PE 57
Basic jazz techniques, center and locomotor combinations, and original routines set to jazz music. A combination of TA/PE 57, 58, 59 may be taken four times. Also listed as PE 58. Credit to be given in either area, not both.  R A 3

TA 59 1 or 1.5/.67 or 1/1.33 or 2
INTERMEDIATE JAZZ DANCING
Recommended Preparation: TA or PE 58
Basic skills of jazz dancing with emphasis on improving individual techniques. Includes more emphasis on improving individual techniques and more advanced jazz techniques with original routines set to music. A combination of TA/PE 57, 58, 59 may be taken four times. Also listed as PE 59. Credit to be given in either area, not both.  R A 3

TA 60 1 or 1.5/.67 or 1/1.33 or 2
INTRODUCTION TO TAP DANCING
Designed for students with no experience in dance as well as those wishing to perfect basic dance skills. Fundamentals of tap-dancing techniques are presented and practiced in class, and presentations of the historical and stylistic perspectives of this dance form. An emphasis is placed on class participation to provide the student with knowledge and understanding of the physical demands of tap dancing. A combination of TA/PE 60, 61, 62 may be taken four times. Also listed as PE 60. Credit to be given in either area, not both.  R A 3

TA 61 1 or 1.5/.67 or 1/1.33 or 2
TAP DANCING LEVEL I
Recommended Preparation: PE or TA 60
Basic tap dance techniques, tap dance combinations and original tap dances. A combination of TA/PE 60, 61, 62 may be taken four times. Also listed as PE 61. Credit to be given in either area, not both.  R A 3

TA 62 1 or 1.5/.67 or 1/1.33 or 2
INTERMEDIATE TAP DANCING
Recommended Preparation: TA or PE 61
Review and continuation of basic skills of tap dancing with emphasis on improving individual techniques. More advanced steps and dance combinations will be presented. A combination of TA/PE 60, 61, 62 may be taken four times. Also listed as PE 62. Credit to be given in either area, not both.  R A 3

TA 63 1 or 1.5/.67 or 1/1.33 or 2
EXERCISE FOR DANCERS
Designed for the dance student to increase fitness, flexibility, endurance, strength and poise in all types of dance techniques. Includes weight training, nutrition, care and prevention of injuries, and exercise to musical accompaniment. Also listed as PE 63. Credit to be given in either area, not both.  R E 3

TA 113 1/0/3
REHEARSAL AND PERFORMANCE: CHILDREN’S THEATRE
A course emphasizing the preparation of play production for the child audience for public performance including acting, technical and production management. TA 113 is an open-entry/open-exit course.  R E 3

THEATRE (TECHNICAL PRODUCTION)

TA 40 3/2/3
STAGECRAFT
Principles and techniques of stagecraft including stage terminology, theatre architecture, scenic construction, painting, tools, materials and production organization.

TA 41 3/2/3
STAGE LIGHTING
A study of stage lighting dealing with the role of the lighting designer in a theatrical production team. Included is a historical background as well as the technical mechanics of theatrical lighting.
**TA 220**  
**Introduction to Financial Planning**  
3/3/0

### Theatrical Planning

**TA 42**  
**Costume Design**  
A course involving the study of the principles of costume design, the basic process of design, character analyses and rendering techniques. A survey of fashion history and study of textiles will be included in the lectures. Crew assignments for major productions will provide instruction in construction techniques.

**TA 43**  
**Stage Make-up**  
A study of theory and practice in make-up for the stage. Emphasis on the development of individual skill in techniques of character analysis, application in pigment, hair design and selection and use of equipment. Crew assignment for college productions is required and will provide instruction in make-up techniques.

**TA 44**  
**Theatre Scenery Painting**  
A study of the elements of theatrical scenery painting including historical and present-day methods with practical applications through class efforts of scenery painting as well as individual scenery painting projects.

**TA 45**  
**Scene Design**  
Recommended Preparation: TA 40 or 41  
An introduction to the art of scenic design, including an investigation of the elements of design in relation to the aesthetic and dramaturgical demands of theatre art; the interrelationship of the theatre design functions, and an analysis of space, movement, mood, period, style, color, etc.; the execution of design ideas through techniques of rendering, model-making, drafting and presentation.

**TA 114**  
**Creative Dramatics**  
A course providing training for teachers, community recreation directors and other leaders of youth groups in the imaginative guidance of improvisational drama created for the personal development of children. Included is consideration of children’s literature in relationship to the needs of each age group, creative leadership techniques, methods and values of informal drama, activities and materials, and demonstrations of project procedures. Course work will culminate in a production.

### Theatre Management

**TA 130**  
**Theatre Management**  
A course that examines the economic, administrative and career opportunities of the entertainment business. The student will gain the knowledge of career opportunities in arts management, including “Front of House” operations, stage management, marketing. Students will learn how to market themselves for the entertainment industry.

**TA 142**  
**Theatre Production**  
An introductory course that covers basic terminology, safety lighting and stagecraft equipment and techniques as well as the production and running of theatrical shows.  
R E 3

**TA 230**  
**Company Theatre Conservatory: Acting**  
Prerequisite: By audition only  
This course is an offering for the student specializing in actor training and rehearsal for a specific theatrical production or other specialized conservatory training. By utilizing the conservatory method of education, guest artists, staff and more-mature student artists will educate the less experienced students in a continuing program of rehearsal, self-analysis, discussion, lecture and performance.  
R E 3

**TA 231**  
**Company Theatre Conservatory: Movement**  
Prerequisite: By audition only  
This course is an offering for the student specializing in dance and theatre movement training for a specific theatrical production or other specialized conservatory training. By utilizing the conservatory method of education, guest artists, staff and more-mature student artists will educate the less experienced student in a continuing program of rehearsal, self-analysis, discussion, lecture and performance.  
R E 3

**TA 232**  
**Company Theatre Conservatory: Musical Theatre**  
Prerequisite: By audition only  
This course is an offering for the student specializing in musical theatre training as cast or orchestra member for a specific theatrical production or other specialized conservatory training. By utilizing the conservatory method of education, guest artists, staff and more-mature student artists will educate the less experienced students in a continuing program of rehearsal, self-analysis, discussion, lecture and performance.  
R E 3

### Travel Management

**TM 250**  
**Domestic Airline Ticketing and Reservations**  
An introduction to the basics of the travel industry designed for new employees of travel agencies; for persons interested in becoming travel agents or airline reservationists; and for employees in corporate travel departments. Methods and practices for locating itineraries, routes, tariffs and fares; writing airline tickets for domestic airlines including Hawaii; and using reference sources are stressed. Industry regulations are covered.
TM 251 3/3/0
INTERNATIONAL TICKETING AND RESERVATIONS
Recommended Preparation: TM 250
Continued study of airline ticketing with an introduction to the basics of international ticketing. Emphasis will be given to routing, scheduling, excursion fares to various world destinations and entry requirements to foreign countries.

TM 252 3/3/0
WORLD DESTINATIONS AND RESORTS--WESTERN HEMISPHERE
Provides a knowledge of hotels, sightseeing and tourist attractions, and local transportation in major travel destinations within the Western Hemisphere. Areas covered include Hawaii, Alaska, Caribbean, Mexico, United States, South America, Central America and Canada.

TM 253 3/3/0
WORLD DESTINATIONS AND RESORTS--EUROPE
Provides a knowledge of hotels, sightseeing and tourist attractions, and local transportation in major travel destinations within Europe.

TM 254 3/3/0
WORLD DESTINATIONS AND RESORTS--PACIFIC, ASIA, AFRICA
Provides a knowledge of hotels, sightseeing and tourist attractions, and local transportation in major travel destinations within the Pacific, Asia and Africa.

TM 255 3/3/0
TRAVEL SALES AND MARKETING
Designed for new employees of travel agencies or persons interested in becoming travel agents, group sales specialists, tour escorts or travel journalists. Provides the methods and practices of promoting and marketing many aspects of the travel industry.

TM 257 1.5/1.5/0
CRUISES AND CRUISING
Methods and practices for booking cruises worldwide.

TM 258 1.5/1.5/0
TOURS
Method and practice for booking tours worldwide. Fundamentals of F.I.T. tours, group tours and wholesale tour planning also are covered.

TM 259 2/2/1
AIRLINE COMPUTER TRAINING
Recommended Preparation: Travel Management Certificate
This course is designed for advanced travel-management students. Emphasis is on basic Sabre Computer training including P.N.R. (Passenger Name Record) completion.

TM 289 .5-4/.5-4/.5-9
SPECIAL TOPICS: TRAVEL MANAGEMENT
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of travel management. The topic will vary thematically each time the course is offered. R E 3

TUTORING
TU 100 2/1/2
FUNDAMENTALS OF PEER TUTORING
A general introduction to the role of the tutor in education. The course will focus on the practical skills necessary to function effectively as a peer tutor in the student’s chosen area of study. Training in empathy, listening skills, assertion and other human-relations techniques will be provided. Individual differences in learning styles will be discussed, and the importance of encouraging independence and good study habits will be stressed. Students will participate in supervised tutoring in the college Learning Assistance Program.

TU 300 0/0/1 or 6
SUPERVISED TUTORING
Designed to provide assistance for students (learners) who require additional help in attaining comprehension and competency in learning skills. Students are assisted by trained tutors who promote self-regulated learning, critical thinking, and problem solving on the part of student learners. Students are trained to monitor their own learning processes. This course is open-entry/open-exit.

VIETNAMESE

VIET 21 3/3/0
INTRODUCTION TO VIETNAMESE CULTURE
Recommended Preparation: College level reading ability
A lecture and discussion course covering a variety of aspects of Vietnamese culture. Areas of study include geography, history, literature, art, philosophy, religion and customs of the people. Conducted in English. No prior study of Vietnamese language or culture required.

WS 21 3/3/0
ETHNIC WOMEN’S ISSUES IN CONTEMPORARY AMERICAN SOCIETY
This course surveys Ethnic Women’s Issues from a cross-cultural perspective. It examines the commonalities and differences among women due to race, gender and class. The study will include Native American women, Chicanas and Americans of European, African, Asian and Latin descent.

WS 30 3/3/0
WOMEN’S DEVELOPMENT
This course examines the development of women’s lives throughout the life span and the social, biological, cultural and family forces that affect their development. The course examines a number of issues: childhood, adolescence, adulthood and aging; relationships and connections as well as separating and autonomy; career, motherhood, marriage, widowhood, and divorce; the ways women know about themselves and the world.

WS 40 3/3/0
WOMEN AND RELIGION: A GLOBAL PERSPECTIVE
This course is designed to help students understand basic concepts of world religion as they relate to women. The students will survey religion and women from prehistoric and preliterate cultures to present day expressions of spirituality and religion. The study will include Hindu, Buddhist, Chinese, Japanese, Jewish, Christian, Islamic, and American women as well as women in primal societies. There will be readings from the sacred writings of a religion when appropriate.

WS 100 3/3/0
IDENTITY FEMALE
This course is designed to assist women in self-awareness, enhancement of confidence and in raising self-esteem. Students will explore life issues in a supportive environment. This course also will include a unit in orientation to college resources, course planning and college survival.

WS 120 3/3/0
WOMEN AND CAREERS
A course offering women the opportunity to reassess career aspirations, to explore the current job market and to become acquainted with successful job-hunting and career-planning techniques.

WS 10 3/3/0
INTRODUCTION TO WOMEN’S STUDIES
This course is an interdisciplinary introduction to Women’s Studies. It will analyze the traditional views of women as individuals, members of families, and members of societies. The perspective will be both historical and cross-cultural. Course may be taught by mediated mode of instruction.
### WS 189

**.5-4/.5-4/.5-9**  
**SPECIAL TOPICS: WOMEN IN THE DEVELOPING WORLD**

This course is both cross-cultural and cross-disciplinary, viewing the lives of women in specific regions of the developing world, including Latin America and the Caribbean, Southeast Asia and China, the Islamic Middle East and North Africa. Focus will be on such issues as self-determination and modernization, education, family and work, food and hunger, and reproduction. Gender roles and relations will be examined within cultural and political contexts, and we will look at how class, race, and global inequalities interact with women’s status around the world. R E 3

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**NOTE:** Select additional Women’s Studies courses from the following:

- **ANTH 21** Women and Culture: Cross Cultural Perspective
- **ART 21** Women and Art
- **BIO 46** Biology of Women
- **BUS 159** Management Skills for Women
- **ENG 35** Sex Roles in Literature
- **ENG 46** Images of Women in Literature
- **ENT 50** Women Authors
- **HLTH 3** Women’s Health Issues
- **HIST 21** Women in United States History
- **MUS 29** Women, Music and Society
- **PSYC 21** The Psychology of Women
- **SOC 21** Women in Contemporary Society
EMERITUS ACCOUNTING

ACCT 116X 0/1 or 2/0
FINANCIAL PROGRAM PLANNING (EI)
A course designed for the actual construction of a comprehensive, personalized plan that will aid the student in a long-range financial plan of his own making. It will emphasize personal discipline and application of basic planning skills. R 99

ACCT 219X 0/1/0
CALIFORNIA TAX PREPARATION (EI)
This course emphasizes the procedure for preparing California Income Tax Forms. It contrasts California income tax laws with Federal income tax laws. R 99

ACCT 229X 0/2/0
IMPROVE INVESTMENT PERFORMANCE A-D (EI)
Improving investment performance is a course designed for the beginner as well as the experienced investor. The goal is to provide information on preservation and growth of financial assets. Repetition of this course will allow greater mastery and application. R 99

ACCT 231X 0/2/0
ESTATE PLANNING A-D (EI)
Probate and estate planning; need for planning estate, tax ramifications; how to secure family assets; gift tax procedure; inheritance tax and procedures of the Inheritance Tax Department; life insurance, annuities and retirement; discussions of the Form IT-22, IT-3 and Federal Estate Tax Return, Form 706 and the Inventory and Appraisal. Repetition will allow increased knowledge and improvement in practice. R 99

ACCT 232X 0/1 or 2/0
STOCKS AND BONDS MANAGEMENT (EI)
This course will study influences that affect stock and bond markets and trends of selected stocks and bonds. It is designed to aid investors in structuring and managing portfolios. R 99

EMERITUS ANTHROPOLOGY

ANTH 201 1/2/0
MAN: ANCESTORS TO MODERN (EI)
An overview of human development: theories of man's origin, stages of development and racial variety of present mankind. R E 3

ANTH 205 1/2/0
CULTURE AND BEHAVIOR (EI)
An overview in cultural anthropology which examines the influence of major cultural variations and developments of human behavior. It will include the influence of family structures, social organization and religious ideologies. R E 3

EMERITUS APPLIED PSYCHOLOGY

APSY 162X 0/1/0
ASSERTION TRAINING A-B (EI)
Through class lecture, discussion and role plays, students will learn how to express themselves in positive, meaningful ways; define and stand up for their own rights while respecting the rights of others. Students will learn assertion skills as they are applied to a variety of settings: work, school consumer issues, personal relationships, social situations. R 99

APSY 163X 0/1/0
PERSONAL AWARENESS A-B (EI)
A participatory group experience utilizing self-exploration, feedback and mutual problem solving to facilitate self-awareness and a variety of specific topics such as stress management, time management, motivation training and other pertinent themes. R 99

EMERITUS ART

ART 10X 0/5 or 1/1 or 2
CERAMICS HANDBUILD (EI)
A practical and historical introduction to the material involving all aspects of the ceramics process. The course will include handbuilding, trimming and finishing, firing and glazing. R 99

