SADDLEBACK COLLEGE CATALOG
1999-2000
VOLUME XXXI

Saddleback College 28000  Marguerite Parkway  Mission Viejo, California 92692  (949) 582-4500

Saddleback College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 3402 Mendocino Avenue, Santa Rosa, CA 95403 (707) 569-9177, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Saddleback College does not discriminate on the basis of handicap, sex, race, color, or national or ethnic origin in administration of its (1) educational policies; (2) personnel practices; and (3) college programs. The college, by law, cannot engage in any such discriminatory activity. Grievance procedures exist for students, employees and job applicants. Information can be obtained from the Office of Personnel and Employee Relations for job applicants and employees. The Office of Student Services maintains grievance procedure information for students. Any questions regarding discrimination may be directed to the South Orange County Community College District Affirmative Action Officer and Title IX Coordinator, District Employee Relations and Personnel Office.

Questions or problems regarding access of students with disabilities to any college program or service should be directed to the Section 504 Officer, Vern Hodge, He can be contacted at (949) 582-4566, or through Special Services at (949) 582-4612, Saddleback College, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

Nota: La información para las personas que hablan Español se encuentra en la página 9 de este catalogo.
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A very special Thank You for the continued support of the ITC staff, especially Mark Sierakowski and all of the secretaries, especially Lois Moore and Becky Aguilar, and the administrators, most especially to Dr. Don Busche.
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.
On behalf of the Saddleback College family, welcome.

Saddleback College is one of California's finest community colleges, with an impressive array of high-tech learning centers, a challenging academic curricula, a distinguished and talented faculty, and strong student support services. At Saddleback College, students will find a stimulating learning environment where they are challenged to fulfill their potential and encouraged to achieve their goals. The excellence of our programs and faculty has been demonstrated again and again by the success of our alumni in their academic pursuits at four-year universities and in the professional world.

Saddleback College has always considered the transfer function to be the “heart” of the institution. For the past 11 years, Saddleback has ranked in the top 10 percent of both public and private California institutions in transferring students to four-year colleges and universities. And graduates of our occupational and certificate programs quickly discover that their state-of-the-art training makes them highly competitive in the job market.

At Saddleback College, students are the top priority and we have developed a strong infrastructure of support services to encourage their success. There is a full range of counseling, career planning and job placement services, financial aid programs, and assistance for those with learning disabilities and/or physical limitations. Saddleback College also offers on-campus childcare, a fully staffed health center, and a variety of tutorial programs. In addition, Saddleback has extensive programs and services for re-entry men and women, for older adults through the nationally recognized Emeritus Institute, and for professionals in need of continuing education credits.

The college years are an exciting time in which to meet new people, learn new things and expand one's horizons. And in this era of lifelong learning, the "college years" can and should continue throughout a person’s life. Whether you’re pursuing an academic degree, developing your professional and technical skills, or chasing a dream, Saddleback College has the resources and personnel to help you reach your goals.

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GOALS OF SADDLEBACK COLLEGE

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

The primary goal of Saddleback College is to provide a comprehensive postsecondary education and a full range of student services. Emphasis is placed on open access to all students, including a changing and diverse student population. Academic success and student achievement are joint responsibilities of the students, the staff, and the college. 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 educational 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 educational objectives. Courses are offered in both credit and noncredit 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.
INFORMACIÓN EN ESPAÑOL

La información se ha traducido al español para que la comunidad hispanohablante del distrito de Saddleback pueda informarse acerca del proceso de matrículación 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 de su escuela 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 inmigratorias las cuales impiden establecimiento de residencia. Para mayor información comuníquese al (949) 582-4394 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:
3 de Mayo — otoño (fines de agosto)
1 de Noviembre — primavera (principios de enero)
3 de Abril — verano (fines de mayo)

CÓMO HACER UNTA PARA INSCRIBIRSE: 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 cuándo 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.

CÓMO AÑADIR Y CANCELAR CLASES: Para añadir una clase después de una semana de haber comenzado, hay que obtener permiso del instructor. En caso de que haya cupo el instructor le dará una tarjeta rosa con su firma para admitarlo a su clase. Enfrente esta tarjeta a 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 período 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, y por la inscripción.

CÓMO HACER UNA CITA PARA INSCRIBIRSE:  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. Para estudiantes, salon 168. 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 inscripción en persona, el horario es Lunes a jueves de las 8am hasta las 7pm y viernes de las 8am hasta las 4:30pm. Su número de teléfono es el (949) 582-5860.

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 a estudiantes de la comunidad. 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 attend 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: May 3
- Spring semester: November 1
- Summer semester: April 3

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.

Military personnel are considered residents for tuition purposes while on active military duty except if their transfer to California was for educational purposes. Their dependents are exempt from paying nonresident tuition until they have lived in the state the minimum time necessary to become a resident (one year). However, after one year has elapsed, the student is not entitled to continue in the resident classification unless he has satisfied the intent requirements for a one-year period. The requirements necessary to demonstrate intent to become a California resident will be made available at time of application.

Reclassification: Reclassification to resident status must be requested by the student. Financial independence during the current year and preceding two years will be considered at the time the student requests reclassification. Information regarding requirements for reclassification is available in the Admissions and Records Office.

Foreign Students (F–1 Visa)

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.

The foreign-visa student must offer satisfactory statements concerning his or her character, background and experience. The foreign-visa student, in order that he or she will not become a public charge either for health or financial reasons, is required to purchase, through a United States insurance company, health and accident insurance, and the submission of the required medical examination form must be filed prior to the time of registration.

The foreign-visa student must attend the institution that originally issued the visa permit until completion of his or her educational objective, as stated in his or her application. The foreign-visa student shall be held to the same scholastic requirements and to the same college rules and regulations as other students.

The foreign-visa student shall be required to be in continuous enrollment in a full-time program of twelve (12) or more units. The student is expected to complete his or her community-college education in four (4) semesters but, in any case, the student will not be allowed to remain more than five (5) semesters at South Orange County Community College District as a foreign-visa student.

The foreign-visa student will not be recommended for a work permit unless he or she has completed two (2) semesters or more of college work with a 2.00 GPA or better.

The foreign-visa student shall be classified as a non-resident student.

Foreign students must apply and fulfill all admission requirements by July 1 for the fall semester and by November 1 for the spring semester.
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.

Exemptions

Students have the right to be exempted from the assessment and/or orientation and advisement components of the matriculation process. Please go to the Matriculation Office, SSC, 168, if you are interested in pursuing exemption in order to determine eligibility.

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
2. That you have a physical, visual or communication limitation that might require accommodation in an educational setting
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/Limitation on Enrollment/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, limitations on enrollment 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, limitation on enrollment, 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.

Limitation on Enrollment

A condition of enrollment which limits how students qualify for a particular program. Limitations apply to courses that include public performance or intercollegiate competition where a tryout or audition is necessary. Some courses require formal admission to a particular program in order to enroll (e.g. Nursing, EMT, Paramedic or Honor’s). Program limitations include special conditions that qualify a student for a service. Examples of program limitations would be DSPS, Financial Aid or EOPS.

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.”

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.”

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.)

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:
   • Research Methods—Grades 11-12
   • Advanced Placement Composition—Grade Level 11
   • Advanced Composition—Grade Level 11-12
   • Advanced Placement Literature—Grade Level 12
   —Saddleback Valley Unified School District:
   • English 4 College Preparation, Advanced Placement English—Seniors Only—Grade B only
   • English 4 Honors and World Literature—Trabuco Hills High School—Grade A only

OR

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

Appeal Procedure

Recent state laws require the enforcement of prerequisites. Beginning Fall, 1997 any student seeking enrollment in a designated course must meet necessary enrollment requirements through either satisfactory completion of the prerequisite course OR appropriate placement results from the matriculation assessment process.

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 the student is 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 appeal is 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 feels they have experienced discrimination regarding the matriculation process has the right to file a grievance. Information may be obtained in the Matriculation Office.
REGISTRATION FOR CLASSES

Registra

cion 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. Please be aware that proof of prerequisite completion or alternative evidence may be required.

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

During the registration process, if a class is closed before instruction begins, 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 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, Scholarship, 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 participate in the variety of programs and services it provides.

Enrollment Fee

The Enrollment Fee is $11 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 in order to use the Health Center services.

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 bona fide 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 52, 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).

Verification of Fees Paid (duplicate receipt): $3 each (no charge for the receipt provided at time of payment).

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 $125 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 Office 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 two-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 an eight-week term, 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 college. 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.

California Work Opportunity & Responsibility for Kids (CalWORKS)
The CalWORKS program provides intensive instruction, counseling and support services such as childcare assistance as well as work experience/work study opportunities for students currently receiving AFDC benefits. This program assists students preparing for immediate and successful employment. The CalWORKS office is open Monday through Friday 8 a.m. to 5 p.m. It is located in the Student Services Center, Room 140C. For more information, please call 582-4208.

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 166. 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, 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 8 p.m. and Friday, 8 a.m. to 5 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. Cooperative Work Experience (CWE) internship opportunities are available for the majors listed in this catalog. 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.-5 p.m. Job referral services are available Monday–Thursday, 8 a.m.–5 p.m. For further information, please call (949) 582-4575 or visit us at http://iserver.saddleback.cc.ca.us/serv/career/index/jcs.html

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, workshops, 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 or to make an appointment, 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, from 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 field; 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) 582-4586 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, and educationally disadvantaged 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.

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 CalWORKS (California Work Opportunity and Responsibility to Kids). 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 131. 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. Additional to a vendor bar located in K Building on the lower campus, and additional vending machines located throughout the campus. Students suggestions for food service may be submitted 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 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 disabilities. Literature related to many different health topics is also available. The Health Center is located in the Student Services Center, Room 177, phone (949) 582-4606. The center is open Monday-Friday from 8 a.m. to 9 p.m. and Saturday from 8 a.m. to 1:00 p.m.