ART 11X 0/5 or 1/1 or 2
CERAMICS, BEGINNING WHEEL (EI)
This course is an introduction to beginning techniques of Ceramics Wheel Building, with emphasis on traditional shapes and forms. The course will include wheel throwing techniques, trimming and finishing, firing and glazing. R 99

ART 12X 0/5 or 1/1 or 2
CERAMICS INTERMEDIATE (EI)
Recommended Preparation: ART 11X
This course will cover theory, materials and techniques of ceramics at an intermediate level. It will include design, forming techniques, including use of the potter's wheel, glazing and firing. R 99

ART 13X 0/5 or 1/1 or 2
CERAMICS, ADVANCED (EI)
Recommended Preparation: ART 12X
This course will direct advanced projects in ceramics with emphasis on use at the potter's wheel as a major tool. Special attention on the evaluation of forms as related to the creative use of ceramic concepts and materials will be emphasized. Design, forming and glazing techniques will be presented. R 99

ART 14XA 0/1/2
CERAMICS, SLIPCASTING, BEGINNING A-D (EI)
This course includes theory and techniques in ceramics including pouring slip into molds (slipcasting), finishing, carving, underglaze, glaze, overglaze applications, firing discussion. Repetition of this course will allow greater skill building. R 99

ART 14XB 0/1/2
CERAMICS, SLIPCASTING, INTERMEDIATE, A-D (EI)
Recommended Preparation: ART 14XA
This course will cover theory, materials in low firing clay to high porcelain slipcasting. Exploration of basic functions, forms, color, glazing and decorative techniques. Repetition of this course will allow greater skill and creativity. R 99

ART 14XC 0/1/2
CERAMICS, SLIPCASTING ADVANCED A-D (EI)
Recommended Preparation: ART 14XB
This course provides ceramic slipcasting advanced techniques including working with translucent underglaze and red glaze; using china paints in ceramics; beginning porcelain, working with eyes and detailing fruit. Repetition of this course will allow development of greater skill and creativity. R 99

ART 14XD 0/1/2
ART OF CERAMIC DECORATING A-D (EI)
Recommended Preparation: ART 14XC
This course presents theory and techniques for application of translucent underglaze, review of basic underglaze, techniques in specialty glaze, transfer designs. Students' projects will provide for application of theory and practice of techniques. Repetition of this course will allow greater skill and mastery of course content. R 99
ART 15X 0/1/2
FABRIC DRAPING PORCELAIN A-D (EI)
Recommended Preparation: ART 14XC
This course will explore the theory and practice of draping porcelain figures. Casting the mold, lace and fabric draping, china painting, spray glazing. Repetition of the course will promote mastery of art and skill. R 99

ART 16X 0/1/2
CERAMICS ABSTRACT SCULPTURE (EI)
An introduction to using clay as the medium for creating abstract or non-representational free-standing and wall sculpture. The student will develop and apply theory and techniques in clay construction, from creating small models to actual scale sculpture. R 99

ART 20X 0/1 or 2/0
ART APPRECIATION (EI)
This course is an introduction to the visual arts. The course will focus on the fundamentals of composition in the arts as well as the major developmental events that have shaped the direction of Western art. R 99

ART 21X 0/2/0
WOMEN IN ART (EI)
This course is a survey of the contributions of women in art from ancient times through the present. Art forms will include paintings, architecture and the decorative arts. R 99

ART 23X 0/1 or 2/0
INDIGENOUS ARTS (EI)
This is a course in Eastern arts: architecture, sculpture, painting and decorative arts. The culture and religious influences will be included. R 99

ART 25X 0/1 or 2/0
ART HISTORY (EI)
This course is designed to review the history of Western art. It will focus on major works of lasting significance from primitive to modern. R 99

ART 26X 0/1 or 2/0
ART FORMS (EI)
This course will provide a survey of fine and decorative arts throughout history. The interaction of textiles, furniture and ceramics with the "fine" arts of painting, sculpture and architecture will be explored. R 99

ART 28X 0/1 or 2/0
CONTEMPORARY ART AND CULTURE (EI)
An art appreciation course with an emphasis on individual achievement, varying lifestyles and the role of famous collectors. Individuals from 1880-1980 will include sculptors, architects and painters. R 99

ART 30XA 0/0.5 or 1.5 or 1
ART DESIGN, BEGINNING (EI)
Emphasizes traditional and contemporary concepts, processes and techniques in the making of utilitarian and decorative art objects. Experience may include fiber, clay, wood, leather or metal. R 99

ART 30XB 0/0.5 or 1.5 or 1
ART DESIGN, ADVANCED (EI)
Recommended Preparation: ART 30XA
Further investigates skills and expressive concepts found in traditional and contemporary crafts in which the student will create contemporary craft objects of both a utilitarian and non-utilitarian nature. R 99

ART 31XA 0/2/1
INTARSIA, BEGINNING (EI)
Recommended Preparation: ART 61XA
Studies the different types of intarsias; landscape, geometric designs, color designs, faces and people, birds and animals. How to select a picture for intarsia. How to enlarge or decrease a picture. How to select stones and cement them together. How to finish and frame. Description of channel work and how it is used by the intarsist. R 99

ART 31XB 0/1/2
INTARSIA, INTERMEDIATE (EI)
Recommended Preparation: ART 31XA
Designed to develop a perspective of intarsia by size and color, working with larger and more difficult intarsia including more details on faces, animals and birds. Advanced methods in pointing and fitting of stones. Description of channel work and how it is used by the intarsist. R 99

ART 32X 0/1/2
NON-LOOM WEAVING (EI)
A basic course designed for the creative exploration of weaving as an artistic expression. Students will work on simple frames and forms to create pillows, purses and wall hangings. Repetition will allow increased skill and creativity. R 99

ART 32XB 0/1/2
NON-LOOM FIBER TECHNIQUES (EI)
A basic course in the exploration of fiber techniques to be used artistically to create simple projects. Wall hangings, pillows, purses and sculpture will be completed while learning to be original and creative. R 99
ART 35X 0/1/2
STAINED GLASS A-D (EI)
A course designed for exploration and practice in techniques of stained and leaded glass art and/or copper-foil technique in Tiffany lamp shades or panel projects. Repetition of this course will allow increased skill and creative expression. R 99

ART 36XA 0/1/2
JEWELRY METAL FABRICATION BEGINNING (EI)
This course includes theory, demonstration, and practice in design and construction of jewelry made by fabrication methods for decorative wear suitable to the design and function. Repetition of course will allow greater skill and mastery of the art. R 99

ART 36XB 0/1/2
JEWELRY METAL FABRICATION INTERMEDIATE (EI)
Recommended Preparation: ART 36XA
An introduction to intermediate methods, materials, and practice in the construction of jewelry by metal fabrication. Course will include the study of design for making rings, chains, brooches, pendants, etc., and the decorating and setting of stones in jewelry. Necessary tools and their uses and types of metals will be discussed. R 99

ART 36XC 0/1/2
JEWELRY METAL FABRICATION ADVANCED (EI)
Recommended Preparation: ART 36XB
This course offers advanced theory, fabrication techniques and materials in more complex jewelry and metal fabrication. Included are metal chain construction, stone mountings, box construction, fringes, repoussé, miling, textured surfaces and bead construction. Efficient production methods will be discussed. Individual attention to student projects of special interest will be offered. R 99

ART 37X 0/1/2
ENAMELING INTERPRETATIONS A-D (EI)
Recommended Preparation: ART 33XB
A studio course emphasizing in-depth study of individual enameling techniques. This includes researching history, artists and variations of each technique as well as the creation of finished pieces with documentation of each step in the process. Repetition of this course will allow development of specialized skills. R 99

ART 39X 0/1/2
JEWELRY DESIGN LOST WAX BEGINNING (EI)
This course includes theory, demonstration, practice and design in construction of jewelry made by the lost wax method, for decorative wear, suitable design and function. Repetition of this course will allow students to improve skills. R 99

ART 39XB 0/1/2
JEWELRY DESIGN LOST WAX INTERMEDIATE (EI)
Recommended Preparation: ART 39XA
Introduction to advanced methods, materials and practice in the construction of jewelry by the lost wax method. Design and development of complex projects including mold making, finishing and decoration. R 99

ART 39XC 0/1/2
JEWELRY DESIGN LOST WAX ADVANCED (EI)
Recommended Preparation: ART 39XB
This course is designed to apply advanced uses of wax design techniques: hollow core casting, reversible pendant design, bead construction, pseudo granulation, carving hard wax, forming soft wax, fabrication with sheet and wire wax (into rings, pendants, etc.). Personal attention given to students’ individual needs and interests. Production techniques will be discussed. Faceted stones and beads will be demonstrated and set. R 99

ART 40X 0/.5 or 1/1 or 2
TWO DIMENSIONAL DESIGN (EI)
An art class accentuating design and color using creative ways to develop original designs. A basic course in the application of the principles of organization and art elements as they relate to two-dimensional design. R 99

ART 50X 0/1/2
OIL PAINTING BEGINNING (EI)
This course includes the basic elements of drawing, color, design and painting as the student learns the use of materials and techniques. Encouragement and emphasis are given to individual style and expression. R 99

ART 51X 0/.5 or 1/1 or 2
OIL PAINTING INTERMEDIATE (EI)
Recommended Preparation: ART 50X
This course is designed for students who have some basic knowledge of color, composition and perspective and who wish to improve techniques, develop creativity and use their own resources materials. Introduction of techniques into abstract and non-objective painting. R 99

ART 52X 0/.5 or 1/1 or 2
OIL PAINTING ADVANCED (EI)
Recommended Preparation: ART 51X
This course is designed for students who have a working knowledge of painting principles. R 99

ART 53X 0/.5 or 1/1 or 2
PAINTING IN SUBJECT AREAS (EI)
Recommended Preparation: ART 52X
This course provides theory and demonstration of material, applications and techniques in landscape painting in oils. Various exercises in the use of media, composition, perspective and values. R 99

ART 55X 0/1/2
CHINESE BRUSH PAINTING BEGINNING A-D (EI)
Recommended Preparation: ART 50X
This course provides an introduction to the techniques of Chinese Brush Painting. Practice traditional subjects including bamboo, orchid, plum and landscape. Concepts in design and composition. Traditional mounting of completed paintings. Repetition of this course will allow increased skills in this subject. R 99

ART 55XB 0/1/2
CHINESE BRUSH PAINTING INTERMEDIATE A-D (EI)
Recommended Preparation: ART 55XA
This course includes the development of skills in handling the brush, ink and color in a wide range of subjects while exploring concepts of design and composition. History and aesthetics of Chinese painting. Repetition of this course will allow increased skills in this subject. R 99

ART 55XC 0/1/2
CHINESE BRUSH PAINTING ADVANCED A-D (EI)
Recommended Preparation: ART 55XB
This course includes the exploration of the various schools of Chinese brush art. Emphasis on techniques and styles of composition using both black/white and color. Repetition of this course will allow increased skills in this subject. R 99
ART 58X 0/.5 or 1/1 or 2
WATERCOLOR BEGINNING (EI)
This course is an introduction to watercolor painting. Students will learn basic techniques and color mixing. Recommended Preparation: ART 58X. R 99

ART 61XA 0/1/2
LAPIDARY BEGINNING (EI)
Lapidary machines for cutting and polishing gemstones: slab saw, trim saw, grinders, Sanders, lapping wheels, polishers and drills. Study of Agate, Jasper and thirty-one special stones: their occurrence, hardness, luster, toughness, and how to cut, trim, grind, sand, polish and set gemstones. Description of channel work and intarsia and how it is used by the lapidist. Repetition of this course will allow increased skills and content mastery. (Formerly GEOL 61XA). R 99

ART 61XB 0/1/2
LAPIDARY INTERMEDIATE (EI)
Recommended Preparation: ART 61XA
Include instruction in cutting and polishing gemstones making paperweights and bookends and use of lap wheels. Discussion topics will cover the following: what makes a gemstone, how they occur, types of gemstone deposits, luster, hardness, toughness, and complex lapidary machines. Description of channel work and intarsia and how it is used by the lapidist. R 99

ART 70X 0/.5 or 1/1 or 2
SCULPTURE BEGINNING (EI)
This course is an introduction to sculptural ideas, issues and techniques in clay, wood and various other media. The student will apply theory and techniques of sculpture in selected materials. R 99

ART 71X 0/.5 or 1/1 or 2
SCULPTURE INTERMEDIATE (EI)
Recommended Preparation: ART 70X
This course includes the creation of sculpture in contemporary as well as historic styles. The optional use of ceramic clay, soft stone and synthetic modeling materials. Some emphasis on the human/animal figure and combinations thereof. R 99

ART 72X 0/.5 or 1/1 or 2
SCULPTURE ADVANCED (EI)
Recommended Preparation: ART 71X
This course is an advanced study and evaluation of forms as related to the creative use of sculptural concepts and materials. Creative expression will be encouraged in a choice of mediums. R 99

ART 75X 0/1/2
SCULPTURE METAL CASTING (EI)
Recommended Preparation: ART 71X
This course is an investigation of the lost wax process used for hot metals. Both the plaster investment and ceramic shell methods will be explored. R 99

ART 78X 0/1/2
LIFE SCULPTURE BEGINNING (EI)
A course in which students sculpt from the human and animal model in clay with emphasis placed on gesture, composition, scale, proportion as related to representational forms. R 99

ART 79X 0/1/2
LIFE SCULPTURE ADVANCED (EI)
Recommended Preparation: ART 78X
A course in which students expand their ability to sculpt from the human and animal models to include larger scale and the materials of wood and/or stone. R 99

ART 80X 0/.5 or 1/1 or 2
SKETCHING BEGINNING (EI)
Basic drawing techniques will be presented as students are encouraged in individual artistic expression. Still life, student model, and some location work will be done in simple classic mediums of pencil, charcoal and pastel. R 99

ART 81X 0/.5 or 1/1 or 2
SKETCHING INTERMEDIATE (EI)
Recommended Preparation: ART 80X
Classic sketching mediums will be used in still life, landscapes and life drawing. Builds upon basic drawing techniques. Artistic expression will be encouraged. R 99

ART 82X 0/.5 or 1/1 or 2
SKETCHING ADVANCED (EI)
Recommended Preparation: ART 81X
Course will include theories and techniques in contour drawing, life drawing, gesture drawing and still life drawing. Abstract concepts, shading techniques and line will be emphasized as ways to explore drawing what is seen and felt. Opportunity for experimentation in media and concept will be given. R 99

ART 83X 0/1/2
LIFE DRAWING BEGINNING (EI)
This course will include the fundamental structure of the human body, including skeletal and muscular systems. Special emphasis will be placed upon the shape of the body, inasmuch as its shape is determined by components beneath the skin. Recommended Preparation: ART 71X

ART 83X 0/1/2
LIFE DRAWING INTERMEDIATE (EI)
Recommended Preparation: ART 83X
This is an introductory course relating to the basic principles of various kinds of calligraphy and chancery cursive writing. Recommended Preparation: ART 83X

ART 144X 0.5 or 1/1/5 or 1
CALLIGRAPHY BEGINNING (EI)
This is an introductory course relating to the basic principles of various kinds of calligraphy and chancery cursive writing. Recommended Preparation: ART 144X

ART 144X 0.5 or 1/1/5 or 1
HANDLETTERING AND TYPOGRAPHY (EI)
This is an introductory course relating to the basic principles of various kinds of handlettering. Recommended Preparation: ART 144X

ART 146X 0/1/1
CALLIGRAPHY INTERMEDIATE A-D (EI)
Recommended Preparation: ART 144X
Designed for those having a basic knowledge of calligraphy and chancery cursive writing. Recommended Preparation: ART 144X

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
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<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td>2/0</td>
<td>0/0</td>
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<tr>
<td>ART 146X</td>
<td>B</td>
<td>Calligraphy Advanced A-D (EI)</td>
<td>0/1/1</td>
<td>1/1</td>
<td>0/1</td>
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<tr>
<td></td>
<td></td>
<td>Recommended Preparation: ART 146X</td>
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<td></td>
<td></td>
<td>This course will assist the student in developing more sophisticated skills in calligraphy. Students will study the copper-plate hand, gilding, rubrication, versals, foliation, quill cutting and other arts necessary to an expanded knowledge of hand lettering. Emphasis will be on demonstrations and projects including light-boxes, paste-up, simple bookbinding, scroll design, lay-out, short cuts, color and experimental design. R E 3</td>
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<tr>
<td>ART 221</td>
<td></td>
<td>Art Appreciation (EI)</td>
<td>.5 or 1/1 or 2/0</td>
<td>1/1</td>
<td>0/0</td>
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<td></td>
<td></td>
<td>A course designed to develop an understanding of historical and contemporary art forms, including examples of painting, sculpture, and architecture. Attendance at scheduled field trips is optional. R E 3</td>
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<tr>
<td>ART 225</td>
<td></td>
<td>Survey of Art History: Ancient Worlds to Gothic (EI)</td>
<td>.5 or 1/1 or 2/0</td>
<td>1/1</td>
<td>0/0</td>
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<tr>
<td></td>
<td></td>
<td>A course emphasizing the historical development of painting, sculpture and architecture including philosophical and cultural perspectives. R E 3</td>
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<tr>
<td>ART 226</td>
<td></td>
<td>Survey of Art History: Renaissance to Modern (EI)</td>
<td>.5 or 1/1 or 2/0</td>
<td>1/1</td>
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<tr>
<td></td>
<td></td>
<td>A course emphasizing the historical development of painting, sculpture and architecture including philosophical and cultural perspectives. R E 3</td>
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<tr>
<td>ART 228</td>
<td></td>
<td>Contemporary Art History (EI)</td>
<td>.5 or 1/1 or 2/0</td>
<td>1/1</td>
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<td></td>
<td>A course emphasizing the historical development of painting, sculpture and architecture including philosophical and cultural perspectives in the 20th century. The course includes an in-depth study of surrealism, cubism, abstractionism, op, pop, and realism. R E 3</td>
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<tr>
<td>ART 251</td>
<td></td>
<td>Ceramic Interpretations (EI)</td>
<td>1/1/2</td>
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<td></td>
<td>Recommended Preparation: Art 13X</td>
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<td></td>
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<td>Trends in ceramics, focusing on design and decorative techniques. The student is encouraged to explore individual creative expression. R E 3</td>
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<tr>
<td>ART 252</td>
<td></td>
<td>Introduction to Art Media (EI)</td>
<td>1/1/2</td>
<td>1/1</td>
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<td></td>
<td>A course emphasizing introductory activities in drawing, painting, printmaking and related processes. Designed for non-art majors. R E 3</td>
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<tr>
<td>ART 254</td>
<td></td>
<td>Expression Thru Drawing (EI)</td>
<td>1/1/2</td>
<td>1/1</td>
<td>0/0</td>
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<td></td>
<td></td>
<td>Recommended Preparation: ART 82X</td>
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<td>Emphasis upon creative expression in drawing. Students are encouraged to explore individual interpretations of still life and live subjects through the art of drawing. R E 3</td>
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<tr>
<td>ART 255</td>
<td></td>
<td>Artist in Residence (EI)</td>
<td>1/3/0</td>
<td>1/3</td>
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<td>This course is designed to provide an opportunity to study with a visiting artist. The special qualifications of the artist/instructor will dictate the direction of the content. Learning objectives will be achieved through active participatory experience in individual study and/or group assignments. R E 3</td>
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<tr>
<td>ART 256</td>
<td></td>
<td>Papermaking and Bookbinding (EI)</td>
<td>1/1/2</td>
<td>1/1</td>
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<td>A course designed to instruct students in the art of handmade paper using cotton linters and/or recycled paper. Students will create paper that can be used for stationery, calligraphy, painting and as an art form. Techniques discussed will include imbedding objects, dyeing, casting and painting on paper. Basic book-binding, an artist’s book and a portfolio case to house and protect rare books, will also be covered. R E 3</td>
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<tr>
<td>ART 257</td>
<td></td>
<td>Paper Marbling (EI)</td>
<td>1/1/2</td>
<td>1/1</td>
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<td>This course will instruct students in paper marbling. This art of patterning colors floated on liquid and capturing the image by making a contact print, has been practiced for centuries. Marbled papers are used in conjunction with calligraphy, painting, hand-bound books, notepaper and various other crafts. The student will produce traditional patterns and also explore the medium as a form of personal expression. R E 3</td>
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<tr>
<td>ART 258</td>
<td></td>
<td>Tour-Art History Appreciation (EI)</td>
<td>1/3/0</td>
<td>1/3</td>
<td>0/0</td>
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<td>This class is designed to provide for the study of the visual arts; painting, sculpture, architecture and the minor arts, on location in the state, country or foreign countries. R E 3</td>
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<tr>
<td>ART 259</td>
<td></td>
<td>Graphic Rendering Techniques (EI)</td>
<td>1/1/2</td>
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<td>This course will explore two-dimension al media for graphics; pencil, ink, felt-tip pens, with an emphasis in air brush. It is designed to encourage exploration and control in a variety of design applications. A variety and choice of techniques in translating ideas into visual experience will be explored. R E 3</td>
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<td>ART 260</td>
<td></td>
<td>Art Appreciation: Survey of Chinese Culture (EI)</td>
<td>1/2/1</td>
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<td>Recommended Preparation: ART 55XA</td>
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<td>A survey of the history, culture and development of Chinese painting and calligraphy with an overview and critique of the works of master painters from each Chinese dynasty. The course will include nature study techniques and skills related to picture formation and composition. Emphasis on calligraphy strokes pertinent to brush painting. R E 3</td>
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<tr>
<td>ART 279</td>
<td></td>
<td>Special Topics: Art History</td>
<td>.5-4/.5-4/.5-9</td>
<td>1/2</td>
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<td>The special topics course is a grouping of short seminars designed to provide students with the latest interpretations and discoveries in the field of Art History.</td>
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<tr>
<td>ART 298</td>
<td></td>
<td>Special Topics: Ceramics (EI)</td>
<td>.5-4/.5-4/.5-9</td>
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<td>The special topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of ceramics. The content of Special Topics in Ceramics is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3</td>
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<tr>
<td>ART 299</td>
<td></td>
<td>Special Topics: Drawing (EI)</td>
<td>.5-4/.5-4/.5-9</td>
<td>1/2</td>
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<td></td>
<td>The special topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of drawing. The content of Special Topics in Ceramics differs from other offerings in the same course. R E 3</td>
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<tr>
<td>ASTR 201</td>
<td></td>
<td>Expanding Universe (EI)</td>
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<td>A review of astronomy from ancient time. The study of the solar system focuses on the expanding universe of galaxies and projections for future exploration. R E 3</td>
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<tr>
<td>ASTR 202</td>
<td></td>
<td>Conditions for Life in the Universe (EI)</td>
<td>1/2/0</td>
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<td>An exploration into the conditions within the universe, which may be suitable for the evolution of life. The orientation of the course will focus on individual inquiry and group examination within the framework of current knowledge. R E 3</td>
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</tr>
</tbody>
</table>
ANALYSIS OF FINANCIAL STATEMENTS (EI)

BANK 134X 0/2/0

PROJECT UNIVERSE: ASTRONOMY (EI)

BIO 25X ENVIRONMENTAL HAZARD/HEALTH 0/2/0

BIO 224 NATURAL HISTORY OF SOUTHERN CALIFORNIA (EI) 1/1/2

ASTR 203 OBSERVATIONAL ASTRONOMY-HALLEY'S COMET (EI) 1.5/1.5

When Comet Halley returned to the inner Solar System in the winter of 1985 and the spring of 1986 it became the most closely scrutinized comet of all time. Unfortunately, the 1985-86 return was not anywhere as spectacular as its previous visits. A combination of Earth’s orbital position, the Comet’s path around the sun and the greater amount of industrial and light pollution, made this passage visually the worst in 2,000 years. Even under the most ideal conditions, observers at mid-Northern latitudes had a modest display of this most fabled comet at best. R E 3

ASTR 204 FROM BIG BANG TO BLACK HOLES (EI) 1/2/0

An introductory, non-mathematical course in cosmology and relativity. Study of the origin, present state and ultimate state of the universe as described by various modern theories and observations. Also included will be the study of violent sources of energy such as quasars and black holes and their role in the evolving universe. R E 3

ASTR 205 PROJECT UNIVERSE: ASTRONOMY (EI) 1/2/0

Comprehensive introduction to the evolving science of astronomy. Includes the origin, characteristics and evolution of the solar system, the stars, the galaxies, the universe, and notes the historical milestones in the science of astronomy, from ancient astronomers to the space probes of today. R E 3

EMERITUS BIOLOGY

BIO 225 MARINE LIFE (EI) 1/2/0

This course is an overview of marine life with an emphasis on the Southern California marine environment. Study will include the description and distribution of marine organisms. R E 3

BIO 226 BIRDS OF SOUTHERN CALIFORNIA (EI) 1/1/2

This is a general interest course for students with little background in the sciences. Discussion topics will include bird ancestry, evolution, systematics, distribution, topography, behavior (song, territoriality, migration, etc.) and techniques of field identification of birds. Laboratory studies will involve field and laboratory identification of the birds of Southern California. Field trips will be required to fulfill the objectives of this course. R E 3

EMERITUS AUTO TECHNOLOGY

AUTO 222 BASIC AUTOMOTIVES FOR CONSUMERS (EI) 1/1/5.5

Introductory course in the principles of operation of the modern automobile. This course is designed to aid the student in proper automobile repairs, maintenance and purchase. This course is structured for the student who is non-mechanical, non-automotive and not majoring in automobiles. R A 3

EMERITUS BANKING

BANK 134X ANALYSIS OF FINANCIAL STATEMENTS (EI) 0/2/0

This course provides a thorough analysis of financial statements and their interpretation by studying the characteristics of financial statements and the techniques used in their analysis. R 99

EMERITUS COMMUNICATION ARTS

CA 30X SLIDE FILM COMMUNICATION INTERMEDIATE (EI) 0/5 or 1.5/1 or 1.5

Recommended Preparation: CA 30X

CA 50X PHOTOGRAPHY BEGINNING (EI) 0/5 or 1/1 or 2

Recommended Preparation: CA 50X

CA 55X PHOTOGRAPHY INTERMEDIATE (EI) 0/5 or 1/1 or 2

Recommended Preparation: CA 50X

CA 32X SLIDE FILM COMMUNICATION ADVANCED (EI) 0/5 or 1/1 or 2

Recommended Preparation: CA 31X

CA 40X SLIDE SHOW/SCRIPT (EI) 0/5 or 1/1 or 2

Recommended Preparation: CA 31X

SLIDE FILM COMMUNICATION BEGINNING (EI)

CA 30X 0/5 or 1/1 or 2

Recommended Preparation: CA 30X

CA 50X PHOTOGRAPHY BEGINNING (EI)

Recommended Preparation: CA 50X

CA 55X PHOTOGRAPHY INTERMEDIATE (EI)

Recommended Preparation: CA 50X

Pursuit of slide enhancement through established and innovative techniques. Included will be selective focus, zooming, composition and increased visual perception; setups, lighting, lenses, cropping, mounting and adding color. R 99

R E 99
### EMERITUS

**Introduction to Financial Planning**

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course No.</th>
<th>Title</th>
<th>Units</th>
<th>Hours Per Week</th>
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<tr>
<td>ACCT 220</td>
<td></td>
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<td></td>
<td>3/3/0</td>
</tr>
</tbody>
</table>

**CA 56X**

**PHOTOGRAPHY ADVANCED (EI)**

Recommended Preparation: CA 55X

The course presents photography at an intermediate level including development of abstract, copy work methods, bas relief, diazochrome, diffractions, rear projection, adding silhouettes, adding clouds, colored filters and tinting of slides. Developing a library of slides. The basic principle of judging. Basic color harmony. R 99

**CA 58X**

**COLOR SLIDE PHOTOGRAPHY BEGINNING (EI)**

An introductory photography course using color transparency (slide) and/or color negative films. Basic use of camera, lenses and lighting are covered as well as exposure determination and aesthetics of composition and color. Reproduction of slides and negative film into color prints will be a basic part of the course. R 99

**CA 59X**

**COLOR PRINTING BEGINNING (EI)**

Recommended Preparation: CA 50X

Techniques for making color prints from color slides and/or color negatives. Operation of an enlarger and related darkroom equipment, processing print in a tube processor and selection of filters. Finishing prints ready for presentation, including mounting and retouching. R 99

**CA 59XA**

**COLOR SLIDE PHOTO ADVANCED (EI)**

An advanced level course in image making with color transparency (slide) film. Assignments cover both technical and aesthetic concern. This course is part of a skill sequence and students may repeat this course to gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies. R 99

**CA 60X**

**COLOR PRINTING ADVANCED (EI)**

Recommended Preparation: CA 59X

Review of equipment and procedures used in color printing. Advanced techniques and additional media will be introduced. Larger format prints and allied topics of photography will be included and will supplement the laboratory work. Students will select projects under the supervision of the instructor. R 99

**CA 61X**

**COLOR SLIDE MANIPULATION (EI)**

Recommended Preparation: CA 55X

Course will include slide production and slide enhancement by a variety of established and innovative techniques, including copying, cropping, bas relief, diazo- chromes, diffraction, rear projection for duplicating slides, adding silhouettes and skies, coloring filters and tinting slides. Adding two slides to make a different slide. A study of color harmony, accepted rules of judging and learning to see pictures. R 99

**CA 70X**

**VIDEO PRODUCTION**

This course will give the student the skills and knowledge needed to produce video presentations that will place emphasis upon production skills. Basic skills will be applied to producing a program from existing skills or original footage. Pre-production, production and post-production editing will be taught to optimize the student’s output.