Interdisciplinary Computer Center

An interdisciplinary computer center located in Library, 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) 582-4637.

Learning Assistance Program (LAP)—Tutoring

The Learning Assistance Program provides free tutoring for Saddleback College students. Varied 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) 582-4619.

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 the Saddleback College and IrvineValley 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, Room 131, (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’ Reserve (Chapter 106) and dependents under the Survivors’ and Dependents’ Education 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 disabilities. Documented verification of disability is required and you must apply in the Special Services Office to see if you qualify to receive support services.

The following special support services are available for qualified students 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, lipreading, computer use and adaptive physical education. Arrangement for these support services and special classes must be made in advance. Access 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) 582-4886 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) 582-4886, Saddleback College, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

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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)
- Extended Opportunity Program and Services Grant (EOPG)
- 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 (GSL)
- 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, uniting 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, Room 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 (949) 582-4490.

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 Student Body provides 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 fields 18 intercollegiate athletic teams which compete in one of the most competitive community college conferences in the nation. Participation on these intercollegiate athletic teams is open to any Saddleback College student enrolled in 12 or more units (other eligibility rules apply).

Men’s intercollegiate teams include: baseball, basketball, cross country, football, golf, swimming, tennis, track, and water polo. Women’s intercollegiate teams include: basketball, cross country, golf, fastpitch softball, swimming and diving, tennis, track and field, volleyball, and water polo.

The athletic programs are supported in part by the Associated Students Body at Saddleback College. Revenue generated from attendance at athletic events helps support the entire student activities program.

For more information on the athletic program, please contact either the Athletic Department (949) 582-4547 or the Sports Information Office (949) 582-4490.

College Student Organizations / Clubs

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

Information on how to organize a new club or join an existing one is available in the Student Development Office. College clubs include Alpha Gamma Sigma (Honor Society), Biological Society, International, Sign Language, and many others from which to choose. Current club listing is printed in the class schedule.

An Interclub Council (I.C.C.), consisting of representatives from each club, exists to coordinate events and activities and share ideas. 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.

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 Student Body.

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. You can contribute to our students with a personal gift to the Foundation. For more information, call (949) 582-4497.
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 classwork.

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 pre-requisites.

**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.
- Expulsion from the course.
- 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, etc. 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).

**Faculty Code of Ethics and Professional Standards**

The following Ethical Principle and Standard of Conduct relating to the professional responsibility of faculty for students is endorsed by the Saddleback College Academic Senate. Conduct that departs from these principles is viewed by faculty as unacceptable because it is inconsistent with the mission of the college, and with the highest standards of professional conduct which we, as a faculty, are committed to maintain.

**Ethical Principle:**

“As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.” (American Association of University Professors Statement, 1990)

**Standards of Conduct:**

- Faculty treat all students with fairness and respect.
- Faculty encourage the free exchange of ideas between themselves and students.
- Faculty conscientiously strive to be fair and balanced in their evaluation of student work.
- Faculty should not exploit their students for personal gain.
- Faculty should be fair and objective when providing references for students.
- Faculty shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Faculty-student personal relationships are unethical when they hinder any student’s academic progress or create a situation in which any student is either favored or negatively impacted on grounds other than academic performance.
- Because a teacher-student relationship is inherently unequal, a member of the faculty should not enter into a sexual relationship with his/her student while engaged in a professional relationship.
- Faculty have the obligation to meet classes as scheduled, to maintain office hours and to provide reasonable means for student access to course information.

The complete Faculty Code of Ethics and Professional Standards is available in the Administration and Governance Building (AGB), Room 106 or at http://server.saddleback.cc.ca.us/gov/senate/acsen/acsen/ethics.html.

**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 working environment created on the basis prohibited by law.

ADA Grievances

Students with verified disabilities who believe they have not been given reasonable academic accommodations 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, Student Services Center, Room 107.

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 unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of this conduct explicitly or implicitly affects an individual’s employment or learning environment, unreasonably interferes with an individual’s performance or creates an intimidating, hostile or offensive working environment. Sexual harassment may include but is not limited to unsolicited written, verbal, physical and/or visual contacts with sexual overtones (examples: jokes, slurs, epithets, assaults, cartoons, posters, or pictures) or implying or actually withholding grades earned or deserved as acts of reprisal.

Individuals who engage in the illegal behavior identified in this statement 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 discrimination or harassment, including sexual harassment and want to file a charge of discrimination or would like additional information should contact the Director of Human Resources or the appropriate Students Services or Academic Instruction personnel:

Office of Human Resources
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 federal law with the:

U.S. Department of Education
Office for Civil Rights
Post Secondary Education Division
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 support services and instruction for students with disabilities. Students who have specific questions related to disabilities are encouraged to contact Special Services at (949) 582-4885, Student Services Center, Room 113.

Grade or Instructional Grievance

When a student has a concern regarding a grade or instructional issue, an attempt should be made to solve the problem informally by discussing it with an instructor or an appropriate college official. Board Policy 5505 outlines a formal instructional and grade grievance procedure. The procedures to be used when a grievance is contemplated may be obtained from the office of the Vice President for Instruction, Administration and Governance Building, Room 134 and also are listed in the Student Handbook available through the Counseling Office, Matriculation Office and Vice President for Student Services Office (SSC 101).

Student Right-to-Know Disclosure

In compliance with the Student Right-to-Know and Campus Security Act of 1990, it is the policy of Saddleback College to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 1996, all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period; their completion and transfer rates are listed below. These rates do not represent the success rates of the entire student population at Saddleback College, nor do they account for student outcomes occurring after this three-year tracking period.

Based upon the cohort defined above, 44.9% attained a certificate, degree, or became “transfer prepared” during a three-year period (Fall 1996 to Spring 1998). Students who are “transfer prepared” have completed 56 transferable units with a GPA of 2.0 or better. Based upon the cohort defined above, 14.7% transferred to another postsecondary institution (CSU, UC or another California Community College) prior to attaining a degree, certificate, or becoming “transfer prepared” during a five-semester period (Spring 1998 to Spring 1998).

More information about Student Right-to-Know rates and how they should be interpreted can be found at the California Community Colleges’ “Student Right-to-Know Information Clearinghouse Website” located at http://www.cccco.edu/cccco/mis/srtk/srtkhome.htm.

Parking

Complete parking rules and regulations are available in the Office of Campus Safety and Security (Parking Lot 1).

The following portion of these parking regulations provide important information:

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 greater than 15 miles per hour or as posted, except for emergency vehicles.

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:
   a. Red Zone - indicates no parking or stopping anytime whether the vehicle is attended or not.
   b. Yellow Zone - indicates an area for loading and unloading of vehicles and the parking of service vehicles.
   c. Green Zone - indicates a parking time limit of 15 minutes.
   d. 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 stop, park or leave standing any vehicle in any area posted or marked “No Parking,” regardless of whether or not the vehicle is attended.

Section 406: No person shall stop, park or leave standing any vehicle 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 parking 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 vehicle 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 campus a motor vehicle that blocks any traffic lane, roadway or parking lot.

Section 410: Motorcycles and bicycles must be parked in designated areas.

Section 411: All motorcycles and bicycles must be parked clearly within a designated parking stall.

Section 412: All vehicles shall be parked clearly within a designated 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 p.m. or before 6 a.m., except by special permit.

Article V. Abandoned Vehicles

Section 501: No person shall abandon or leave standing any vehicle on any campus for 72 or more consecutive hours. All such vehicles 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.

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 605: 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 606: 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. Application 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.

Section 607: 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. Application 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.

Section 608: 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 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 610: 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)
   $20 (Spring Semester)
   $10 (Summer Session)
$40/Annual-Only available for purchase during the Fall semester. If a student plans to enroll for the Fall and Spring semesters, and for the Summer session within the same academic year, the student may elect to purchase an annual parking permit. Annual Parking Permits are valid throughout the academic year.

(b) Motorcycles
- $10/Fall Semester
- $10/Spring Semester
- $5/Summer Session

$20/Annual-Only available for purchase during the Fall semester. An annual parking permit for motorcycles may also be purchased during the Fall semester for each academic year. The annual parking permit is valid throughout the academic year.

(c) Short-term Parking- all motor vehicles

$1.00/Day Permits can be purchased at the Daily Parking Permit dispenser machines located on campus.

2. Vehicle parking permit hangers, $1. Hangers are available at the bookstore and the Department of Campus Safety and Security at Saddleback College or the Office of Student Services at Irvine Valley College.

3. Parking Meters:
   - (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.
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 “I’s” 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 “W’s” shall be used as a factor 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 enrollment 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 class 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, and 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 at least 42 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.
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 3.50 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 two 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 readmitted 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 coursework is disregarded in the computation of the cumulative GPA, the student’s academic record will be annotated; all coursework 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.

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

Examinations

Final examinations of at least two hours are held in all subjects according to the schedule that 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 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 suits their particular needs and satisfies the requirements of the Honors Board.

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 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. The Program has the following offering in its growing portfolio as of February, 1999. Check the schedule of classes for availability of courses designated as “Honors” in any given semester:

- ANTH 1 (Physical Anthropology)
- ANTH 2 (Cultural Anthropology)
- ART 20 (Art Appreciation)
- ASTR 20 (General Astronomy)
- BIO 20 (Introduction to Biology)
- BUS 1 (Introduction to Business)
- ECON 1 (Microeconomics)
- ENG 21A (World Literature)
- ENG 25 (Introduction to Literature)
- FN 50 (Fundamentals of Nutrition)
- GEOL 20 (Introduction to Earth Science)
- HIST 11 (Peace Studies)
- HIST 16 (U.S. History to 1876)
- HIST 17 (U.S. History from 1877)
- HIST 130 (The Dead Sea Scrolls)
- MS 20 (Introduction to Oceanography)
- PS 1 (American Government)
- PS 10 (Introduction to Political Theory)
- PSYC 1 (Introduction to Psychology)
- SPSW 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 1999 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.