**CA 190X**

**SPECIAL PROBLEMS/PHOTO (EI)**

Recommended Preparation: CA 150X

Discussion/demonstration of selected problems and techniques encountered in photography in theory and in practice. The course will include characteristics of cameras, lenses, light sensors and film. Other topics include exposure control, illumination, micro and macro photography and slide copying. R 99

**CA 232**

**ELECTRONIC CINEMATOGRAPHY (EI)**

A course in the production technique and theories of location television and film production. Areas studied: sports production; news-gathering and reporting; documentary and informational programming and entertainment shows produced on location using single and multiple camera technique. Students will be involved in extensive laboratory experience in planning, production and post-production editing. R A 3

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**EMERITUS CONSUMER AND FAMILY RESOURCES**

**CFR 215**

**CONSUMER ISSUES (EI)**

This course will present an applied approach to consumer issues and problems, enabling one to become an informed consumer. Emphasis is on developing skills in personal and family financial management. Topics will include: decision making, consumer resources, resolution of consumer complaints, psychology of the market place, financial planning, consumer credit, management of your food dollars, housing, economics through the life cycle, clothing, appliances, energy conservation, transportation, insurance and health care. R E 3

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**EMERITUS COMMUNITY HEALTH**

**CH 207X**

**NUTRITION HEALTH AND DISEASE (EI)**

Practical information relating to nutritional needs, menu planning, cost savings and simplified preparation of meals for the elderly adult. Methods for application will be a major part of the course. Emphasis will be placed on nutrition for maintaining wellness. R 99

**CH 211X**

**LIVING ALONE: THE SINGLE PERSON**

This course is designed to develop the skills necessary to enhance the quality of life for mature adults separated by death, divorce, institutionalization or the termination of any personal relationship. Peer and community supports will be explored as well as personal strength and coping mechanisms developed in previous problem solving. Discussion and seminar techniques will be used to expand on concepts such as grief, loss, loneliness. R 99

**CH 214X**

**HEALTH CARE IN THE HOME (EI)**

Food is an important part of the medical management of the ill or aged. This course will teach basic nutritional requirements, cover a range of special diets and show how to modify the family diet to cover these specifics. Proper food handling techniques will also be taught. R 99
EMERITUS CHINESE

CHI 201 1/2/0
CHINESE LIFE AND CULTURE (EI)
An overview of Chinese culture including social structure, customs and philosophies. Focus will be placed upon the arts, music and literature. R E 3

EMERITUS COMPUTER INFO MANAGEMENT

CIM 200 1/1/2
COMPUTER FUNDAMENTALS (EI)
This course provides a strong foundation for the novice interested in learning the nature and functions of computers, data processing and information systems. It includes the basics of computer hardware, software and systems. It provides an opportunity to interact with a computer, including writing and running a program in BASIC. R A 3

CIM 201 1/3/0
INTRODUCTION TO MICROCOMPUTER APPLICATIONS (EI)
Introduction to microcomputer concepts and vocabulary. Characteristics, capabilities and operation of microcomputers. Application of generalized pre-written application software packages including word processing and spelling checking software. Use of fourth generation software development tools including file management systems, graphics and electronic spreadsheets. R A 3

CIM 202 1/2/1
BASIC PROGRAMMING I (EI)
This course provides a brief introduction to computers. It includes the components and syntax of BASIC to write computer programs in BASIC and develop BASIC programs to solve simple scientific and business problems. R A 3

CIM 203 1/2/1
BASIC PROGRAMMING II (EI)
Recommended Preparation: CIM 202
This course provides BASIC programming at level 2. The students will be able to solve more complex problems, using arrays, sorting and table processing features of BASIC. The student will also learn to create and maintain sequential, random and indexed files. R A 3

CIM 209 1/2/1
MICROCOMPUTER SOFTWARE: WORD PROCESSING (EI)
This course introduces the student to dBASE III and other database management systems. It will include creating, storing, sorting and retrieving data for computer applications records of database files for easy access. R A 3

CIM 211 1/2/1
MICROCOMPUTER SOFTWARE: DATABASE (EI)
This course provides information on dBASE III and other database management systems. It will include creating storing, sorting and retrieving data for computer applications records of database files for easy access. R A 3

CIM 212 1/2/1
MICROCOMPUTER SOFTWARE: SPREADSHEETS (EI)
This course provides information on Super Calc-3 and other spreadsheet software packages. It will include preparation of reports containing numeric data and interpretation of that data; database capabilities such as sorting data and extracting information from the data. R A 3

EMERITUS CLOTHING AND TEXTILES

CT 111X 0/1.5/1.5
CLOTHING CONSTRUCTION INTERMEDIATE A-D (EI)
Recommended Preparation: CT 110X
Clothing construction and costume design fulfilling personal wardrobe requirements of the student through coordination of commercial patterns, fabric textures and principles of color and design. Repetition of this course will allow skill building. R 99

CT 112X 0/1/2
CLOTHING CONSTRUCTION ADVANCED A-D (EI)
Recommended Preparation: CT 111X
Application of advanced techniques in construction of garments. Use of designer patterns and adapting patterns for a more personal style. Handling of such special fabrics as leather, man-made furs, velvet, Quiana, crepes and lace. Fine custom details such as lining and underlining. Repetition of this class will promote skill building and mastery of sewing techniques. R 99

CT 120X 0/1/2
TAILORING BEGINNING A-D (EI)
Recommended Preparation: CT 110X
A clothing class for persons who wish to sew the classic garment designs with emphasis on jackets, suits and coats. Repetition of this course will allow increased proficiency in tailoring. R 99

CT 120XB 0/1/2
TAILORING INTERMEDIATE A-D (EI)
Recommended Preparation: CT 120X
Emphasizes tailoring techniques as applied to construction of coats and suits. Stresses hand tailoring processes including working with wool, hand rolling collars, supporting fabrics, lining. Also includes tailoring methods using soft unstructured fabrics, new shaping techniques and quick methods of construction. Repetition of this course will allow development of knowledge and skills in tailoring. R 99

CT 130X 0/1/2
BASIC PATTERN CUSTOMIZING A-D (EI)
A basic pattern is made to fit the individual in muslin. It is then transferred to a permanent Pelon-made pattern. From this guide, the students will learn to alter commercial patterns to their own figures. A mathematical guide is given for transposing this pattern for knit materials, woven non-stretch and napped fabrics. The top "8" of a basic skirt pattern becomes the students guide for a basic pant pattern. R 99

CH 216X 0/3/0
ANATOMY/HEALTH (EI)
Includes basic human anatomy and physiology presented for the layperson. Common health problems will be examined as they relate to body systems. Health maintenance, disease prevention and treatment, how to seek capable medical care and how to handle emergencies will be explored. R 99

CHI 201 1/2/0
CHINESE LIFE AND CULTURE (EI)
An overview of Chinese culture including social structure, customs and philosophies. Focus will be placed upon the arts, music and literature. R E 3
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<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>No. of Per Week</th>
<th>Hours Per Week</th>
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<tr>
<td>CT</td>
<td>210X</td>
<td>PANTS FOR WOMEN A-D (EI)</td>
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<td>Recommended Preparation: CT 111X</td>
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<tr>
<td>CT</td>
<td>230X</td>
<td>ALTERATIONS AND FITTINGS (EI)</td>
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<td>CT</td>
<td>234X</td>
<td>PATTERN DRAFTING A-D (EI)</td>
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<td>Recommended Preparation: CT 130X</td>
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<td>CT</td>
<td>236X</td>
<td>PATTERN FITTING DRESSES A-D (EI)</td>
<td>0/1/</td>
<td>Recommended Preparation: CT 110X</td>
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<tr>
<td>CT</td>
<td>236X</td>
<td>PATTERN FITTING PANTS AND JACKETS (EI)</td>
<td>0/1/2</td>
<td>Recommended Preparation: CT 110X</td>
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<tr>
<td>CT</td>
<td>239</td>
<td>APPAREL DESIGN (EI)</td>
<td>1/1/2</td>
<td>This course is designed to teach the basic skills of garment design. Included in this program are the garment sketch, elements of design and the design and construction of the garment. R E 3</td>
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<tr>
<td>CT</td>
<td>280XA</td>
<td>NEEDLEPOINT BEGINNING A-D (EI)</td>
<td>0/1/2</td>
<td>Various needlepoint stitches and bargello patterns will be presented. Design, color and technique will be explored through demonstrations, discussion and individual projects. Repetition will allow greater skill and creative expression. R 99</td>
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<tr>
<td>CT</td>
<td>280XB</td>
<td>NEEDLEPOINT INTERMEDIATE A-D (EI)</td>
<td>0/1/</td>
<td>Recommended Preparation: CT 280XA Intermediate needlepoint is designed for those students who have completed beginning needlepoint. Each class member will increase proficiency, recognizing and performing various needlepoint stitches and bargello patterns. An appreciation and understanding of design, color and technique will be continued through demonstrations, discussion and in individual class projects (students) at this level. Repetition will allow increased skill and creativity. R 90</td>
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<tr>
<td>CT</td>
<td>280XC</td>
<td>NEEDLEPOINT ADVANCED A-D (EI)</td>
<td>0/1/1</td>
<td>Recommended Preparation: CT 280XB Designed to introduce advanced needlepoint designs and canvases. Techniques will include shading, charting, mitering corners, advanced stitches and the use of multifibers. Repetition of this course will allow development of knowledge and skills in needlepoint. R 99</td>
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<tr>
<td>CT</td>
<td>281X</td>
<td>NEEDLE ARTS ON ETHNIC AND TRADITIONAL CLOTHING (EI)</td>
<td>0/1/2</td>
<td>Recommended Preparation: CT 280XC This course covers designing fashions using ethnic sources. It includes study of flat pattern design methods, decorative weaves, embellishments and surface patterns of ethnic garments; includes traditional methods of producing decorative designs on clothing. It also presents how this information is used by the professional designer. R 99</td>
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<tr>
<td>CT</td>
<td>282X</td>
<td>CROCHETING BEGINNING A-D (EI)</td>
<td>0/1/15</td>
<td>Recommended Preparation: CT 280XA Crocheting for beginners will be introduced. Included are basic techniques, terminology and performing various needlepoint stitches and bargello patterns. An appreciation and understanding of design, color and technique will be continued through demonstrations, discussion and in individual class projects (students) at this level. Repetition will allow increased skill and creativity. R 90</td>
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<tr>
<td>CT</td>
<td>282XA</td>
<td>CROCHETING INTERMEDIATE A-D (EI)</td>
<td>0/1/2</td>
<td>Recommended Preparation: CT 282XB Crochet techniques, terminology and performing various needlepoint stitches and bargello patterns. An appreciation and understanding of design, color and technique will be continued through demonstrations, discussion and in individual class projects (students) at this level. Repetition will allow increased skill and creativity. R 90</td>
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<tr>
<td>CT</td>
<td>282XB</td>
<td>CROCHETING ADVANCED A-D (EI)</td>
<td>0/1/2</td>
<td>Recommended Preparation: CT 282XB Crochet techniques, terminology and performing various needlepoint stitches and bargello patterns. An appreciation and understanding of design, color and technique will be continued through demonstrations, discussion and in individual class projects (students) at this level. Repetition will allow increased skill and creativity. R 90</td>
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<tr>
<td>CT</td>
<td>283X</td>
<td>KNITTING BEGINNING (EI)</td>
<td>0/5 or 1/1 or 2</td>
<td>Introduction of knitting theory, techniques and materials. The course will include: Casting on, basic stitches, finishing techniques, terminology and beginning pattern reading. Also included will be the use of test swatches, understanding gauge, basic designing and altering of patterns. R 99</td>
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<tr>
<td>CT</td>
<td>284X</td>
<td>KNITTING INTERMEDIATE A-D (EI)</td>
<td>0/1/2</td>
<td>Recommended Preparation: CT 283X This course is designed to teach the student the gauge changes for size; design and adapting patterns to personal body measurements. Adjusting patterns following the gauge changes for size: design and adapting patterns to personal body measurements. Repetition of class affords the student opportunity to increase skills. R 99</td>
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<tr>
<td>CT</td>
<td>286X</td>
<td>QUILTING &amp; PATCHWORK (EI)</td>
<td>0/5 or 1/1 or 2</td>
<td>Recommended Preparation: CT 283X This course is designed to teach the student the gauge changes for size; design and adapting patterns to personal body measurements. Adjusting patterns following the gauge changes for size: design and adapting patterns to personal body measurements. Repetition of class affords the student opportunity to increase skills. R 99</td>
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<tr>
<td>CON</td>
<td>260</td>
<td>CARPENTRY RESIDENTIAL (EI)</td>
<td>1/2/2</td>
<td>The purpose of this course is to provide students with the technical knowledge and practical skills that are required for the following: frame houses, underpinning, wall layout, floor construction, ceiling joists, surveying, concrete forming. R E 3</td>
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EMERITUS ELECTRONIC TECHNOLOGY

ET 201 1/1/2
DIGITAL ELECTRONIC APPLICATIONS (EI)
This course provides an overview of digital electronics where “hands on” experience will acquaint the student with the digital components. Projects suitable to the student’s level of interest will be constructed and the theory of operation will be included. R E 3

EMERITUS ENGLISH

ENG 3X 0/1.5 or 3/0
INTRODUCTION TO CREATIVE WRITING (EI)
This course presents the essentials in creative writing, including basics of manuscript preparation, techniques of fiction and non-fiction and function of writing tools. R 99

ENG 4X 0/1.5 or 3/0
CREATIVE WRITING ADVANCED (EI)
Recommended Preparation: ENG 3X
The course offers an in-depth study of the craft of prose, including: organization, classification, comparison and contrast, cause and effect, definition and development, for non-fiction and for fiction. Point of view, plot description, characterization, dialogue, narrative, theme and sights, sounds and sensation will also be discussed. R 99

ENG 5X 0/3/0
WRITING: POETRY (EI)
This course presents the essentials in versification, namely lyric, dramatic and narrative poetic techniques. Traditional as well as free verse forms will be explored. R 99

ENG 6X 0/1.5 or 3/0
NON-FICTION WRITING (EI)
Course will include techniques and practice in writing non-fiction articles, essays and biographical sketches. Emphasis will be placed on writing for publication. R 99

ENG 7X 0/1.5 or 3/0
WRITING FOR THE MEDIA (EI)
This course is designed as a TV communication workshop. Content will include writing, performing, evaluating and producing programs. R 99

ENG 15XA 0/3/0
AMERICAN LITERATURE 1620-1880 (EI)
The scope of this course extends from the Plymouth settlement in 1620 to 1880. In that period of 240 years, the formation of the American mind under the impact of the New World continent will be studied and discussed in terms of works in prose, poetry, drama and fiction of high literary quality. R 99

ENG 15XB 0/3/0
AMERICAN LITERATURE 1860-CONTEMPORARY (EI)
A course emphasizing major ideas, authors and forms in American literature from the late 19th century to the present. R 99

ENG 17XA 0/3/0
SURVEY OF ENGLISH LITERATURE: BEOWULF-ROMANTIC (EI)
Course covers 9th century to 1798: Anglo-Saxon, Medieval, Tudor, Renaissance, 17th century and neoclassical literature. Literature will be discussed in relation to social and political backgrounds. R 99

ENG 17XB 0/3/0
ENGLISH LITERATURE ROMANTIC-MODERN (EI)
Course covers 1798 to present romantic, Victorian and modern literature. Literature will be discussed in relation to social and political backgrounds. R 99

ENG 18X 0/3/0
SHAKESPEARE: THE TRAGEDIES (EI)
A close reading of Shakespearean tragedies augmented by recorded performances and discussion of contemporary criticism. R 99

ENG 19X 0/3/0
SHAKESPEARE: THE COMEDIES (EI)
A close reading of Shakespearean comedies augmented by recorded performances and discussion of contemporary criticism. R 99

ENG 20X 0/3/0
SHAKESPEARE: THE HISTORIES (EI)
A close reading of Shakespearean histories augmented by recorded performances and discussion of contemporary criticism. R 99

ENG 21XA 0/1.5 or 3/0
WORLD LITERATURE: CLASSICAL-RENAISSANCE (EI)
A survey of major authors, periods and literary forms in world literature from the classical period through the renaissance. R 99

ENG 21XB 0/1.5 or 3/0
WORLD LITERATURE: RENAISSANCE-MODERN (EI)
A survey of major authors, periods and literary forms from the Renaissance to modern. R 99