Application materials must be returned to:
Professor David DiLeo
Saddleback College/BGS 316
2800 Marguerite Parkway
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 five 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: honors@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 and assessment of prior learning (APL). 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 a 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 Director of Admissions, Records and Enrollment Services.
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:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Five units elective credit, completion of the Associate Degree Fine Arts requirement. Three units toward CSU GE Area C1.</td>
</tr>
<tr>
<td>Art: Studio</td>
<td>Five units of elective credit.</td>
</tr>
<tr>
<td>Biology</td>
<td>BIO 20. Three units toward CSU Area B2 or Area 5B on IGETC.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 3. Completion of CSU GE Areas B1 and B3 or Area 5A on IGETC.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Score of 3 earns credit for CS 1A; score of 4 or 5 earns credit for CS 1B.</td>
</tr>
<tr>
<td>Economics</td>
<td>Credit for ECON 20 with a score of three or four on either the micro-economics or macro-economics exam. Score of five earns credit for ECON 4 on the micro-economics exam, or ECON 2 on the macro-economics exam. Three units for each exam toward CSU GE Area D2 or Area 4 on IGETC with appropriate score.</td>
</tr>
<tr>
<td>English</td>
<td>ENG 200 and two elective units with a score of three. ENG 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 or Area 1A on IGETC with a score of four or five. Three units of elective credit.</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Five units of elective credit with a score of three, four, or five. Three units of credit for government exam only. Three units toward CSU GE Area D8.</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>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. European: Five units of elective credit with a score of three. History 5 and two units of elective credit with a score of four or five. Three units for each exam toward CSU GE Area D6 or Area 4 of IGETC with a score of four or five.</td>
</tr>
<tr>
<td>History</td>
<td>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 or five units toward IGETC Humanities Area.</td>
</tr>
<tr>
<td>Literature (Language other than English)</td>
<td>Five units of elective credit applicable toward Associate in Arts Humanities requirement. Six units toward CSU GE Area C2.</td>
</tr>
<tr>
<td>Mathematics AB Exam</td>
<td>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 MATH 2. Three units toward CSU GE Area B4.</td>
</tr>
<tr>
<td>Mathematics BC Exam</td>
<td>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 MATH 3A. Three units toward CSU GE Area B4.</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Five units of elective credit. Three units toward CSU GE Area C1.</td>
</tr>
<tr>
<td>Physics</td>
<td>Five units of physics credit. Specific course credit and placement in a physics course by individual consultation with division faculty. Completion of CSU GE Areas B1 and B3.</td>
</tr>
<tr>
<td>Psychology</td>
<td>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 or Area 4 of IGETC with a score of five.</td>
</tr>
<tr>
<td>Statistics</td>
<td>Three units of elective credit. Three units toward CSU GE Area B4.</td>
</tr>
</tbody>
</table>

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 stated 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 Intersegmental 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 Title</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 ENG 1A (Principles of Composition) and three semester units of ENG 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.

**Military Service Credit**

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, draftig, early childhood education, electronic technology, graphic communications, horticulture, and interior design.

These agreements permit students to earn a Saddleback College Associate Degree and receive advanced placement and college credit for selected high school or Regional Occupational Program coursework completed with a grade of B or better. Advanced placement allows students to waive an introductory college course. Before completing 12 units, make an appointment with a college counselor and tell him/her that you have received a "Tech Prep Articulation Certificate" for an articulated course. The credit for your articulated course will be applied to your transcript after you have completed any 12 units of coursework at the College.

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:

Independent Study—Regular Course

A student may, because of special circumstances, petition to take a course listed in this catalog 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 independent study 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

A student may pursue advanced study after completing the courses offered in a particular field. Students, in cooperation with the instructor and the division dean, prepare and execute a petition for contract education that 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 Vice President for Instruction.

Special Studies Workshops

Special Studies Workshops may be requested 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 education needs. A learning contract between the instructor and a group of students is entered into 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. Independent Study/Special Study Workshop forms are available only in the division office and shall be filed no later than the 10th day of classes in the Office of Admissions and Records to complete enrollment.

Cooperative Work Experience

A well directed Cooperative Work Experience or “internship” program with measurable objectives and results 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 when stipulated in the catalog as a requirement for completion of an Occupational Certificate Program or by petition to a faculty member within the department of the student’s major. 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 academic challenge 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 (949) 582-4835, (949) 582-4836 or (949) 770-9669.

Community Education

Community Education offers a comprehensive program of short-term, fee-based, not-for-credit seminars and workshops for both children and adults.

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) 582-4846 or access our website at http://www.saddleback-ce.com.
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 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 the associate degree program in Engineering as described in the Saddleback College catalog.
3. Complete an occupational (certificate) program as described in the Saddleback College catalog.
4. 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 core and 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
   ENG 1A
B. Oral Communication
   SP 1
   SP 5
   BUS 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.
B. Evidence of one of the following standardized examination scores:
1. 3 or above on the College Board Advanced Placement Exam
2. 530 or above on the Mathematics section of the SAT
3. 23 or above on the ACT Mathematics Test
4. 520 or above on the College Board Math Achievement Test

3. READING COMPETENCY
Students should complete either option A or option B.
A. Completion with a grade of "C" or better of ENG 220, 170, 180, or ENG 1B, or equivalent class. (ENG 1B and 170 also apply toward Critical Thinking.)
B. Evidence of one of the following standardized examination scores:
1. 400 or above on the Verbal section of the SAT
2. 19 or above on the ACT Verbal test
3. 35-39 percentile on the Comprehension section of the Nelson-Denny Reading Test, Form H, or on an equivalent test. The Nelson-Denny Reading Test may be repeated once only, starting with the semester in which the student will have completed a minimum of 45 units.

4. COMPUTER COMPETENCY
Students should complete either option A or option B.
A. Completion with a grade of "C" or better of any of the courses that teach computer competency and develop computer awareness. Courses that currently meet this requirement are: CIM 110, 112, 120, 174A and 174B, 227; CS 1A, 1B, 2B, 3A, 3B, 10, 12, 14, 15, 121; ET 108; EST 215; FASH 150, 260; GERO 101; ID 115, 212; LIB 102; MA 260/HSC 260; N 155**; SL 137; SPS 350.
B. Successful completion of the computer competency portion of one of the above courses by exam, except those identified by asterisk**.

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. The Arts, Music, Theatre
One course from the following:
ARCH 112
ART 4, 20, 21*, 22*, 23*, 24*, 25, 26, 28
CA 29*, 30
FASH 144*
FA 27
ID 110, 122, 125
MUS 1, 20, 21*, 23*, 24, 25, 26, 27, 28, 29*, 90, 91
PHOT 25
PE 64/TA 64
SP/TA 32
TA 20, 22, 25, 26, 110*

Group B. Literature, Philosophy, History, Religion, and Foreign Language
One course from the following:
ARA B 21*
CHI 21*
FR 3, 4, 20, 21
GER 3, 4, 21
HEBR 21*
HIST 4, 5
HUM 1, 2, 3, 4, 10A, 10B, 21/IDS 1, HUM 22/IDS 2, HUM 25/IDS 5
ITA 3, 4, 21
JA 3*, 4*, 21*
KOR 21*
PHIL 1, 3, 4, 10*, 15
PORT 21
RUS 21*
SL 34, 35
SPAN 3*, 4*, 20, 21*
SP 30/TA 30, SP 31/TA 31
VIET 21*

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:
ANTH 1 and 1L (ANTH 1L must be taken concurrently with or following completion of ANTH 1)
ASTR 20 and 25 combined
BIO 1A, 1B, 11, 15, 18/ENV 18, BIO 19/ENV 19, BIO 20, 113
CHEM 1A, 2A, 3, 8, 120/ENV 120
GEOG 1 and 1L (GEOG 1L must be taken concurrently with or following completion of GEOG 1)
GEOL 1, 20, 23/ENV 23
HORT 20
MS 20
PHYS 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:
ANTH 2*, 3*, 4*, 9, 10, 20*/SP 20*, ANTH 21*
BUS 1*
CCS 1*, 2*, 10*
ECON 2, 4, 20
ENV 1*
GEOG 2*, 3
HIST 19, 20*/SOC 20*, HIST 21*, 27*, 28*, 30*, 60*, 61*/PS 61*, HIST 70*, 71*, 72*, 74*, 75*/PS 75*, HIST 80*/PS 80*, HIST 81*
HS 100, 120
IJRN 1/CA 1
PS 4, 11, 12*, 14*, 17*, 21*
PSYC 1, 7, 16*, 21*
SOC 1, 4*, 6*, 10, 15, 21*
WS 10*, 21*, 40*

Group B. American Institutions
Completion of option 1 or 2:
1. HIST 7 or 8 or 16 or 17 or 22
2. PS 1
(CSU transfer students should complete both 1 and 2.)