EMERITUS EARTH SCIENCE

ERTH 220 1/3/0
EARTH SCIENCE (EI)
An introductory course in the application of simple science principles as related to ecology and current issues such as energy. R E 3

EMERITUS ECONOMICS

ECON 20X 0/2/0
THE AMERICAN ECONOMY (EI)
A course for non-economics majors which gives a descriptive survey of the economic system of the United States emphasizing economic problem areas such as taxes, public debt, international trade, production, economic growth and contemporary competing economic theories and systems. R 99
ENG 25X 0/3/0
INTRODUCTION TO LITERATURE (EI)
A course introducing the short story, poetry, the novel and drama. R 99

ENG 27XA 0/1.5 or 3/0
INTRODUCTION TO THE NOVEL (EI)
A course surveying American, British, French and Russian novels, emphasizing form, content, philosophical and historical perspectives and criticism. R 99

ENG 27XB 0/1.5 or 3/0
INTRODUCTION TO DRAMA (EI)
A course surveying representative plays in the evolution of dramatic literature from the ancient Greeks to avant-garde, emphasizing form, content, philosophical and historical perspectives and criticism. R 99

ENG 27XC 0/1.5 or 3/0
INTRODUCTION TO POETRY (EI)
A course exploring representative traditional and modern American and British poets, emphasizing form, content, philosophical and historical perspectives and criticism. R 99

ENG 27XD 0/1.5 or 3/0
INTRODUCTION TO BIOGRAPHY AND ESSAY (EI)
A course exploring biography and the essay as literary forms. R 99

ENG 27XE 0/1.5 or 3/0
INTRODUCTION TO THE SHORT STORY (EI)
A course surveying American, British, French and Russian short stories, emphasizing form, content, philosophical and historical perspectives and criticism. R 99

ENG 27XF 0/1.5 or 3/0
THE AMERICAN SHORT STORY (EI)
Surveys American short stories of the 19th and 20th centuries emphasizing form, content, philosophical and historical perspectives and criticism. R 99

ENG 29X 0/1.5 or 3/0
MYTHS, TALES AND LEGENDS (EI)
This is a course through which oral literature, traditional art forms, indigenous music and customs are made known and examined. The process of transference of traditional culture, which begins with the individual and the social interaction of the people, is considered. R 99

ENG 31X 0/1.5 or 3/0
INTRODUCTION TO SCIENCE FICTION (EI)
This course examines premises, major themes and trends of science fiction. Although classical speculative fiction will be briefly examined, course emphasis is on American and European works of the twentieth century. R 99

ENG 32X 0/1.5 or 3/0
DETECTIVE AND MYSTERY FICTION (EI)
This course explores the development and current status of detective and mystery fiction. The origins - historical, social and literary - will be examined and the current forms surveyed. R 99

ENG 33X 0/1.5 or 3/0
THE HISTORICAL NOVEL (EI)
This course includes a variety of 19th and 20th century historical novels whose plots are set in classical antiquity, the Middle Ages, the renaissance and the early modern world. The origins and development of historical fiction and effects the historical novel can achieve will be explored. R 99

ENG 35X 0/1.5 or 3/0
AMERICAN WEST/FICTION (EI)
This course examines the development in literature of the myth of the American West contrasting that myth with the findings of historians. R 99

ENG 40XA 0/1 or 2/0
THE BIBLE AS LITERATURE: GENESIS TO PSALMS (EI)
Presentation and discussion of the different sections of the Old Testament, from the Book of Genesis to the Psalms, in a non-theological approach with emphasis on the literary modalities and ontological content. Geographical, historical and cultural determinants will be necessary to constitute the background against which these writings must be considered. R 99

ENG 40XB 0/1 or 2/0
THE BIBLE AS LITERATURE: PSALMS TO GOSPELS (EI)
Presentation and discussion of the later books of the Old Testament, the Apocryphal Books of the Inter-Testamental Period and the teaching of Jesus as presented in the Synoptic Gospels in non-theological approach with emphasis on the literary modalities and ontological content. R 99

ENG 40XC 0/1 or 2/0
THE BIBLE AS LITERATURE: GOSPELS TO REVELATIONS (EI)
Presentation and discussion of the second half of the New Testament literature from the Gospel according to John to his Apocalypse through the Pauline and non-Pauline Epistles in the same non-theological approach with emphasis of the literary modalities and ontological content. R 99

ENG 40XD 0/1 or 2/0
THE BIBLE AS LITERATURE: BIBLE/HISTORICAL LITERATURE (EI)
Presentation and discussion of the dynamic role of biblical concepts, types and images in western civilization and literature. Examination of the vital impact of biblical typology and symbolism in our everyday behavior. R 99

ENG 44X 0/1.5 or 3/0
CLASSICAL MYTHOLOGY (EI)
A survey of Greek, Roman and Norse myths in their best versions and translations, emphasizing function and purpose and their influence on later language and literature. R 99

ENG 50X 0/1.5 or 3/0
WOMEN AUTHORS (EI)
This course will examine the works of selected women poets, novelists, short story writers, dramatists and literary critics. It will deal with women’s attitudes toward and treatments of such subjects as society, religion, love, marriage, child-bearing, wage earning, childhood, old age, art, literature, attitudes toward men and toward women. Women authors from different time periods and cultures will be studied. R 99

ENG 52X 0/1.5 or 3/0
FILM AS LITERATURE (EI)
This course will include an examination of the film as 20th century art form. The course will consider foreign and domestic cinema with attention given to film in terms of archetype, myth, symbol, characterization and plot. R 99

ENG 54X 0/1 or 2/0
CURRENT BOOK REVIEW (EI)
This course will include a critical review of current literature recognized as best sellers including fiction, biography and history. Discussions of representative works will include theme, characters and plot. The content of ENG 54X differs each time it is offered and students who repeat this course will gain in knowledge. R 99

ENG 109X 0/3/0
NEWS WRITING (EI)
This course will include classes emphasizing news writing and reporting, methods of news gathering, organization and writing of articles. Includes the interpretation of significant news and study of techniques of reporting in depth. R 99

ENG 204 1/3/0
WRITING SHORT STORIES (EI)
An intensive examination of the theory and practice of the short story with an emphasis on contemporary publishing standards. R E 3
A course emphasizing student writing in poetic forms. The course, which includes lectures and discussions on the theory and practice of poetry, focuses primarily on the discussion and evaluation of student work. This course is designed for writers seeking practice and guidance in writing poetry. R E 3

A course focusing on the special requirements of dramatic writing for television, film, radio, and stage. R E 3

A course emphasizing the writing of prose, poetry and drama stressing critical judgement of these forms. R E 3

A course teaching the fundamentals of story telling or narrative art. R E 3

A course emphasizing major ideas, authors and forms in American literature during the 17th, 18th, and early 19th centuries. R E 3

A course emphasizing major ideas, authors, and forms from the late 19th century to the present. R E 3

A course teaching the fundamentals of story telling or narrative art. R E 3

Designed to assist students in the planning, development and marketing of book length fiction and non-fiction. R E 3

Course covers 9th century to 1796: Anglo-Saxon, Medieval, Tudor, Renaissance, 17th century and Neoclassical literature. Literature will be discussed in relation to social and political backgrounds. R E 3

Course covers 9th century to present: Romantic, Victorian, and Modern literature. Literature will be discussed in relation to social and political backgrounds. R E 3

A course exploring biography and the essay as literary forms. R E 3

A survey of major authors and literary forms of the Ancient, Middle, and Renaissance periods from a variety of cultures. R E 3

A survey of major authors and literary forms of the Enlightenment, Romantic, 19th century and Modern periods from a variety of cultures. R E 3

A course examining the basic nature of imaginative literature and the techniques used by informed readers to increase their understanding of and gain insight into works of fiction, drama, and poetry. Some consideration will be given to the concepts and techniques of major critical theories, but the focus will be on practical criticism for the non-specialist. Specific works studied will be representative of several genres, cultures, and periods of literature. R E 3

A course surveying American, British, French, and Russian novels emphasizing form, content, philosophical and historical perspectives and criticism. R E 3

A course surveying representative plays in the evolution of dramatic literature from the ancient Greeks to avant garde, emphasizing form, content, philosophical and historical perspectives and criticism. R E 3

A course exploring representative traditional and modern American and British poets, emphasizing form, content, philosophical and historical perspectives and criticism. R E 3

A course exploring biography and the essay as literary forms. R E 3

A course surveying American short story, novel, and drama from a historical perspective. R E 3

A course examining the considerable body of literature of the Third World, namely Africa, India, the Americas, Caribbean, Japan, Southeast Asia, etc. Literature will be read in translation. R E 3

A course examining the film as a 20th century art form. The course will consider both foreign and domestic cinema with attention given to the film in terms of archetype, myth, symbol, characterization and plot. R E 3
**EMERITUS ENVIRONMENTAL STUDIES**

**ENV 201 ECOLOGY OF SOUTHERN CALIFORNIA (EI)**
This course provides an overview of the ecology of Southern California. Emphasis is placed on environmental problems with an exploration into short-range and long-range solutions. R E 3

**ENV 221 ECONOMICS OF ENVIRONMENTAL GEOGRAPHY (EI)**
An assessment of man's economic activities including all forms of land usage, mining, manufacturing and transportation. Emphasis placed on spatial relationships and the consequences of man's pursuits of these economic activities. R E 3

**EMERITUS GEOLOGY**

**GEOL 203 GEOLOGY OF ORANGE COUNTY (EI)**
A study of a geological showcase - California. Geological factors which have influenced California's human history; interrelationships of geology with our environment. R E 3

**GEOL 205 GEOLOGY OF NATIONAL PARKS AND MONUMENTS (EI)**
.5-.1/1.5-3/0

**EMERITUS FRENCH**

**FR 202 PRACTICAL FRENCH 2 (EI)**
Recommended Preparation: FR 201B
This course is designed for conversational skill development. Emphasis will be placed on vocabulary and speaking with more complex grammatical construction. Includes selected literature and practical situational application. R E 3

**FR 203 PRACTICAL FRENCH 3 (EI)**
Recommended Preparation: FR 202
This course offers practical nutrition information, menu planning for one or two and cost savings in shopping. Simplified meal preparation for one or two will be demonstrated in cooking lab. Repetition of this course will permit greater proficiency in nutrition planning and update of information. R 99

**FR 204 PRACTICAL FRENCH 4 (EI)**
Recommended Preparation: FR 203
Dialogue in French with emphasis on practical situational communication. Expansion of language use to discuss selected literature, art and music. R E 3

**FR 205 PRACTICAL CONVERSATIONAL FRENCH (EI)**
Recommended Preparation: FR 204
This course is designed for conversational skill development for more effective communication in French for practical application. Emphasis will be placed on situational dialogue. R E 3

**EMERITUS GERMAN**

**GER 210 PRACTICAL CONVERSATIONAL GERMAN (EI)**
Recommended Preparation: GER 204
A study of German, Austrian and Swiss literature and culture from the early Middle Ages to the 20th century. This historical setting will also be emphasized. The content of GER 221 differs thematically each time it is offered and students may repeat this course with a different theme to gain expanded educational experience and develop skills. R D 3

**GER 221 GERMAN LITERATURE AND CULTURE 1)**
EARLY TO MIDDLE AGES (EI)
A study of German, Austrian and Swiss literature and culture from the early Middle Ages to the 20th century. This historical setting will also be emphasized. The content of GER 221 differs thematically each time it is offered and students may repeat this course with a different theme to gain expanded educational experience and develop skills. R D 3

**EMERITUS GERONTOLOGY**

**GERO 105X HEALTH LEGAL & SOCIAL (EI)**
This course addresses current issues relevant to the older adult population including health, housing, legislation, education and employment. Particular emphasis will be placed on those needs in the local area with an investigation of community resources. An in-depth look at legal services available to the older adult will be taken and the sources of funding for such services. R 99
BIOLOGICAL EXERCISES FOR THE ELDERLY

GER 250X 0/0.75 or 1.5 or 3/0
PHYSICAL FITNESS/WEIGHT MAINTENANCE (EI)

This course is designed to acquaint students with the physical abilities of the older adult. Emphasis is placed on the aging process - its effects on mobility and postural deficiencies that are a result of aging. Includes laboratory observation with older clients who, in all too often, suffer from conditions that leave them in a home-like setting. Students will be closely supervised in a group setting of discussion and exercise to enhance motivation. Course includes pre and post individual % body fat evaluations. R 99

GER 150X 0/0.75 or 1.5 or 3/0
SUCCESS IN RETIREMENT (EI)

Recommended Preparation: GERO 120X

Instruction in the principles of achieving and maintaining ideal body composition through specific exercises. Students will be closely supervised in a group setting of discussion and exercise to enhance motivation. Course includes pre and post individual % body fat evaluation. R 99

GER 155X 0/1 or 2/0
CURRENT ISSUES ADULTS (EI)

This course is designed to assist individuals and couples in developing an efficient, productive post-retirement plan in work, study and leisure activities. It will include financial, health, housing, legal and resource planning. R 99

GER 205 1/2/0
INSTRUCTIONAL DESIGN (EI)

Current issues affecting adults in later life including specific legislation, continuing education, employment, health and housing. Emphasis will be placed upon changing regulations in social security, health insurance and housing. Local resources available to older adults will be investigated. R 99

GER 223 1/2/0
SCIENTIFIC BASIS OF CONDITIONING AND AGING (EI)

Recommended Preparation: GERO 120X

Designed to inform students about exercise training and various factors which change the typical physiological responses to exercise for adult and older adult men and women. This course will assist students in understanding training physiology and in developing an effective personal exercise regimen. R 99

GER 250 5 or 1/0/1 or 2
BIOLOGICAL EXERCISES FOR THE ELDERLY (EI)

This course is designed to acquaint students with the physical abilities of the older adult. Emphasis is placed on the aging process - its effects on mobility and postural deficiencies that are a result of aging. Includes laboratory observation with older clients who, in all too often, suffer from conditions that leave them in a home-like setting. Students will be closely supervised in a group setting of discussion and exercise to enhance motivation. Course includes pre and post individual % body fat evaluation. R 99

EMERITUS HEALTH SCIENCE

HSC 105X 0/1 or 2/0
CONSUMER HEALTH ISSUE (EI)

A course designed to aid in maintaining health to the optimum by exploring all the facets of health care in order to make knowledgeable and discriminating health decisions. Topics include health economics, frauds, legislation, advertising, insurance, choice and use of doctor, pharmacist and health care agencies. R 99

HSC 121X 0/1 or 2/0
PHYSICAL FITNESS/WEIGHT CONTROL (EI)

This course will focus on achieved increased flexibility in the aging process - its effects on mobility and postural deficiencies that are a result of aging. Includes laboratory observation with older clients who, in all too often, suffer from conditions that leave them in a home-like setting. Students will be closely supervised in a group setting of discussion and exercise to enhance motivation. Course includes pre and post individual % body fat evaluation. R 99

HSC 210X 1/2/0
SUCCESS IN RETIREMENT (EI)

A practical beginning course of study covering the use of medicine in health and disease states. Emphasis will be placed upon the use of drugs for the prevention and treatment of illness and the effects such substances have on the human body. R 99

HSC 211 1/2/0
MODERN MEDICATIONS (EI)

This course will explore how drugs work in the body (pharmacology), their lifesaving properties and toxic effects. Herbal medicine, natural drug and chemical sources, modern scientific technologies as well as genetic engineering in drug research will be studied. Topics of medicines in the 20th century will be addressed and an overview of drug and medical terminology is included. R 99