4. LIFE SKILLS/CRITICAL THINKING
Life skills is study to equip human beings for lifelong 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.
Institutions
Credit Transferred From Other

EXCEPT THAT 20 UNITS MUST APPLY EXCLUSIVELY TO THE sectarian courses.

ply for evaluations. No more than four units may be awarded for in this catalog. It is the student’s responsibility to arrange to have equivalencies are determined by the Office of Admissions and at any regionally accredited institution of higher education. Course courses completed at either Irvine Valley College or Saddleback The Board of Trustees of the South Orange County Community ScScScScSciiiiieeeeennnnnccccceeeees fs fs fs fs fuuuuulllllfffffiiiiilllllllllls ts ts ts ts thhhhhe Cue Cue Cue Cue ... Rey Reqqqqquuuuuiiiiirrrrreeeeemmmmmeeeeennnnnttttt. Co. Co. Co. Co. Couuuuurrrrrssssseeees ts ts ts ts thhhhhaaaaattttt...ut ut ut ut unnnnnllllleeeeessssss ts ts ts ts thhhhheey oy oy oy oy ... ct ct ct ct caaaaatttttiiiiiooooon rn rn rn rn ... at at at at at tt tt tt tt thhhhhe te te te te tiiiiimmmmme oe oe oe oe of if if if if innnnniiiiitttttiiiiialalalalalal 6.6.6.6.6. *CUL*CUL*CUL*CUL*CULTURATURATURATURATURAL DIVERSIL DIVERSIL DIVERSIL DIVERSIL DIVERSITY REQUIREMENTTY REQUIREMENTTY REQUIREMENTTY REQUIREMENTTY ...  :  :  :  :  AlAlAlAlAll l l l l AAAAAA/AA/AA/AA/AA/AS dS dS dS dS deeeeegggggrrrrreeeeee ce ce ce ce caaaaan-n-n-n-n- in today’s world. ness of the interdependence of nations, people, and cultures world and widen perspectives; and foster a deeper aware- munication; provide exposure to non-dominant views of the differences; improve cross-cultural understanding and com- therefore develop a sensitivity to and appreciation of cultural tial treatment. Courses fulfilling this requirement should therefor develop a sensitivity to and appreciation of cultural differences; improve cross-cultural understanding and commu- nity; provide exposure to non-dominant views of the world and widen perspectives; and foster a deeper aware- ness of the interdependence of nations, people, and cultures in today’s world.

*CULTURAL DIVERSITY REQUIREMENT: All AA/AS 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 GENER- AL 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 18 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.
2. 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.
3. 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.
On Valentine’s Day in 1967, residents of the pastoral southern half of Orange County approved the creation of a community college, dubbing it the “Sweetheart of South Orange County.” The local press noted that “Saddleback JC, already a reality, will open its doors next fall, another event that will shape the lives of many people in the years to come.” Following a 54-day construction marathon, Saddleback College was ready to welcome 1,546 freshmen for the start of the fall 1968 semester. Today, thriving suburban communities dot the hillsides where cattle used to roam and Saddleback College has developed into one of California’s finest community colleges, with more than 24,000 students ranging in age from teenagers to septuagenarians.

During the 1970s and ‘80s, Saddleback College carried on a major construction program, beginning with the James B. Utt Library, completed in 1973. The Math/Science building (1974), the Physical Education/Athletics and Fine Arts complexes (1977), the Business/General Studies facility (1986), and the Technology/Applied Science building (1989) soon followed. During that same 20-year period, the college experienced a dramatic growth in enrollment – burgeoning from 3,025 to 22,000 students.

As Saddleback College grew so did its reputation for excellence, attracting teachers and administrators from throughout the United States. Together they have created a dynamic, constantly evolving learning environment where students are challenged to fulfill their potential and encouraged to achieve their goals. The excellence of Saddleback College’s programs and faculty can best be measured by the success of the college’s alumni in their academic pursuits at four-year universities and in the professional world.

In addition to being a center of learning, Saddleback College is one of south Orange County’s premier cultural and recreational sites. The campus hosts film festivals, music and dance concerts, and lectures by renowned newsmakers and scholars and is home to the award-winning Saddleback Civic Light Opera. Its men’s and women’s intercollegiate athletic teams have achieved a solid reputation for success and hold more than 100 conference, state and national titles. On-campus sports facilities include a golf driving range and putting greens, aquatics complex, football stadium, baseball and softball fields, gym, tennis courts and all-weather track.

Saddleback College is an integral part of the south Orange County landscape, linking education with community growth and economic vitality. Now in its fourth decade, Saddleback College remains committed to preparing our youth for the challenges they will face, to developing a highly skilled workforce, and to helping people of all ages achieve their academic, professional and personal goals.

SADDLEBACK COLLEGE – A BRIEF HISTORY
## OCCUPATIONAL CERTIFICATE, DEGREE, TRAINING AND APPRENTICESHIP PROGRAMS

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<th>Area</th>
<th>TA: Training and Apprenticeship</th>
<th>AA: Associate in Arts Degree</th>
<th>AS: Associate in Science Degree</th>
<th>Cert: Certificate Program</th>
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<td>- Mentor and Prevention</td>
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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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<tr>
<th>Course</th>
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<td>Licensed Vocational Nurse to Registered Nurse</td>
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<td>Small Business Management</td>
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<td>Entrepreneurship</td>
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<td>Small Business Management</td>
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<td>Technology Associate Degree—General</td>
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<td>Theatre Arts</td>
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<td>Travel Agency Operation</td>
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<td>Women’s Studies</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 1A</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 1B*</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 216</td>
<td>Individual Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 217*</td>
<td>Partnership and Corporate Taxation or</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Auditing</td>
<td></td>
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<tr>
<td>ACCT 275*</td>
<td>Auditing</td>
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<tr>
<td>or</td>
<td>Intermediate Accounting I</td>
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<tr>
<td>or</td>
<td>Microcomputer Applications:</td>
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</tr>
<tr>
<td>or</td>
<td>Finance—Quicken</td>
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</tr>
<tr>
<td>or</td>
<td>Microcomputer Applications:</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Finance—Quickbooks</td>
<td></td>
</tr>
<tr>
<td>CIM 216A*</td>
<td>Microcomputer Applications:</td>
<td>1.5</td>
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<tr>
<td>or</td>
<td>Spreadsheets—Beginning</td>
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</table>

**Total** 18

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

### Associate Degree—Accounting Assistant

Refer to 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, 189, 289; BUS 1, 102, 103, 104, 125; CIM 1, 112, 171A, 174A, 176A, 216C, 218A, 229A; ECON 2, 4; SP 4.

### OPTION II—ACCOUNTANT CERTIFICATE PROGRAM

This program option provides students who plan to enter business with an advanced level of accounting principles and practices to work with complex accounting reports and statements based upon accounting records.

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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 1A</td>
<td>Financial Accounting</td>
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<tr>
<td>ACCT 1B*</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 202A*</td>
<td>Intermediate Accounting I</td>
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<td>or</td>
<td>Intermediate Accounting II</td>
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<tr>
<td>ACCT 202B*</td>
<td>Intermediate Accounting II</td>
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<tr>
<td>or</td>
<td>Cost Accounting</td>
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<td>ACCT 216</td>
<td>Individual Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 217*</td>
<td>Partnership and Corporate Taxation or</td>
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<tr>
<td>or</td>
<td>Auditing</td>
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<tr>
<td>or</td>
<td>Business Law</td>
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<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
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</table>

**Total** 30

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

### Associate Degree—Accountant

Refer to 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, 189, 289; BUS 1, 102, 103, 104, 125; CIM 1, 112, 171A, 174A, 176A, 216B, 216C, 218A, 229A; ECON 2, 4; SP 4.

### OPTION III—TAX PREPARATION CERTIFICATE PROGRAM

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

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<tr>
<td>ACCT 1A</td>
<td>Financial Accounting</td>
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<tr>
<td>ACCT 216</td>
<td>Individual Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 217*</td>
<td>Partnership and Corporate—Taxation or</td>
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<td>BUS 12</td>
<td>Business Law</td>
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<tr>
<td>or</td>
<td>Legal Environment of Business</td>
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<tr>
<td>or</td>
<td>Microcomputer Applications:</td>
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<tr>
<td>or</td>
<td>Finance—Quicken</td>
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<tr>
<td>or</td>
<td>Microcomputer Applications:</td>
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<tr>
<td>or</td>
<td>Finance—Quickbooks</td>
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<tr>
<td>or</td>
<td>Microcomputer Applications:</td>
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<tr>
<td>or</td>
<td>Finance—Quickbooks</td>
<td></td>
</tr>
<tr>
<td>CIM 216A*</td>
<td>Microcomputer Applications:</td>
<td>1.5</td>
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<tr>
<td>or</td>
<td>Spreadsheets—Beginning</td>
<td></td>
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</tbody>
</table>

**Total** 18.5

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

### Associate Degree—Tax Preparation

Refer to 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, 189, 289; BUS 1, 102, 103, 104, 125; CIM 1, 112, 171A, 174A, 176A, 216B, 216C, 218A, 229A; ECON 2, 4; SP 4.

## 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:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ANTH 1</td>
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<tr>
<td>ANTH 2</td>
<td>Cultural Anthropology</td>
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<td>ANTH 3*</td>
<td>Culture and Language</td>
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</table>
**APPLIED COMPUTER TECHNOLOGY**

The Applied Computer Technology certificate program prepares the student for entry-level employment as a computer technician or software engineer 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**

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<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CIM 1 or CS 1A</td>
<td>Introduction to Computer Information Systems</td>
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<tr>
<td>C216A*</td>
<td>Microcomputer Applications: Spreadsheets—Beginning</td>
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<tr>
<td>EST 215</td>
<td>Electronics for Computer Technologists</td>
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<tr>
<td>EST 220</td>
<td>Microcomputer Maintenance and Repair</td>
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<td>EST 225*</td>
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<td>ET 200</td>
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**Total** 20.5

**Associate Degree—Applied Computer Technology**

Refer to 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:** ANTH 13, BIO 11, 12; GEO 2; MATH 10; psychology and sociology courses.

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**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.
CERTIFICATES & DEGREES

RECOMMENDED ELECTIVES: ART 4, 20, 21, 22, 23, 24, 28; FA 27; MUS 20; TA 20.

Refer also to transfer patterns section of this catalog or to the catalog of the intended college of transfer. Consult with a counselor for assistance in planning a transfer program.

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:

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<th>Title</th>
<th>Units</th>
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<td>ASTR 20</td>
<td>General Astronomy</td>
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<td>ASTR 25*</td>
<td>Observational Astronomy</td>
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<tr>
<td>CS 1B*</td>
<td>Introduction to Programming</td>
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<tr>
<td>CS 12*</td>
<td>FORTRAN Programming</td>
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<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
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<td>PHYS 4C*</td>
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Total 29

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

Refer to 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: 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>
</tbody>
</table>

AUTO 104B* Automotive Engines 4
AUTO 105* Automotive Power Train 3
or AUTOMOTIVE 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>
</tbody>
</table>

Total 19

SPECIALTY COURSES:

| AUTO 108* | Automotive Air Conditioning          | 3     |
| AUTO 189  | Special Topics                       | 1-3   |
| AUTO 220* | Alternative Propulsion Systems       | 3     |
| AUTO 230* | Special Projects Automotive Servicing| 3     |
| AUTO 289  | Special Topics                       | 1-3   |

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

Associate Degree—Automotive Tune-up Specialist

Refer to 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

To t a l 1 9

SPECIALTY COURSES:

| AUTO 108* | Automotive Air Conditioning          | 3     |
| AUTO 189  | Special Topics                       | 1-3   |
| AUTO 220* | Alternative Propulsion Systems       | 3     |
| AUTO 230* | Special Projects Automotive Servicing| 3     |
| AUTO 289  | Special Topics                       | 1-3   |

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

Associate Degree—Automotive Engine Service Specialist

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.

<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 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>
</tbody>
</table>

Total
**SPECIALTY COURSES:**

- AUTO 109* Automotive Air Conditioning 3
- AUTO 109* Smog License Course 4
- AUTO 189 Special Topics 1.5
- AUTO 204* High Performance Engine Blueprinting 3
- AUTO 220* Alternative Propulsion Systems 3
- AUTO 230* Special Projects Automotive Servicing 1.5
- AUTO 289 Special Topics 1.5

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

**Associate Degree—Automotive Engine Service Specialist**

Refer to 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.

<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 105*</td>
<td>Automotive Power Train</td>
<td>3</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>Automatic Transmissions</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 108*</td>
<td>Automotive Air Conditioning</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the Specialty Courses listed below. 3

**Total** 20

**SPECIALTY COURSES:**

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

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

**Associate Degree—Automotive Mechanics**

Refer to 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.

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**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:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1A*</td>
<td>Animal Diversity and Ecology</td>
<td>5</td>
</tr>
<tr>
<td>BIO 1B*</td>
<td>Plant Diversity and Genetics</td>
<td>5</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>
</tbody>
</table>

**Second Year**

- BIO 1C* Biochemistry and Molecular Biology 5
- CHEM 12A* Organic Chemistry 5
- CHEM 12B* Organic Chemistry 5

**Total** 35

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

†NOTE: Students who have not successfully completed a year of high school chemistry should enroll in CHEM 3 prior to CHEM 1A. NOTE: MATH prerequisite for both CHEM 3 and 1A.

Refer to 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 11, 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.

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**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 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, 1B*</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</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 20

*Course has a prerequisite or recommended preparation; see course description.
BUS 104* Business Communication 3
CIM 1 Introduction to Computer Information Systems 3
ECON 2* Principles (Macro) 3
ECON 4* Principles (Micro) 3
MATH 11* A Brief Course in Calculus 4

Total 30

*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 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: BUS 135; ENG 1A; MATH 9, 10; PHIL 12 or 15.

OPTION II—BUSINESS AND COMMERCE—GENERAL

The Business and Commerce-General Associate Degree option is designed to provide a very accessible program. In some cases, the student’s career and educational goals, or transfer program needs can be better met by completing a general business background without specialization in any one area of business. A general business background may be supportive of a liberal arts graduate’s attempts to gain entry-level employment in a variety of business settings.

Suggested major requirements for the associate degree:

Course ID Title Units
ACCT 1A Financial Accounting 4
BUS 1 Introduction to Business 3
BUS 102 Oral Business Techniques 3
BUS 103 Business English 3
BUS 104* Business Communication 3
BUS 125 Human Relations In Business 3
CIM 120 Computer Literacy in Society 3
or 1.5-3
CIM 1 Introduction to Computer Information Systems

Total 20.5-22

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

Alternative major patterns will vary dependent upon the student’s career or educational objectives. For example, students contemplating a career in Business Management with a liberal arts transfer major may support efforts to gain entry level employment by contemplating an associate degree major in business management. The following transferable courses are suggested: ACCT 1A, 1B; BUS 1, BUS/LGL 12 or 14, BUS 104; and CIM 1. The student who has demonstrated breadth in business sciences by completion of a minimum of 20 units, in addition to those required to fulfill general education requirements, of courses appropriate for majors in accounting, computer and information management, legal assisting, business management, real estate, or office information systems may receive an associate degree in business and commerce.

Refer to the Transfer Pattern 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.

Course ID Title Units
ACCT 1A Financial Accounting 4
BUS 1 Introduction to Business 3
BUS 12 Business Law 3
or or
BUS 14 Legal Environment of Business 3
BUS 104* Business Communication 3
BUS 110* Business Finance 3
BUS 120 Principles of Business Management 3
BUS 125 Human Relations in Business 3
BUS 135 Introduction to Marketing 3
CIM 1 Introduction to Computer Information Systems or or 3
CIM 110 Information Systems: Concepts and Applications

Total 28

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

Associate Degree—Business Management

Refer to 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, 280; ECON 2, 4; ENG 1A.

OPTION II—SUPERVISING 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 3
or or
ACCT 1A Financial Accounting 3
BUS 1 Introduction to Business 3
BUS 12 Business Law 3
or or
BUS 14 Legal Environment of Business 3
ASSOCIATE DEGREE—PROFESSIONAL MANAGEMENT PREPARATION

OPTION III—PROFESSIONAL MANAGEMENT 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.

<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)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103</td>
<td>Business English</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 Management</td>
<td>3</td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Business Management</td>
<td></td>
</tr>
<tr>
<td>CIM 1</td>
<td>Introduction to Computer Information Systems</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>3</td>
</tr>
<tr>
<td>CIM 110</td>
<td>Information Systems: Concepts and Applications</td>
<td></td>
</tr>
</tbody>
</table>

**Total 22-26**

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

ASSOCIATE DEGREE—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.

<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 12</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>3</td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103</td>
<td>Business English</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 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 176A*</td>
<td>Windows NT Workstation—Beginning</td>
<td></td>
</tr>
<tr>
<td>CIM 214A*</td>
<td>Microcomputer Applications: Word Processing (Word Perfect)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214B*</td>
<td>Microcomputer Applications: Word Processing (Word Perfect)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 216A*</td>
<td>Microcomputer Applications: Spreadsheets—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 218A*</td>
<td>Microcomputer Applications: Database</td>
<td>1.5</td>
</tr>
<tr>
<td>LGL 222</td>
<td>Law Office Organization and Ethics</td>
<td>1.5</td>
</tr>
<tr>
<td>LGL 223*</td>
<td>Law Office Administration</td>
<td>1.5</td>
</tr>
<tr>
<td>LGL 280*</td>
<td>Law Office Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>LGL 290*</td>
<td>Internship and</td>
<td>1</td>
</tr>
<tr>
<td>and</td>
<td>CWE 168/169 Cooperative Work Experience: Legal Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total 35.5**

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

ASSOCIATE DEGREE—LEGAL ASSISTING PREPARATION CERTIFICATE PROGRAM

This program option prepares individuals for employment as administrators or managers in law offices. The curriculum emphasizes the management and technical skills 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.

<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 12</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>3</td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103</td>
<td>Business English</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 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 176A*</td>
<td>Windows NT Workstation—Beginning</td>
<td></td>
</tr>
<tr>
<td>CIM 214A*</td>
<td>Microcomputer Applications: Word Processing (Word Perfect)</td>
<td>1.5</td>
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<tr>
<td>CIM 214B*</td>
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<td>1.5</td>
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<tr>
<td>CIM 216A*</td>
<td>Microcomputer Applications: Spreadsheets—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 218A*</td>
<td>Microcomputer Applications: Database</td>
<td>1.5</td>
</tr>
<tr>
<td>LGL 222</td>
<td>Law Office Organization and Ethics</td>
<td>1.5</td>
</tr>
<tr>
<td>LGL 223*</td>
<td>Law Office Administration</td>
<td>1.5</td>
</tr>
<tr>
<td>LGL 280*</td>
<td>Law Office Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>LGL 290*</td>
<td>Internship and</td>
<td>1</td>
</tr>
<tr>
<td>and</td>
<td>CWE 168/169 Cooperative Work Experience: Legal Studies</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total 35.5**

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

ASSOCIATE DEGREE—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>BU 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</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 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 18-22**

*Course has a prerequisite or recommended preparation; see course description.
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>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>CHEM 12A*</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 12B*</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
</tbody>
</table>

Total 20

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

†NOTE: Students who have not successfully completed a year of high school chemistry must complete CHEM 3 prior to enrolling in CHEM 1A.

Refer to 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.

Refer also to the Transfer Pattern 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.
**Associate Degree—Child Development**

To pursue an Associate Degree in Child Development, students must complete a series of courses totaling 23 units, as outlined below. Completion of this program qualifies the student for the Certificate Program along with general education, unit, and scholarship requirements. Additional general education courses may be required for the regular associate degree major. The School-Age Child option is designed to foster understanding and develop skills required to work with children age six through twelve years.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<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>23</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 years.