HSC 220X 0/1 or 2/0
HEART EMERGENCY SERVICE (EI)

This course will present a survey of basic anatomy and physiology of the circulatory and respiratory systems. Demonstrations and practice in cardiopulmonary resuscitation. Satisfactory completion of the course will provide American Heart Association CPR certification. R 99

HSC 221X 0/1 or 2/0
MEDICATIONS: GASTROINTESTINAL SYSTEM, HORMONES, CHEMOTHERAPEUTIC AGENTS (EI)

This course will explore the multi-dimensional nature of healing and health maintenance through holistic health. The aim of holistic health is to deepen the understanding of the intimate interconnection between body, mind and spirit and how these work together. The intent of holistic health is to preserve the health of the whole person rather than his fragmentated parts within his or her environment. R 99
**EMERITUS HEBREW**

**HEBR 201 A**  
**PRACTICAL HEBREW 1A (EI)**  
Basic fundamentals of Hebrew for practical application including reading, comprehension, speaking and writing. Emphasis will be placed on development of conversational skills.  
**R A 3**

**HEBR 201 B**  
**PRACTICAL HEBREW 1B (EI)**  
Recommended Preparation: HEBR 201 A  
Continuing basic fundamentals of Hebrew for practical application including reading, comprehension, speaking and writing. Emphasis will be placed on development of conversational skills.  
**R A 3**

**HEBR 202**  
**PRACTICAL HEBREW 2 (EI)**  
Recommended Preparation: HEBR 201 B  
Designed to further the fundamentals of communicative competence in practical Hebrew. Although the focus remains on listening, comprehension and speaking, reading and writing skills will be expanded.  
**R E 3**

**HEBR 203**  
**PRACTICAL HEBREW 3 (EI)**  
Recommended Preparation: HEBR 202  
Concentration on vocabulary and speaking with more complex grammatical construction. Includes selected literature and situational practical application.  
**R E 3**

**HEBR 204**  
**PRACTICAL HEBREW 4 (EI)**  
Recommended Preparation: HEBR 203  
Dialogue in Hebrew with emphasis on practical situational communication. Expansion of language use to discuss selected literature, art and music.  
**R E 3**

**HEBR 207**  
**JUDAIC CULTURE, ARTS AND LITERATURE (EI)**  
A course designed to study the Jewish culture, emphasizing the historical development and Jewish art and literature from medieval times through the present day.  
**R E 3**

**HEBR 208**  
**JUDAIC HISTORY AND CURRENT TOPICS (EI)**  
A course investigating Jewish experience from a historical as well as contemporary perspective, emphasizing politics, religion and culture. Ancient and medieval interactions are examined with a focus on patriarchs, prophets, priests, judges, rabbis, sages and other leaders who helped shape Jewish identity, history and destiny.  
**R E 3**

**HEBR 209**  
**SPECIAL TOPICS: HEBREW STUDIES (EI)**  
The special topics course is a grouping of short seminars designed to provide students with the latest information in the field of Hebrew studies. The content of Special Topics in Hebrew Studies is thematic in nature and each seminar within the course differs from other offerings in the same course.  
**R E 3**

**EMERITUS HISTORY**

**HIST 204**  
**WESTERN CIVILIZATION TO 1648 (EI)**  
A survey of near Eastern and European Civilizations from pre-historic times to the 17th Century. Special emphasis is given to the development of civilization in the Mediterranean World and its expansion into Europe, the Near East, Greece, Rome the Medieval period. Renaissance and the Reformation.  
**R E 3**

**HIST 205**  
**WESTERN CIVILIZATION SINCE 1648 (EI)**  
A survey of the nature of Western Civilization by considering its development since the 17th Century to the present. Major emphasis will be placed on industrialization, nationalism, imperialism, and selected problems of the 20th Century.  
**R E 3**

**HIST 210**  
**AMERICA AND FAR EAST (EI)**  
A study of American involvement in the Far East and Southeast Asia. The political, social and cultural institutions of these areas and the impact of American expansion will be discussed.  
**R E 3**

**HIST 216**  
**AMERICAN STUDIES: CULTURE, LITERATURE AND ART (EI)**  
This course is a survey of the integration of American political, economic and social institutions. Emphasis will be upon the development of political and economic systems as reflected in culture, literature and art.  
**R E 3**

**HIST 217**  
**GREAT LIVES IN HISTORY (EI)**  
A survey of great personalities who have made unique contributions which have influenced history.  
**R E 3**

**HIST 218**  
**LATIN AMERICAN HISTORY (EI)**  
The political, economic, and social history of Latin America from pre-conquest to contemporary times. The course of study includes native cultures of the New World, Iberian background, exploration, conquest and settlement, colonial empires, independence, problems of independence, development and expansion of major Latin American nations, and contemporary problems and relations in the Western Hemisphere.  
**R E 3**

**HIST 220**  
**TERRORISM & INSURGENCY SINCE WORLD WAR II (EI)**  
A course designed to study the major historical and current issues dealing with terrorism and insurgency since the end of World War II. The Palestine Liberation Organizations, the Shiites and the use of surrogates in the East-West struggle will be discussed. Terrorism will be approached by the act itself, rather than by the identity of the perpetrator.  
**R E 3**

**HIST 231**  
**MEXICAN CIVILIZATION (EI)**  
A survey of the life and culture of Mexico, enabling the student to examine the prehistoric, classical, and new civilization periods of Mexico. An examination of artifacts, sculpture, architecture, weaving, painting, and historic documents.  
**R E 3**

**HIST 232**  
**CALIFORNIA HISTORY: 1) EARLY CALIFORNIA (EI)**  
This course is a survey of California from the early Spanish explorations through the Spanish and Mexican periods to the American conquest and the signing of the Treaty of Guadalupe Hidalgo in 1848. Also includes the Gold Rush period. The content of HIST 232 differs thematically each time it is offered, and students may repeat this course with a different theme to gain expanded educational experience and develop skills.  
**R D 3**

**HIST 232**  
**CALIFORNIA HISTORY 2) THE MISSION PERIOD (EI)**  
A course designed for an in-depth study of the Franciscan padres and the California mission as a complex religious, socioeconomic institution used to colonize Spain’s territorial claims. Exploration of how secularization changed the center of community life from the mission to the ranchos.  
**R D 3**

**HIST 232**  
**CALIFORNIA HISTORY 3) STATEHOOD TO PRESENT (EI)**  
A course developed to study California’s rise from Spanish agrarian society to the present multi-racial industrial state.  
**R D 3**
HIST 240
ENGLISH HISTORY AND CULTURE (EI)
This course presents an overview of English history from the Roman conquest to the rise and decline of the British Empire. The transition from aristocratic to parliamentary government will be emphasized. R E 3

HIST 241
AFRO-AMERICAN HISTORY (EI)
This course will focus on the history of the Africans and their native lands, including the transition made by them to the United States. Emphasis will be placed on the African's experience in America, the Afro-American or black experience. This course will focus on the positive contributions of the Afro-American and it will dispel many of the stereotypes held in regard to the Afro-American. It will include many Afro-American heroes from 1619 to present day. This course will emphasize specific epochs and trends of the Afro-American experience from the perspectives of the Afro-American. It will cover factors which influenced the changes of attitudes toward the Afro-American. R E 3

HIST 242
AMERICAN INSTITUTIONS (EI)
Political survey of the integration of American political, economic, and social institutions; emphasis upon the Constitution, political theories, structures and processes and upon the historical development of the American political system and development of American economic institutions. R E 3

HIST 243
RUSSIAN HISTORY: CULTURE AND ARTS (EI)
This course offers an overview of Russian history from the 10th Century to the present and the intellectual currents which led to the Russian Revolution. The class will also examine various aspects of Russian culture, religion, customs and particularly literature and art. R E 3

HIST 244
RUSSIA, ROAD TO WORLD POWER (EI)
This course offers an overview of the Russian Revolution and the events which led to the Soviet Union becoming a world power. Soviet foreign and domestic policy will be discussed within the context of Marxist-Leninist philosophy. R E 3

HIST 245
HISTORY AND CULTURE OF ASIA (EI)
This course will present an overview of the historical events related to social, political and economic changes in Asia. The impact of modernization, technology and nationalism will complete the survey. R E 3

HIST 246
CONTEMPORARY MIDDLE EAST (EI)
A survey of the major political, economic and social institutions and movements of the Middle East from World War I to the present with special emphasis on the problems of the developing Middle Eastern nations, the Arab-Israeli conflict and the political and economic implications of Middle Eastern oil. Includes a brief introduction to Islamic religious institutions with a special emphasis on the importance of these institutions to contemporary scene. R E 3

HIST 247
AFRICAN STATES (EI)
This course is an interdisciplinary introduction to African affairs with particular emphasis on recent historical, political and social events. R E 3

HIST 248
RUSSIA, ROAD TO WORLD POWER (EI)
This course offers an overview of the Russian Revolution and the events which led to the Soviet Union becoming a world power. Soviet foreign and domestic policy will be discussed within the context of Marxist-Leninist philosophy. R E 3

HIST 249
SPECIAL TOPICS: HISTORY (EI)
The Special Topics course is a grouping of short seminars designed to provide students with the latest interpretations and discoveries in the field of history. The content of Special Topics in History is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

HORT 200
GARDEN AND FOOD SYSTEMS (EI)
The course will encompass a comprehensive look at traditional and experimental food production and gardening technologies from historical, agricultural, anthropological and practical points of view. An experimental analysis of practical methodologies for growing vegetables, herbs, and fruit trees will test various strategies of composting, integrated biological management, soil fertilization, crop rotation, companion planting, mixed cropping, water conservation and irrigation. R E 3

HORT 208X
FLORAL ARRANGEMENTS (EI)
A course designed for persons interested in the use of flowers and related material in making floral arrangements. Will include the study of the principles of design, simple corsage wiring and taping, bow making, gift wrapping of plants, and basket planting. R 99

EMERITUS
HUMANITIES

HUM 202
PHILOSOPHY AND WORLD LITERATURE (EI)
This course will investigate the beginnings of Western culture from the time of Homer through the Roman period. The genesis of the Western conceptions of human nature, political theory, ethical notions, religion, and art will be elaborated. The literary forms of classical antiquity will be surveyed, including the Hermetic epic, philosophy of individualism and the rise of the novel. The themes of the classical authors will form many of the themes of the course, such as man and nature, man’s rights within the society, reason and feeling, scientific knowledge and mystical insight, and the nature and basis of moral values. R E 3

HUM 203
CULTURE OF THE MODERN WORLD: 1700-PRESENT (EI)
This course will identify and study characteristically modern ideas and feelings about a variety of important human experiences as represented primarily in literature but also in the visual arts and in philosophy. Among the themes to the studies are: the decline of the supernatural; the development of physics, biology, and psychology and their impact on literature; the philosophy of individualism and the rise of the novel; romanticism and the devaluation of reason; the emergence of an enigmatic universe; and the development of new attitudes toward home, work, and the human community. R E 3

HUM 204
INDIVIDUALISM: THE SEARCH FOR MEANING (EI)
This course presents an overview of the topic of individualism from five perspectives: how the individual perceives the universe; human motivation reflected in the lives of great figures in history, science, and literature; ethical choices which confront the individual; the impact of environment on one’s sense of individual identity; and the individual and the future. R E 3

HUM 205
GODS, CLOCKS AND VISIONS (EI)
An examination of connections between religion, science and the arts in the growth of humanity. Views from many academic fields will provide an enriched perspective of the transition from prehistoric and primitive cultures to the expanded horizons of 20th century knowledge and belief. Significant concepts, themes and individuals are chosen to represent changing times and places. R E 3
EMERITUS ITALIAN
ITA 210 1/2/0
PRACTICAL CONVERSATIONAL ITALIAN (EI)
Designed for conversational skill development for more effective communication in Italian for practical application. Emphasis will be placed on situational dialogue. R E 3

EMERITUS JOURNALISM
JRN 201 .5 or 1/1 or 2/0
COPING WITH THE MEDIA (EI)
A course to introduce the students to the nature of the media: radio, TV, photography, newspapers, books, magazines and music. Each medium will be analyzed as to techniques, subject matter, objectives and value. Emphasis will be on learning to live with today’s media. R E 3

JRN 202 1/3/0
NEWS WRITING (EI)
Classes emphasizing news writing and reporting, methods of news gathering, organization and writing of articles. Includes the interpretation of significant news and study of techniques of reporting in depth. R A 3

JRN 205 1/3/0
FEATURE WRITING (EI)
A course in journalistic writing emphasizing a study of magazines and their formats; publications and their purposes; formats and requirements; concentrated study of feature requirements of leading newspapers; and manuscript submission. R A 3

EMERITUS LAW
LGL 210 0/2/0
LAW FOR THE LAYMAN (EI)
This course provides an overview of substantive law and procedures used in a wide range of legal topics which are of particular interest to older adults. The emphasis will be on enhancing student knowledge of the law in specific areas as well as increasing awareness of their rights in legal proceedings. Topics will include contract law, real estate law, small claims court, estates and trusts and more. R 99

EMERITUS MILLWORK AND CABINETRY
MCT 210X 0/1/2
BASIC HANDTOOL WOODWORKING AND DESIGN (EI)
This course is designed to provide information and skill needed for the safe use and maintenance of hand tools, as well as basic design and planning elements essential for the construction of wood projects. R 99

MCT 215X 0/1/2
BASIC MACHINE WOODWORKING PROCESSES AND MATERIALS (EI)
Recommended Preparation: MCT 210X
This course is designed to provide information related to basic machine woodworking, safety and operation of equipment. Materials and processes of the woodworking industry are investigated to develop an understanding of all aspects of woodworking. R 99

MCT 220X 0/1/2
ADVANCED MACHINE WOODWORKING (EI)
Recommended Preparation: MCT 210X and 215X
This course is designed to provide information related to the woodworking industry. The development of basic safety, and use of hand and machine tools are stressed. Basic designing, planning and construction of a wood project are included. R 99

MCT 221X 0/1/2
SPECIAL PROJECTS IN MILLWORK AND CABINETMAKING (EI)
Recommended Preparation: MCT 210X/215X/220X
This course is designed to meet the needs of students who have taken all the required courses and still seek further experience in millwork, cabinet and furniture making. Special production or manufacturing techniques are investigated and explored. R E 3

MCT 255 1/2/2
BASIC MACHINE WOODWORKING PROCESSES AND MATERIALS (EI)
Recommended Preparation: MCT 260
This course is designed to provide information related to basic machine woodworking, safety and operation of equipment. Materials and processes of the woodworking industry are investigated to develop an understanding of all aspects of woodworking. R E 3

MCT 260 1/2/2
BASIC HANDTOOL WOODWORKING AND DESIGN (EI)
This course is designed to provide information and skill needed for the safe use and maintenance of hand tools, as well as basic design and planning elements essential for the construction of wood projects. R E 3

MCT 261 1/2/2
ADVANCED PROJECTS IN MILLWORK AND CABINETMAKING (EI)
Recommended Preparation: MCT 260
This course is designed to advance the skills of students in methods of woodworking to the presently accepted industrial levels and standards. Individualized instruction in manufacturing process is provided. R E 3

MCT 270 1/2/2
ADVANCED MACHINE WOODWORKING (EI)
Recommended Preparation: MCT 260
This course is designed to provide information related to the woodworking industry. The development of basic safety, and use of hand and machine tools are stressed. Basic designing, planning and construction of a wood project are included. R E 3