- **Core Courses:**
  - HD 106 Teaching the Culturally Diverse Children (3 units)
  - HD 112 Exceptional Children (3 units)
  - HD 150 Science, Safety and Nutrition (2 units)
  - HD 175 Adult Supervision in Early Childhood (2 units)
  - HD 266 School-Age Programming (3 units)
  - HD 282* Practicum/Field Work (School-Age Children) (2 units)
  - CWE 168/169 Cooperative Work Experience: Child Development (1 unit)
  - PSYC 7 Developmental Psychology (3 units)
  - SOC 15 Socialization of the Child (3 units)
  - Total 23 units

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

**Associate Degree—Child Development**

Refer to Graduation Requirements for specific information regarding general education, unit, and scholarship requirements. 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).
**Database Concentration (12 Units):**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 142</td>
<td>Systems Analysis Methods</td>
<td>3</td>
</tr>
<tr>
<td>CIM 205*</td>
<td>SQL and Client/Server Database Design</td>
<td>3</td>
</tr>
<tr>
<td>CIM 218A*</td>
<td>Microcomputer Applications: Database</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 218B*</td>
<td>Microcomputer Applications: Database</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 248*</td>
<td>Application Development for</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Access with Visual Basic</td>
<td></td>
</tr>
</tbody>
</table>

**Generalist Concentration (10.5 Units):**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 121B*</td>
<td>Keyboarding for Computers: Intermediate</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214A*</td>
<td>Microcomputer Applications: Word Processing</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214B*</td>
<td>Microcomputer Applications: Word Processing</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 216*</td>
<td>Microcomputer Applications: Spreadsheets—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 216B*</td>
<td>Microcomputer Applications: Spreadsheets—Intermediate</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 218A*</td>
<td>Microcomputer Applications: Database</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 228A*</td>
<td>Microcomputer Applications: Desktop Publishing—Business</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 229A*</td>
<td>Business Graphics—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 230*</td>
<td>Microcomputer Applications: Desktop</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Presentation for Business</td>
<td></td>
</tr>
</tbody>
</table>

**Word Processing Concentration (12 Units):**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>CIM 207*</td>
<td>Document Imaging and Management</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214A*</td>
<td>Microcomputer Applications: Word Processing (WordPerfect)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214B*</td>
<td>Microcomputer Applications: Word Processing (WordPerfect)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214A*</td>
<td>Microcomputer Applications: Word Processing (Word)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214B*</td>
<td>Microcomputer Applications: Word Processing (Word)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214C*</td>
<td>Microcomputer Applications: Word Processing (Word or WordPerfect)</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Desktop Publishing Concentration (13.5 Units):**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 214A*</td>
<td>Microcomputer Applications: Word Processing (Word)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214B*</td>
<td>Microcomputer Applications: Word Processing (Word)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214C*</td>
<td>Microcomputer Applications: Word Processing (Word)</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 228A*</td>
<td>Microcomputer Applications: Desktop Publishing—Business</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 228B*</td>
<td>Microcomputer Applications: Desktop Publishing—Business</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 229A*</td>
<td>Business Graphics—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 229B*</td>
<td>Microcomputer Applications: Business Graphics—Advanced</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 230*</td>
<td>Microcomputer Applications: Business Graphics—Advanced</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 272A</td>
<td>Web Design for Business—Beginning</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Associate Degree—Microcomputer Software Specialist**

Refer to 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 I—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**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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>Information Systems: Concepts and Applications</td>
<td></td>
</tr>
<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>
<tr>
<td>CIM 172B*</td>
<td>Computer Operating Systems: UNIX</td>
<td>1.5</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 176A*</td>
<td>Windows NT Workstation—Beginning</td>
<td>1.5,1.5</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CIM 176B*</td>
<td>Windows NT Workstation—Intermediate</td>
<td></td>
</tr>
<tr>
<td>CIM 251*</td>
<td>Introduction to Networking</td>
<td>3</td>
</tr>
<tr>
<td>CIM 252*</td>
<td>Networking Essentials and Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CIM 259*</td>
<td>Internetworking TCP/IP on Windows NT</td>
<td></td>
</tr>
<tr>
<td>Select one</td>
<td>one specialty area listed below.</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

**SPECIALTY AREAS:**

| NOVELL:    | Microcomputer Applications: NetWare Administration: Novell | 3     |
| CIM 265*   | Microcomputer Applications: NetWare Advanced Administration: Novell | 3     |
| MICROSOFT: | Supporting Windows NT Core Technologies           | 3     |
| CIM 253*   | Supporting Windows NT Enterprise Technologies    | 3     |
| CIM 254*   |                                                  |       |
| INTERNET:  | Business Programming: JAVA                      | 3     |
| CIM 227*   | Microcomputer Applications: Internet            | 1.5   |
| CIM 271    | Basic Web Development—HTML                      | 1.5   |

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

**OPTION II—NETWORK SYSTEMS SPECIALIST CERTIFICATE PROGRAM**

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


**OPTION III—APPLICATIONS DEVELOPER CERTIFICATE PROGRAM**

This option prepares the student for an entry-level position as an Applications Developer.

<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>Information Systems: Concepts and Applications</td>
<td></td>
</tr>
<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>
<tr>
<td>CIM 172B*</td>
<td>Computer Operating Systems: UNIX</td>
<td>1.5</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 176A*</td>
<td>Windows NT Workstation—Beginning</td>
<td>1.5,1.5</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CIM 176B*</td>
<td>Windows NT Workstation—Intermediate</td>
<td></td>
</tr>
<tr>
<td>CIM 251*</td>
<td>Introduction to Networking</td>
<td>3</td>
</tr>
<tr>
<td>CIM 252*</td>
<td>Networking Essentials and Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CIM 259*</td>
<td>Internetworking TCP/IP on Windows NT</td>
<td></td>
</tr>
<tr>
<td>Select one</td>
<td>one specialty area listed below.</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

**Associate Degree—Network Systems Specialist**

Refer to 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.

CERTIFICATES & DEGREES

**Associate Degree**—Applications Developer

Refer to 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, 12 or 14; CIM 112, 121A, 199, 206, 227, 251, 252, 265, 280, 288; ECON 2, 4; LGL 12 or 14; MATH 9, 10.

**Associate Degree**—Business Systems Analyst

Refer to 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, 114; BUS 1, 12 or 14; CIM 112, 121A, 199, 206, 227, 251, 252, 265, 288; ECON 2, 4; LGL 12 or 14; MATH 9, 10.

**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>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 1C*</td>
<td>Advanced 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>

Select one Specialty Course from below.

| Total       | 29-30 |

**COMPUTER LANGUAGE SPECIALTY:**

CS 14* C Programming 3
CS 15* C++ Programming 3
CS 18* Ada Programming 3
ET 114* Digital Electronic Circuits 4

*Course has a prerequisite or recommended preparation; see course description.
**Associate Degree—Computer Science**

Refer to 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: MATH 30, 12, 121, 150C, 150D, 150U, 150V; MATH 3C, 24, 26.

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**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 100</td>
<td>Introduction to Building Materials and Processes</td>
<td>3</td>
</tr>
<tr>
<td>CON 110</td>
<td>Carpentry—Wood Framing of Structure—Floor, Walls, Roof</td>
<td>3</td>
</tr>
<tr>
<td>CON 115</td>
<td>Steel Framing</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>4</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>
<tr>
<td>Total</td>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

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

**Associate Degree—Construction Inspection**

Refer to 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:

<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>4</td>
</tr>
<tr>
<td>CON 140</td>
<td>Construction Estimating</td>
<td>3</td>
</tr>
<tr>
<td>MCT 110</td>
<td>Basic Handtool Woodworking and Design or</td>
<td>1-3</td>
</tr>
<tr>
<td>MCT 260</td>
<td>Basic Handtool Woodworking and Designs (EI)</td>
<td></td>
</tr>
<tr>
<td>MCT 115*</td>
<td>Basic Machine Woodworking Processes and Materials</td>
<td></td>
</tr>
<tr>
<td>MCT 255*#</td>
<td>Basic Machine Woodworking Processes and Materials (EI)</td>
<td>3 or 1-1</td>
</tr>
<tr>
<td>MCT 120*</td>
<td>Advanced Machine Woodworking or</td>
<td>2 or 1</td>
</tr>
<tr>
<td>MCT 270*</td>
<td>Advanced Machine Woodworking (EI)</td>
<td></td>
</tr>
<tr>
<td>MCT 125*</td>
<td>Furniture and Cabinetmaking or</td>
<td></td>
</tr>
<tr>
<td>MCT 275*#</td>
<td>Furniture and Cabinetmaking (EI)</td>
<td></td>
</tr>
<tr>
<td>MCT 200</td>
<td>Special Projects in Millwork and Cabinetmaking</td>
<td></td>
</tr>
<tr>
<td>MCT 21#</td>
<td>Special Projects in Millwork and Cabinetmaking (EI)</td>
<td></td>
</tr>
<tr>
<td>MCT 210</td>
<td>Industrial Coatings for Millwork or</td>
<td></td>
</tr>
<tr>
<td>MCT 280</td>
<td>Industrial Coatings for Millwork (EI)</td>
<td></td>
</tr>
<tr>
<td>MCT 201*</td>
<td>Advanced Individual Projects</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18-24</td>
</tr>
</tbody>
</table>

*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 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.
CONSUMER SERVICES

The Consumer Services program prepares students for a wide variety of employment opportunities that link the consumer, business, and government and improve communication among all three groups. This includes acting in a responsible manner to consumer problems and trends and providing information so that the consumer can use the products and services of a company correctly and with maximum benefits.

This program offers course work for professional improvement and retraining as well as core courses to be utilized as transfer courses for students pursuing a bachelor’s degree in programs involving Family and Consumer Sciences/Home Economics, Business/Counseling, or Cosmetology. This program is offered on an open enrollment basis and students should be able to enter careers as cosmetologists. This program is offered on an open enrollment basis and students should be able to enter careers as cosmetologists. This program is offered on an open enrollment basis and students should be able to enter careers as cosmetologists.

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 core 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 33</td>
<td>The Political/Social History of the Chicanas/os</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 Chicana/o 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 21</td>
<td>Ethnic Women’s Issues in Contemporary America</td>
<td>3</td>
</tr>
</tbody>
</table>

CONSUMER SERVICES CERTIFICATE PROGRAM

<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>BUS 160</td>
<td>Introduction to Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>CIM 112</td>
<td>Microcomputer Applications</td>
<td>3</td>
</tr>
<tr>
<td>FCS 115</td>
<td>Consumer Issues</td>
<td>3</td>
</tr>
<tr>
<td>FCS 142</td>
<td>Life Management</td>
<td>3</td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Family Resources</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 23 units

SPECIALTY AREA 1—Consumer Communication:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 134</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SP 1</td>
<td>Communication Fundamentals</td>
<td>3</td>
</tr>
</tbody>
</table>

SPECIALTY AREA 2—Foods and Nutrition:

<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>
</tbody>
</table>

SPECIALTY AREA 3—Interior Design:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 110</td>
<td>Fundamentals of Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 130</td>
<td>Interior Materials and Products</td>
<td>3</td>
</tr>
</tbody>
</table>

SPECIALTY AREA 4—Fashion:

<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 150</td>
<td>Fashion Apparel and Professional Technique</td>
<td>3</td>
</tr>
</tbody>
</table>

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 1600 hours with 400 hours required for each course.