MCT 275 1/2/2
SPECIAL PROJECTS IN MILLWORK AND CABINETMAKING (EI)
Recommended Preparation: MCT 270
An advanced vocational course for students who seek employment in the millwork and cabinetmaking trade. Special emphasis is given to design and construction of residential dwelling cabinets, store fixtures, and commercial display modules using industrial materials, tools and processes. Production management and operation are used to develop functional projects. R E 3

MCT 280 1/2/2
INDUSTRIAL COATINGS FOR MILLWORK (EI)
This course is designed to provide up-to-date information on materials and processes, and develop essential skills for the selection, application and repair of industrial coatings presently used in the millwork and cabinetmaking industry. R E 3

EMERITUS MANAGEMENT
MGT 120X 0/2/0
BUSINESS MANAGEMENT FOR THE ENTREPRENEUR (EI)
Survey of business management principles and practices for the entrepreneur; study of organizational structures and the management functions of planning, organizing, coordinating and controlling; managerial decision-making processes. R 99
MGT 310X 0/2/0 UNDERSTANDING THE CORPORATE STATEMENT (EI)
The use and interpretations of published statements of stock exchange companies and of financial news articles of particular importance of the objectives of older adults. R E 99

EMERITUS SCIENCE

MS 204 .5 or 1/1.5 or 3/0 SOUTHERN CALIFORNIA COASTAL ENVIRONMENT (EI)
An overview of Southern California coastal environment including ecology and intertidal zones, estuaries, and marshlands. Major plants and animals, effect of coastline modifications and pollution will be reviewed. R E 3

EMERITUS MEDIA TECHNOLOGY

MT 115X 0/.5 or 1/1 or 2 SOUND RECORDING (EI)
Instruction and laboratory experience with audio equipment for recording, transfer, and reproduction of voice narration musical and sound effects accompaniment, particularly for use in production of slide programs. Topics to be covered include: Theory of sound for photographers; using the tape recorder; making recordings - microphones, turntables, tape decks and other electronic components; sound on sound, editing and producing tapes. R 99

EMERITUS MUSIC

MUS 19X 0/3/0 INTRODUCTION TO OPERA (EI)
A study of opera from its earliest beginnings. Techniques used by composers such as Gluck, Mozart, Rossini, Donizetti, Bellini, Verdi, Wagner, and Puccini. The musical life and contributions of each composer will be studied. The study of oratorio to parallel the study of opera, with appropriate musical examples to show its development. R 99

MUS 21X 0/3/0 RENAISSANCE AND BAROQUE MUSIC (EI)
A study of the music, musical styles, and major composers and instruments of the Renaissance and Baroque periods. Music by Palestrina, Monteverdi, Carissimi, Allessandro Scarlatti, Corelli, Vivaldi, Lully, Purcell, Bach, and Handel will be examined and demonstrated. The musical life and contributions of each composer will be studied. R 99

MUS 22X 0/3/0 CLASSICAL AND EARLY ROMANTIC MUSIC (EI)
A study of the music, musical styles, and major composers of the Classic and early Romantic periods. The stylistic concepts used by such composers as Haydn, Gluck, Mozart, and early Beethoven will be studied and analyzed. Their musical contributions will be traced. R 99

MUS 23X 0/3/0 LATE ROMANTIC MUSIC (EI)
A study of music, musical styles, and major composers of the late Romantic, Impressionistic, and Nationalistic periods. A comparison of Verdi, Wagner, and Liszt. The stylistic concepts used by such composers as Chopin, Tchaikovsky, and Debussy will be demonstrated. The musical life and contributions of each composer will be studied. R 99

MUS 24X 0/3/0 MUSIC OF OUR CENTURY (EI)
A study of the music, musical styles, and major composers of the Twentieth Century. The stylistic concepts used by such composers as Stravinsky, Copland, and Gershwin will be examined and demonstrated. The musical life and contributions of each composer will be studied. R 99

MUS 25X 0/3/0 MUSIC HISTORY: TO MOZART (EI)
A study of music of ancient cultures, Middle Ages (800-1400) Early Polyphony, Secular Song, Gregorian Chant, the Mass, Italian and English Madrigal; early Baroque characteristics; late Baroque - its important composers; early dance music; larger forms - concerto grosso and overtures; pre-classical transition and the important composers of this period; effect on music of great changes in general world history. R 99

MUS 26X 0/3/0 MUSIC HISTORY SINCE MOZART
The transition from Classical to Romantic via Beethoven; harmonic development and the development of piano music; nationalism in various countries; Italian Romantic opera; other composers and their use of thematic identity; tone poem and other forms of program music and composers identified with these; French music of the late 19th century; beginning with Impressionism; Neo-classicism; Expressionism; new sounds and new instruments. R 99

MUS 29X 0/3/0 WOMEN, MUSIC AND SOCIETY (EI)
A historic/societal survey of women musicians/composers from the Middle Ages to the present. The course will deal with a historical view of women's place as creative and representative artists, the societal and political influences that governed their existence and their music, and on the actual music produced by women composers.

MUS 34X 0/.5 or 1/.5 or 1 MEN’S AND WOMEN’S CHORAL: BARBERSHOP (EI)
Choral ensemble of male and female voices specializing in rehearsal and performance of barbershop harmony. Special attention will be given to note values, basic rhythms, ear training and dictation. R 99

MUS 43X 0/.5 or 1/1 or 2 STRING ORCHESTRA (EI)
A review and upgrading of string instrument playing techniques for orchestra. Attention is given to accurate sight-reading with study emphasis on the phrasing, dynamics, and styles of different composers from Baroque through contemporary repertoire. The content of MUS 43X differs each time it is offered and students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies. R 99

MUS 54X 0/.5 or 1/1 or 2 BEGINNING PIANO (EI)
A course designed to introduce adult beginners to the piano and to encourage the advancement of those who wish to improve their skills. Both classical and popular music will be offered. Progresses from note reading to scales, fingered chording, improving performance techniques, and music theory. This course is part of a skill building sequence and students may repeat this course to gain an expanded educational experience by supervised repetition. R 99
### EMERITUS PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 295X</td>
<td>0/1/2</td>
<td>REHEARSE &amp; PERFORMANCE INSTRUMENTAL (EI)</td>
<td>Recommended Preparation: Previous instrumental training &amp; demonstrated proficiency. The preparation, study, and performing of orchestra concert repertoire for performances. Students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies.</td>
<td>0/0.5 or 1/0.5 or 1</td>
</tr>
<tr>
<td>MUS 56X</td>
<td>0/1/2</td>
<td>INTERMEDIATE PIANO (EI)</td>
<td>This course is for the student interested in furthering understanding of musical styles through careful study and performance of Baroque, Classic, Romantic, and Contemporary piano literature. Works and performances are thoroughly analyzed and discussed as to style, interpretation, and technical problems.</td>
<td>0/0.5 or 1/0.5 or 1</td>
</tr>
<tr>
<td>MUS 66X</td>
<td>0/1/2</td>
<td>ADVANCED PIANO (EI)</td>
<td>This course is for the student interested in furthering understanding of musical styles through careful study and performance of Baroque, Classic, Romantic, and Contemporary piano literature. Works and performances are thoroughly analyzed and discussed as to style, interpretation, and technical problems.</td>
<td>0/0.5 or 1/0.5 or 1</td>
</tr>
<tr>
<td>MUS 57X</td>
<td>0/0.5 or 1/1 or 2</td>
<td>INTRO TO ORGAN (EI)</td>
<td>A course offering arrangements of popular songs, old favorites, and easy classics. Includes theory, keyboard harmony, fingering, chording, styling, and rhythms. The content of MUS57X differs each time it is offered and students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies.</td>
<td>0/0.5 or 1/1 or 2</td>
</tr>
<tr>
<td>MUS 80X</td>
<td>0/0.5 or 1/0.5 or 1</td>
<td>VOICE AND RHYTHMS (EI)</td>
<td>A class emphasizing vocal techniques, including tone production, breath control, and pronunciation as well as musical literature.</td>
<td>0/0.5 or 1/0.5 or 1</td>
</tr>
<tr>
<td>MUS 201</td>
<td>.5 or 1/1.5 or 3/0</td>
<td>MUSIC FUNDAMENTALS (EI)</td>
<td>An overview of music fundamentals including rhythm and pitch notation, major and minor, key signatures, intervals, chord structures and sight reading.</td>
<td>.5 or 1/1.5 or 3/0</td>
</tr>
<tr>
<td>MUS 290X</td>
<td>0/0.5 or 1/0.5 or 1</td>
<td>CHORAL ENSEMBLE (EI)</td>
<td>Choral singing emphasizing choral literature, the development of ensemble through correct singing, and correct vocal production. Goals include improved sight reading and correction of vocal problems.</td>
<td>0/0.5 or 1/0.5 or 1</td>
</tr>
<tr>
<td>PE 1X</td>
<td>0 or .5/0.5 or 1.5 or 2 or 3</td>
<td>AEROBIC FITNESS FOR MATURE ADULTS (EI)</td>
<td>Designed to stress individual cardiovascular and respiratory levels showing how the student can use aerobics as a way of developing and maintaining health and fitness. The activities portion of the course will be suited to the needs of the individual student, considering age, sex, and general health. This class is designed for the mature adult.</td>
<td>0 or .5/0.5 or 1.5 or 2 or 3</td>
</tr>
<tr>
<td>PE 2X</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
<td>PERSONALIZED FITNESS (EI)</td>
<td>This course is a supervised, individualized exercise program using a variety of exercise equipment. Includes the various principles and techniques of exercise as they relate to the older adult. Individual assessments will include review of medical history, resting and exercising heart rate, blood pressure, and body weight.</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
</tr>
<tr>
<td>PE 3X</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
<td>PERSONALIZED AEROBIC FITNESS (EI)</td>
<td>This course is designed to give the student an overview of the basic concepts of cardiorespiratory fitness. Includes the importance of aerobic fitness as well as proper exercising techniques as they relate to older adults.</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
</tr>
<tr>
<td>PE 4X</td>
<td>0/0/0.75 or 1 or 1.5 or 2 or 3</td>
<td>PHYSICAL FITNESS WITH SPECIALIZED EQUIPMENT (EI)</td>
<td>Supervised fitness program for older adults utilizing weight lifting equipment in a group setting. Course will emphasize scientific principles of weight lifting and individual prescriptions.</td>
<td>0/0/0.75 or 1 or 1.5 or 2 or 3</td>
</tr>
<tr>
<td>PE 6X</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
<td>PHYSICAL FITNESS (EI)</td>
<td>Instruction and practice for older adults in the techniques for developing and maintaining physical fitness, emphasizing strength, flexibility, aerobic power, and neuromuscular integration.</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
</tr>
<tr>
<td>PE 14X</td>
<td>0/0/1 or 1.5 or 2 or 3</td>
<td>BODY RHYTHMICS (EI)</td>
<td>Body rhythmics is a fitness program which combines dance exercise and Far Eastern exercise disciplines executed to a variety of musical rhythms. Repetition of this course will allow greater skill and control.</td>
<td>0/0/1 or 1.5 or 2 or 3</td>
</tr>
<tr>
<td>PE 14XA</td>
<td>0/0/1 or 1.5 or 2 or 3</td>
<td>EXERCISE TO MUSIC A-D (EI)</td>
<td>This course will present basic rhythmic exercises through dance movements. Basic dance steps and body movements in folk music, basic ballet, modern dance and other dance forms are included in exercise to music. Repetition will allow improved skill and performance.</td>
<td>0/0/1 or 1.5 or 2 or 3</td>
</tr>
<tr>
<td>PE 29X</td>
<td>0/0.25 or 1.5 or 2 or 3</td>
<td>TAI CHI CH’UAN (EI)</td>
<td>This course will present Tai Chi Ch’u’an, an ancient Chinese exercise. Instruction will include movements from the 108 forms of Tai Chi Ch’u’an done in three sections, and discussion of the Yin-Yang principle of opposing actions as it relates to these exercises. Course will also include discussions of the history and philosophy of Tai Chi Ch’u’an, as well as the teaching of the techniques and sequence of forms.</td>
<td>0/0.25 or 1.5 or 2 or 3</td>
</tr>
<tr>
<td>PE 35XA</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
<td>CHAIR EXERCISES FOR THE MATURE ADULT, BEGINNING (EI)</td>
<td>This course enables the older adult to practice the physical techniques necessary to maintain or improve in physical fitness necessary for daily living activities. This course is designed for the person with a beginning level of fitness.</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
</tr>
<tr>
<td>PE 35XB</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
<td>CHAIR EXERCISES FOR THE MATURE ADULT, INTERMEDIATE (EI)</td>
<td>This course enables the older adult to practice the physical techniques necessary to maintain or improve in physical fitness necessary for daily living activities. This course is designed for the person with an intermediate level of fitness.</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
</tr>
<tr>
<td>PE 35XC</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
<td>CHAIR EXERCISES FOR THE MATURE ADULT, ADVANCED (EI)</td>
<td>This course enables the older adult to practice the physical techniques necessary to maintain or improve in physical fitness necessary for daily living activities. This course is designed for the person with a more advanced level of fitness.</td>
<td>0/0/1 or 1.5 or 2 or 3 or 4</td>
</tr>
</tbody>
</table>
PE 36XA 0/0/1 or 1.5 or 2 or 3
CHAIR AEROBICS FOR THE MATURE ADULT
BEGINNING (EI)
Instruction and practice for older adults in the skills and techniques of developing and maintaining cardiorespiratory fitness from a chair. Emphasized are rhythmical upper body movements performed to music which are designed to elevate heart rate and improve aerobic power and joint range of motion. This course is designed for older adults at the lowest fitness levels. R 99

PE 36XB 0/0/1 or 1.5 or 2 or 3
CHAIR AEROBICS FOR THE MATURE ADULT
INTERMEDIATE (EI)
Instruction and practice for older adults in the skills and techniques of developing and maintaining cardiorespiratory fitness from a chair. Emphasized are rhythmical upper body movements performed to music which are designed to elevate heart rate and improve aerobic power and joint range of motion. Five to ten percent of the class time will include optional weight bearing activities beside the chair. This course is designed for older adults at the intermediate fitness levels and/or with weight bearing problems. Students work at their own level. R 99

PE 36XG 0/0/1 or 1.5 or 2 or 3
CHAIR AEROBICS FOR THE MATURE ADULT
ADVANCED (EI)
Instruction and practice for older adults in the skills and techniques of developing and maintaining cardiorespiratory fitness from a chair. Emphasized are rhythmical upper body movements performed to music which are designed to elevate heart rate and improve aerobic power and joint range of motion. Ten to fifteen percent of the class time will include optional weight bearing activities beside the chair. This course is designed for older adults at the advanced fitness levels and/or with weight bearing problems. R 99

PE 41X 0/0/1 or 2
BASIC SWIMMING AND WATER SURVIVAL (EI)
This course is designed to provide information and techniques in water skills through instruction in basic swimming fundamentals and water safety for the swimmer and non-swimmer. R 99

PE 42X 0/0/1 or 2
SWIM AND WATER SAFETY INTERMEDIATE (EI)
Designed to teach strokes to the intermediate swimmer. Includes instruction in crawl stroke, breaststroke, sidestroke, backstroke, and elementary backstroke. Safety and rescue skills are included. R 99

PE 43X 0/0/1 or 2
SWIM AND WATER SAFETY, ADVANCED (EI)
This course is designed to teach advanced swimming skills as well as challenge the swimmer with new techniques for already learned skills through analysis, demonstration, and designated practice. Water safety, including non-swimming forms of rescue will also be stressed. R 99