COSMETOLOGY CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 400A</td>
<td>Comprehensive Cosmetology I (400 hours)</td>
<td>12</td>
</tr>
</tbody>
</table>

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

The Cosmetology Certificate Program is a nondegree-granting program the courses in this program may not be used to satisfy associate degree major elective unit requirements.

ASSOCIATE DEGREE PROGRAM

The Cosmetology Certificate Program is a nondegree-granting program and requires the completion of 1600 hours with 400 hours required for each course. This 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 1600 hours with 400 hours required for each course.

COSMETOLOGY CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 400A</td>
<td>Comprehensive Cosmetology I (400 hours)</td>
<td>12</td>
</tr>
<tr>
<td>COS 400B*</td>
<td>Comprehensive Cosmetology II (400 hours)</td>
<td>12</td>
</tr>
<tr>
<td>COS 400C*</td>
<td>Comprehensive Cosmetology III (400 hours)</td>
<td>12</td>
</tr>
<tr>
<td>COS 400D*</td>
<td>Comprehensive Cosmetology IV (400 hours)</td>
<td>12</td>
</tr>
</tbody>
</table>

Total (1,600 hours) 48
**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>CCS 10</td>
<td>Margins and Border Crossings</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 27</td>
<td>Latin America: Pre-European to Independent Nationhood</td>
<td>3</td>
</tr>
<tr>
<td>HIST 28</td>
<td>Latin America: Nationhood to Contemporary Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 31*</td>
<td>Mexican Civilization</td>
<td>4</td>
</tr>
<tr>
<td>HIST 33</td>
<td>The Political/Social History of the Chicanas/os</td>
<td>3</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 units

**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 1.5</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>2</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 units

*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 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**

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>CWE 168/169</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 302*</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>
</tbody>
</table>

Total: 30 units

*Course has a prerequisite or recommended preparation; see course description.
Associate Degree—Ecological Restoration

Refer to 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: 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</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</td>
<td>Introduction to Computer Science</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytical Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 11*</td>
<td>Brief Course in Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytical Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 10*</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from recommended electives below.

*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 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: ACCT 1A, 1B; BUS 104; HIST 7, 8; MATH 2, 3A, 11; PS 11.

**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—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 23

**Associate Degree—Teacher Assistant**

Refer to 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—</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 23

**Associate Degree—Bilingual Multicultural Assistant**

Refer to 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>
</tbody>
</table>
### CERTIFICATE PROGRAM

#### 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.

<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 152*</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>1</td>
</tr>
<tr>
<td>ET 200</td>
<td>Preparation for Technical Careers</td>
<td>4</td>
</tr>
</tbody>
</table>

Select a minimum of 6 units from Restricted Electives below.

#### 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 152*</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>1</td>
</tr>
<tr>
<td>ET 200</td>
<td>Preparation for Technical Careers</td>
<td>1</td>
</tr>
</tbody>
</table>

Select a minimum of 6 units from Restricted Electives below.

#### Restricted Electives

<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>ET 118*</td>
<td>Electronic Communication Systems</td>
<td>4</td>
</tr>
<tr>
<td>ET 120*</td>
<td>Introduction to Microcomputers</td>
<td>4</td>
</tr>
<tr>
<td>ET 189</td>
<td>Special Topics</td>
<td>2-4</td>
</tr>
</tbody>
</table>

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

#### Associate Degree—Industrial Electronic Technology

Refer to 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>Option I</td>
<td>Core Courses</td>
<td>21</td>
</tr>
<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>
</tbody>
</table>

Select a minimum of 6 units from Restricted Electives below.

#### 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 152*</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>1</td>
</tr>
<tr>
<td>ET 200</td>
<td>Preparation for Technical Careers</td>
<td>4</td>
</tr>
</tbody>
</table>

Select a minimum of 6 units from Restricted Electives below.

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

#### Associate Degree—Industrial Electronic Technology

Refer to 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.
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>21</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>29</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 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 the manufacture, test, installation, and repair of digital computers and related equipment. This certificate covers an introduction to computer/microcomputer software and repair, while covering electronic hardware much less than in certificate Option III.

<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>21</td>
</tr>
<tr>
<td>CS 10*</td>
<td>BASIC Programming</td>
<td>3</td>
</tr>
<tr>
<td>ET 120*</td>
<td>Introduction to Microcomputers</td>
<td>4</td>
</tr>
<tr>
<td>EST 220</td>
<td>Microcomputer Maintenance and Repair</td>
<td>2</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—DIGITAL ELECTRONIC TECHNOLOGY

Refer to 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; CS 3A, 3B, 14, 15; MATH 8, 124, 251, 253; PHYS 2A, 20.

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-1 certification and one-year recent work experience. Students must have or purchase malpractice insurance for the cost of $100 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>Paramedicine Theory</td>
<td>14</td>
</tr>
<tr>
<td>EMT 230*</td>
<td>Paramedical 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 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.

<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*</td>
<td>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 12*</td>
<td>FORTRAN Programming</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></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 provides the transfer English major the opportunity to achieve an associate degree in the student’s specialized areas. 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 (meets AA Writing Proficiency requirement)</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; HIST 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.

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.

**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 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>GEN 1</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEN 18*</td>
<td>Introduction to Ecology</td>
<td>4</td>
</tr>
</tbody>
</table>

Select a minimum of 13 units from the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 6</td>
<td>Scarcity and Environment</td>
<td>3</td>
</tr>
<tr>
<td>GEN 19*</td>
<td>Marine Biology</td>
<td>3</td>
</tr>
<tr>
<td>GEN 23</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEN 24*</td>
<td>Natural History of California</td>
<td>3</td>
</tr>
<tr>
<td>GEN 25</td>
<td>Environmental Hazards to Health</td>
<td>3</td>
</tr>
<tr>
<td>GEN 105*</td>
<td>Environmental Studies Internship</td>
<td>2</td>
</tr>
</tbody>
</table>

and

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Environmental Studies</td>
<td>1</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>
</tbody>
</table>

**Total** | 21-23

*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 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.

**FAMILY AND CONSUMER SCIENCES 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>FASH 31</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FASH 110*</td>
<td>Contemporary Clothing Construction</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>ID 110</td>
<td>Fundamentals of Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 120</td>
<td>Space Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two Specialty Courses from below. 5-6

Select one Special Topics Course from below.  .5-3

**Total** | 26.5-30

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 134</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>FCS 140</td>
<td>Fashion Image and Apparel Selection</td>
<td>3</td>
</tr>
<tr>
<td>FCS 142</td>
<td>Life Management</td>
<td>3</td>
</tr>
<tr>
<td>FASH 112*</td>
<td>Fashion Sewing—Advanced</td>
<td>3</td>
</tr>
<tr>
<td>FASH 144</td>
<td>Fashion Trends and Cultural Costumes</td>
<td>3</td>
</tr>
<tr>
<td>FN 64</td>
<td>Nutrition Issues</td>
<td>3</td>
</tr>
<tr>
<td>FN 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>ID 140</td>
<td>History of Interior Furnishings I</td>
<td>3</td>
</tr>
<tr>
<td>ID 141*</td>
<td>History of Interior Furnishings II</td>
<td>2</td>
</tr>
</tbody>
</table>

**SPECIALTOPICS COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 189</td>
<td>Special Topics</td>
<td>.5-3</td>
</tr>
<tr>
<td>FCS 289</td>
<td>Special Topics</td>
<td>.5-3</td>
</tr>
<tr>
<td>FASH 189</td>
<td>Special Topics</td>
<td>.5-3</td>
</tr>
<tr>
<td>FASH 289</td>
<td>Special Topics</td>
<td>.5-3</td>
</tr>
</tbody>
</table>
### CERTIFICATES & DEGREES

**OPTION I—FASHION DESIGN CERTIFICATE PROGRAM**

This Fashion Design option prepares the student for entry-level positions in the design and dressmaking/tailoring fields. 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.