PE 44X 0/0/1 or 2
AQUATIC FITNESS TRAINING (EI)
This course is designed to develop and maintain physical fitness through calisthenics in the water. Emphasis will be placed on strengthening exercises, cardiovascular exercises and flexibility/range of motion exercises. R 99

PE 50X 0/0/1 or 2
SYNCHRONIZED SWIMMING A-D (EI)
A course designed for the mature adult to improve cardiorespiratory fitness using a variety of musical rhythms. The course will emphasize techniques of synchronized swimming, employing synchronized swimming forms of rescue will also be practiced. Water safety, including non-swimming forms of rescue will also be stressed. R 99

PE 51X 0/0/1 or 2
BEGINNING SWIMMING (EI)
Instruction and practice for older adults at the lowest fitness levels. R 99

PE 52X 0/0/1 or 2
BASIC AEROBIC EXERCISE (EI)
A course designed to improve cardiovascular fitness using a variety of musical rhythms. The course will emphasize techniques of synchronized swimming, employing synchronized swimming forms of rescue will also be practiced. Water safety, including non-swimming forms of rescue will also be stressed. R 99

PE 53X 0/0/1 or 2
MODERN WESTERN PHILOSOPHERS (EI)
Instruction and practice for older adults at the lowest fitness levels. R 99

PE 54X 0/0/1 or 2
ADVANCED PHYSICAL FITNESS/YOGA (EI)
Instruction and practice for older adults at the intermediate to advanced fitness levels. Emphasized are aerobic conditioning using specific dance movements. R 99

PE 55X 0/0/1 or 2
AERobic EXERCISE/wATER (EI)
A course designed to improve cardiovascular fitness using a variety of musical rhythms. The course will emphasize techniques of synchronized swimming, employing synchronized swimming forms of rescue will also be practiced. Water safety, including non-swimming forms of rescue will also be stressed. R 99

PE 56X 0/0/1 or 2
MILD EXERCISE FOR FITNESS/WATER (EI)
A course designed to improve cardiovascular fitness using a variety of musical rhythms. The course will emphasize techniques of synchronized swimming, employing synchronized swimming forms of rescue will also be practiced. Water safety, including non-swimming forms of rescue will also be stressed. R 99

PE 57X 0/0/1 or 2
AERobic FITNESS/wATER (EI)
A course designed to improve cardiovascular fitness using a variety of musical rhythms. The course will emphasize techniques of synchronized swimming, employing synchronized swimming forms of rescue will also be practiced. Water safety, including non-swimming forms of rescue will also be stressed. R 99

PE 58X 0/0/1 or 2
SYNCHRONIZED SWIMMING A-D (EI)
A course designed for the mature adult to improve cardiorespiratory fitness using a variety of musical rhythms. The course will emphasize techniques of synchronized swimming, employing synchronized swimming forms of rescue will also be practiced. Water safety, including non-swimming forms of rescue will also be stressed. R 99

PE 59X 0/0/1 or 2
BEGINNING SKILLS & TECHNIQUES OF SYNCHRONIZED SWIMMING A-D (EI)
This course is designed to teach skills of synchronized swimming, employing various water skills, including strokes and stunts, modified and combined rhythmically to create water compositions which interpret a musical theme or idea. Floating patterns are included and emphasis is placed on the skill of sculling. Instruction is individual and in groups, working together as a synchronized unit. R 99

PE 60X 0/0/1 or 2
AERobic FITNESS through Rhythm (EI)
Aerobic dance is a course designed for the mature adult to improve cardiorespiratory fitness using a variety of musical rhythms. The course will emphasize principles of aerobic conditioning using specific dance movements. R 99

PE 61X 0/0/1 or 2
AERobic EXERCISE/wATER (EI)
A course designed to improve cardiovascular fitness using a variety of musical rhythms. The course will emphasize techniques of synchronized swimming, employing synchronized swimming forms of rescue will also be practiced. Water safety, including non-swimming forms of rescue will also be stressed. R 99

PHIL 201 .5 or 1/1.5 or 3/0
MAINTOPICS IN PHILOSOPHY (EI)
Survey of philosophical topics, concepts and methods including the basic forms of reasoning such as inductive, deductive, analogical and dialectical reasoning. Also included are traditional, reasoning, experience, intuition and scientific experiments of knowledge. R E 3

PHIL 202 1/3/0
EARLY WESTERN PHILOSOPHY (EI)
A survey of the major philosophers of the western classical period, including pre-Socratic philosophers, Socrates, Plato, Aristotle, Epicurus and Plotinus. The philosophies discussed will include idealism, realism, nationalism, Stoicism and Neo-Platonism. R E 3

PHIL 203 1/3/0
MODERN WESTERN PHILOSOPHERS (EI)
A survey of the history of modern western philosophy from Descartes (father of modern philosophy) to philosophers of the twentieth century such as Whitehead, Bergeson, Russell, James, Sartre and Heidegger. R E 3
PHIL 205

PHILOSOPHY OF HUMANISM (EI)

Historical and critical consideration of the various kinds of humanism: religious, ethical, and cultural. These historical forms of humanism will be based on the principle that man is the inevitable interpreter of meanings and values. R E 3

PHIL 212

PHILOSOPHY OF LOGIC (EI)

A preliminary survey of formal, symbolic and practical logic. The main emphasis in this course will be in practical logic. This will involve analysis of the written forms of language such as editorials, newspaper articles and essays on more technical subjects. The main topics to be covered will be fallacies, definitions and the art of thinking. R E 3

PHIL 214

PHILOSOPHY OF RELIGION (EI)

The approach to religion through philosophical analysis will involve the use of critical methods, without defending or rejecting any claims of that religion. Topics include the nature, function and value of religion; the relation of religion to ethics and morality; the problems of evil and its various kinds. R E 3

PHIL 215

COMPARATIVE RELIGIONS: 1) A SURVEY (EI)

A comparative study of primitive and major religions of mankind: origins of primitive religions, Hinduism, Jainism, Sikhism, Buddhism, Confucianism, Taoism, Shintoism, Zoroastrianism, Judaism, Christianity, and Islam. These religions will be considered in terms of their literature, rituals and basic beliefs. R D 3

PHIL 215

COMPARATIVE RELIGIONS: 2) THE WEST (EI)

A comparative study of groups and sects in the contemporary world that derive from major world religions -East and West. R D 3

PHIL 215

COMPARATIVE RELIGIONS: 3) THE EAST

A comparative study of primitive and major religions in the East-from Indus Valley in India to great river valleys of China, from the Ainus through contemporary Japan and Island cultures of the Pacific Basin. R D 3

PHIL 215

COMPARATIVE RELIGIONS: 4) GROUPS AND SECTS TODAY (EI)

A comparative study of primitive and major religions of mankind: origins of primitive religions, Hinduism, Jainism, Buddhism, Confucianism, Taoism, Shintoism, Zoroastrianism, Judaism, Christianity and Islam. These religions will be considered in terms of their literature, rituals and basic beliefs. R D 3

PHIL 220

PHILOSOPHY: ETHICS (EI)

This course presents the basic distinction between theoretical philosophy and practical philosophy (the latter including the field of ethics). It is concerned with the moral principles and values of different cultures and civilizations and the historical evolution of the great schools and doctrines in ethics. R E 3

PHIL 221

JUDEO CHRISTIANITY/OLD TESTAMENT TO RENAISSANCE (EI)


PHIL 221

JUDEO CHRISTIANITY/RENAISSANCE TO PRESENT (EI)

This course developed to be a continuation of PHIL 221, will examine the development of Western spiritual consciousness, as manifested in both the Judaic and Christian perspectives, from the Renaissance and the Age of Scientific Rationalism to the present. R E 3

PHIL 223

WORLD RELIGIONS - EASTERN AND ISLAM (EI)

This course examines the development of Eastern religious consciousness, from the Hindu Vedas and Upanishads to the modern Japanese, Zen, Buddhism, and Koon Universalism. Evaluates by contrast and comparison, the complementary nature of Eastern spiritual views in relation to the Judeo-Christian perspectives. R E 3

PHIL 251

HISTORY OF AMERICAN PHILOSOPHY, 1620-1860 (EI)

This course will trace the history of American philosophy from 1620 to the Civil War period, 1860. It will begin with the idea implicit in the Mayflower Compact and investigate the rise of religious thought and social and political philosophy in the emerging national consciousness. Such basic ideas as religious liberty, natural philosophy, theory of freedom, and democracy, will be explored. R E 3

PHIL 261

AMERICAN PHILOSOPHY 1860-PRESENT (EI)

This course is a continuation of History of American Philosophy, 1620-1860. It will begin with the Civil War period and come to philosophical developments during the decades after the Civil War, until the contemporary period. In these years American philosophy produces some giant thinkers who take their place as equals to the thinkers of Europe. The outstanding names will be: Charles S. Peirce, William James, Santayana, Dewey, Josiah Royce and others. R E 3

PHIL 271

PHILOSOPHY AND LITERATURE (EI)

This course will explore the mutually creative interrelations between philosophy and literature. Philosophy deals mainly with concepts, creative or speculative; literature employs chiefly the image. This course will show how closely knit these great areas of human understanding are. The philosopher and the literary artist both aim for revelation of meaning either by appealing to the reasoning intellect (the philosopher) or to the imagination (the literary artist). R E 3

PHIL 299

SPECIAL TOPICS: PHILOSOPHY (EI)

The Special Topics course is a grouping of short seminars designed to provide students with the latest concepts in the field of Philosophy. The content of Special Topics in Philosophy is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

PS 204

INTRODUCTION TO POLITICAL SCIENCE (EI)

Political survey of the integration of American political, economic, and social institutions; emphasis upon the constitution, political theories, structures and processes upon the historical development of the American political system and development of American economic institutions. R E 3
EMERITUS SPANISH

SP 201A  1/2/0
PRACTICAL SPANISH 1A (EI)
Basic fundamentals of Spanish for practical application including reading, comprehension, speaking and writing. Emphasis will be placed on development of conversational skills.

SP 202  1/2/0
PRACTICAL SPANISH 2 (EI)
Recommended Preparation: SPAN 201A
Designed to further the fundamentals of communicative competence in practical Spanish. Although the focus remains on listening, comprehension and speaking, reading and writing skills will be expanded.

SP 203  1/2/0
PRACTICAL SPANISH 3 (EI)
Recommended Preparation: SPAN 202
Concentration on vocabulary and speaking with more complex grammatical construction. Includes selected literature.

SP 204  1/2/0
PRACTICAL SPANISH 4 (EI)
Recommended Preparation: SPAN 203
Dialogue in Spanish with emphasis on practical situational communication. Expansion of language use to discuss selected literature, art and music.

EMERITUS PSYCHOLOGY

PSY 210  1/1/2/0
COMMUNICATION IN INTERRELATIONSHIPS (EI)
A survey of the channels of communication with emphasis upon methods for improving interrelationships through effective communication with individuals and groups.

SP 210  1/3/0
INTERMEDIATE CONVERSATIONAL SPANISH (EI)
Recommended Preparation: SPAN 206
A course designed to develop fluency in Spanish. The emphasis is on information expression and conversation in Spanish itself.

SP 215  1/2/0
SPANISH LITERATURE (IN SPANISH) (EI)
Recommended Preparation: SPAN 206
Course will involve reading and discussion in Spanish of selected pieces of Spanish literature, dating from early medieval songs and tales through the principle literary movements to modern times. All literary genres will be represented, including poetry, fictional and non-fictional prose and drama. Critique techniques will be taught as well.

SPANISH LITERATURE AND CULTURE 1 (IN ENGLISH) (EI)
Survey of the evolution of Spanish medieval literature and culture with emphasis on the synthesis of Muslim and Christian culture. Art, architecture and the historical setting will also be studied.

SPANISH LITERATURE AND CULTURE 2 (EI)
Survey of the evolution of a national literature and culture during the Renaissance and Baroque periods. The cultural and historical background will also be studied.

SPANISH LITERATURE AND CULTURE 3 (EI)
Survey of 18th and 19th century Spanish literature and culture. The historical setting, particularly Napoleon’s invasion, will be studied. Spanish art will also be emphasized.

SPANISH LITERATURE AND CULTURE 4 (EI)
Survey of the 20th century Spanish literature and culture with particular emphasis on the development of Spanish literature in the New World. The historical setting will also be discussed, including the Spanish Civil War.
### Lecture Lab Hours

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<th>Course Prefix</th>
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<th>Course Title</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
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### EMERITUS SPEECH

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<tr>
<td>SPS</td>
<td>146X</td>
<td>LIPREADING INTERMEDIATE (EI)</td>
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The intermediate lipreading course will be an extension of the introductory course, enabling the students to apply the lipreading skills they have learned as well as expand their visual communication skills. R 99

### EMERITUS THEATRE

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<th>Lab Hours Per Week</th>
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<tr>
<td>TA</td>
<td>3X</td>
<td>ADVANCED SCENE STUDY (EI)</td>
<td>0/5 or 1/5 or 1</td>
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Advanced techniques in acting styles focusing on various approaches of acting; performing scenes from plays of Ibsen, Chekhov, Pinter and contemporary dramatic material. R 99

| TA            | 18X           | REHEARSAL & PERFORMANCE (EI) | 0/0/1.5 or 3 |                         |                   |

A class emphasizing the preparation of productions for public performance including acting, technical and production management. Students interested in major college productions should contact the director or assistant dean. R 99

| TA            | 205           | COMMUNITY AND PROFESSIONAL THEATRE (EI) | 1/3/0        |                         |                   |

Survey of theatre history and development with emphasis on community and professional theatre in California. R E 3

| TA            | 207           | SCREEN ACTING TECHNIQUES (EI) | 1/2/0        |                         |                   |

This course will provide students with principles and techniques of various performance methods involved in acting for television and motion pictures. The student will perform direct exercises and dramatic scenes. R E 3

| TA            | 220           | THEATRE APPRECIATION: CLASSICAL OVERVIEW (EI) | 0.5 or 1/1 or 1.5 or 3/0 |                         |                   |

A course examining theatre history, the role of the actor and director, and exemplary plays, emphasizing classical periods. Attendance at scheduled field trips to community and professional theatre performances, and evaluation and criticism of productions seen are required. R E 3

| TA            | 221           | THEATRE APPRECIATION: CONTEMPORARY OVERVIEW (EI) | 0.5 or 1/1 or 1.5 or 2 or 3/0 |                         |                   |

A course emphasizing important playwrights, theatre genre and technical aspects, emphasizing the 20th century. Attendance at scheduled field trips to community and professional theatre performances, and evaluation and criticism of productions are required. R E 3

| TA            | 225           | THEATRE HISTORY: PRIMITIVE TO RENAISSANCE (EI) | 0.5 or 1/1 or 2/0 |                         |                   |

Reading and discussion of representative plays from the major eras of world drama. Development of the play script in themes, characterization and dramatic structure from primitive ritual through the great playwrights of Greece, Rome and Medieval and Renaissance Europe. Consideration of philosophical and cultural backgrounds and production styles influencing the staging of the plays. R E 3

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Deegan, Pamela (1983)
Acting Director Emeritus Institute
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Hodge, Kathleen O'C. (1975)
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ASSOCIATE FACULTY

Saddleback College has, in addition to the regular full-time contract faculty, many qualified associate instructors who come from industry, business and other educational institutions. This produces a faculty with many talents to support a diversified program of offerings requested and expected of the community college.