**Course ID** | **Title** | **Units**
---|---|---
FASH 31 | Textiles | 3
FASH 111* | Fashion Sewing—Intermediate | 3
FASH 112* | Fashion Sewing—Advanced or | 2-3
FASH 124* | Wearable Art | 2-3
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 168*/169*† | Cooperative Work Experience: Fashion Design | 1
FASH 160† | Fashion Field Work | 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

**Total** | **Units** | **30.5-33.5**
---|---|---

*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 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 | 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 | 1
FASH 160† | Fashion Field Work or | 1-2
FASH 145 | Internship | 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

**Total** | **Units** | **30.5-33.5**
---|---|---

### GROUP 1

**Course** | **Title** | **Units**
---|---|---
FASH 112* | Fashion Sewing—Advanced | 3
FASH 124 | Wearable Art | 3
FASH 209* | Construction of Children’s Clothing | 2
FASH 240 | Dye Processes on Fabrics | 2

### GROUP 2

**Course** | **Title** | **Units**
---|---|---
FASH 120* | Tailoring | 3
FASH 221* | Contemporary Tailoring | 2
FASH 222* | Tailoring Men’s Wear | 2
FASH 230* | Alterations and Fitting | 2
FASH 231* | Professional Alterations and Pants Fitting | 2

### GROUP 3

**Course** | **Title** | **Units**
---|---|---
FASH 189 | Special Topics: Fashion | .5
FASH 254 | Fashion in Southern California | .5
FASH 289 | Special Topics: Fashion | .5

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

†Recommended to be taken in last semester of program.
Associate Degree—Sewing Fashion Apparel

Refer to 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—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 29.5-31.5
FASH 113* Couture Sewing 3
FASH 115* Sewing Knit Garments 3
FASH 136* Apparel Design 2
FASH 142 Careers in Fashion 3
FASH 210 Clothing Construction Studio .5
FASH 234* Advanced Pattern and Design Techniques 2
or
FASH 238* Advanced Draping and Fashion Design 2
or
FASH 235* Designing for the Fashion Industry 2
or
FASH 240 Dye Process on Fabrics 2-3
or
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 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
or
FASH 100 Basic Sewing 5.5
or
FASH 215 Sewing for the Beginner

FASH 111* Fashion Sewing—Beginner 3
FASH 154 Fashion Illustration 2
FASH 229* Sewing on Sergers 1-2
FASH 242* Sewing Home Furnishings
FASH 260 Computer Applications in Fashion 2
FASH 189 Special Topics: Fashion 1-2
or
FASH 289 Special Topics: Fashion 5
or
FASH 254 Fashion in Southern California 1

CWE 168/169† Cooperative Work Experience: Fashion Design 1

Total 21-26.5

RESTRICTED ELECTIVES:

FASH 243 The American Quilt 1-2
FASH 244 Creating and Marketing Quilted Boutique Items 1-2
FASH 245 Creating and Marketing Fabric Art 1-2

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

†Recommended to be taken in last semester of program.

Associate Degree—Dressmaker-Color-Image Consultant

Refer to 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; FASH 113, 120, 122, 136, 142, 143, 147, 154, 221, 222, 229, 254, 255, 256, 258, 259; CIM 1A, 105, 214AB; GC 101.

OPTION V—PROFESSIONAL SEWING OF HOME FURNISHINGS

Course ID Title Units
FASH 31 Textiles 3
or
FASH 100 Basic Sewing 5.5
or
FASH 215 Sewing for the Beginner

FASH 111* Fashion Sewing—Beginner 3
FASH 154 Fashion Illustration 2
FASH 229* Sewing on Sergers 1-2
FASH 242* Sewing Home Furnishings
FASH 260 Computer Applications in Fashion 2
FASH 189 Special Topics: Fashion 1-2
or
FASH 289 Special Topics: Fashion 5
or
FASH 254 Fashion in Southern California 1

CWE 168/169† Cooperative Work Experience: Fashion Design 1

Total 21-26.5

RESTRICTED ELECTIVES:

FASH 243 The American Quilt 1-2
FASH 244 Creating and Marketing Quilted Boutique Items 1-2
FASH 245 Creating and Marketing Fabric Art 1-2

*Course has a 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 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.

The Fashion Merchandising Certificate program includes four options: Fashion Merchandising; Color and Wardrobe Consulting; Fashion Modeling; Visual Fashion Merchandising; and Fashion Reporting.

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 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 260*</td>
<td>Computer Applications in Fashion</td>
<td>2</td>
</tr>
<tr>
<td>CWE 168*/169*†</td>
<td>Cooperative Work Experience: Fashion Merchandising</td>
<td>1</td>
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</table>

Select one course from each of the four groups below:

Total 7.5-8.5

Total 27.5-28.5

Group 1

<table>
<thead>
<tr>
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<tr>
<td>FASH 100</td>
<td>Basic Sewing</td>
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<tr>
<td>FASH 110*</td>
<td>Contemporary Clothing Construction</td>
<td>3</td>
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Group 2

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<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>FASH 101</td>
<td>Introduction to Fashion Merchandising</td>
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<tr>
<td>FASH 142</td>
<td>Careers in Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FASH 143</td>
<td>Fashion Buying and Merchandising</td>
<td>3</td>
</tr>
</tbody>
</table>

Group 3

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<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>FASH 254</td>
<td>Fashion in Southern California</td>
<td>.5</td>
</tr>
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</table>

Group 4

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<th>Title</th>
<th>Units</th>
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<tr>
<td>FASH 145†</td>
<td>Internship</td>
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</tr>
<tr>
<td>FASH 160†</td>
<td>Fashion Field Work</td>
<td>2</td>
</tr>
</tbody>
</table>

*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—Fashion Merchandising

Refer to 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; BUS/LGL 12A; BUS 103, 125, 136, 137; FCS 115; FASH 145, 154, 254; GC 101; ID 135, 140, 141.

OPTION II—COLOR AND WARDROBE CONSULTING CERTIFICATE PROGRAM

This option is designed to prepare the student as consultant to individuals or groups concerned with capsule wardrobe planning, appropriate line, design and color decisions. The student will learn techniques in projecting fashion concepts and image factors that positively affect professional job performances.

The curriculum provides a foundation of understanding and skills for those students interested in pursuing the following contemporary careers: Color Consultant, Fashion Consultant, Wardrobe Consultant/Dressmaker, Personal Image Consultant, Executive Consultant Service, Personalized Color Consultation Service.

<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 101</td>
<td>Introduction to Fashion Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>FASH 142</td>
<td>Careers in Fashion</td>
<td>3</td>
</tr>
<tr>
<td>FASH 143</td>
<td>Fashion Buying and Merchandising</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>CWE 168*/169*†</td>
<td>Cooperative Work Experience: Fashion Merchandising</td>
<td>1</td>
</tr>
</tbody>
</table>

and and

FASH 160†| Fashion Field Work                         | 1-2   |
FASH 145†| Internship                                 |       |
FASH 154†| Fashion Illustration                       | 3     |
FASH 189†| Special Topics: Fashion                    |       |
FASH 289†| Special Topics: Fashion                    | .5    |
FASH 254†| Fashion in Southern California             |       |
FASH 201†| Color and Wardrobe Consulting              |       |
FASH 202†| Image Consulting                           | 3     |
FASH 203†| Professional Personal Shopping             |       |
FASH 260*| Computer Applications in Fashion           | 2     |

*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 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—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 199 Special Topics: Fashion or 3
or .5
FASH 299 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 3
or 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.
†Recommended to be taken in last semester of program.

ASSOCIATE DEGREE PROGRAMS

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.

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.
### OPTION I—FOODS CERTIFICATE PROGRAM

This 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></td>
</tr>
<tr>
<td>FN 171</td>
<td>Sanitation and Safety</td>
<td>1-3</td>
</tr>
<tr>
<td>FN 252</td>
<td>Serving Safe Food</td>
<td></td>
</tr>
<tr>
<td>FN 189</td>
<td>Special Topics: Foods and Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>FN 232</td>
<td>Lite Cuisine Strategies</td>
<td></td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Foods and Nutrition</td>
<td>2</td>
</tr>
</tbody>
</table>

**Specialty Courses:**
- FN 140 International Foods
- FN 220 Country French Foods
- FN 221 French Cuisine
- FN 222 Chinese Foods
- FN 223 Asian Foods
- FN 226 Mexican Foods
- FN 227 Mediterranean Foods
- FN 228 Italian Foods
- FN 230 Vegetarian Foods
- FN 232 Lite Cuisine Strategies
- FN 236 American Regional Foods
- SPAN 262 Spanish for Hotels and Restaurants

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

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

**Associate Degree—Foods**

Refer to 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 104, 135, 136, 160; FCS 101, 115, 134, 142; FN 64, 160, 162, 170; JRN 2.

### OPTION II—CATTERING 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>1-3</td>
</tr>
<tr>
<td>FN 252</td>
<td>Serving Safe Food</td>
<td></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>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Foods and Nutrition</td>
<td>2</td>
</tr>
</tbody>
</table>

Select three Specialty Courses from below.

**Total**

**Specialty Courses:**
- FN 140 International Foods
- FN 220 Country French Foods
- FN 221 French Cuisine
- FN 222 Chinese Foods
- FN 223 Asian Foods
- FN 226 Mexican Foods
- FN 227 Mediterranean Foods
- FN 228 Italian Foods
- FN 230 Vegetarian Foods
- FN 232 Lite Cuisine Strategies
- FN 236 American Regional Foods
- SPAN 262 Spanish for Hotels and Restaurants

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

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

**Associate Degree—Catering**

Refer to 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>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 142</td>
<td>Classical Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 171</td>
<td>Sanitation and Safety</td>
<td>1-3</td>
</tr>
<tr>
<td>FN 252</td>
<td>Serving Safe Food</td>
<td></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>
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</tr>
<tr>
<td>FN 272</td>
<td>Fast Food Service</td>
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</tbody>
</table>

Select two Specialty Courses from below.

**Total**

**Specialty Courses:**
- FN 220 Country French Foods
- FN 222 Chinese Foods
- FN 226 Mexican Foods
- FN 227 Mediterranean Foods
- FN 230 Vegetarian Foods
- FN 236 American Regional Foods
- SPAN 262 Spanish for Hotels and Restaurants

+63
**CERTIFICATES & DEGREES**

**Program Options**

**Program**: Associate Degree—Culinary Arts Certificate

**Specialty Courses**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 50</td>
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<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>1-3</td>
</tr>
<tr>
<td>FN 252</td>
<td>Serving Safe Food</td>
<td>2</td>
</tr>
<tr>
<td>FN 172</td>
<td>Catering</td>
<td>2</td>
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<tr>
<td>FN 174</td>
<td>Principles of Quantity Food Preparation</td>
<td>2</td>
</tr>
<tr>
<td>FN 176</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>
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<tr>
<td>FN 244</td>
<td>Principles of Baking I</td>
<td>2</td>
</tr>
<tr>
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<tr>
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<td>Total</td>
<td>26-29</td>
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</table>

**RECOMMENDED ELECTIVES:** BUS 104, 135, 136, 160; FCS 101, 115, 134, 142; FN 64, 140, 142, 160, 221.

**Option IV—Culinary Arts Certificate Program**

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

**Course**: Associate Degree—Advanced Culinary Arts

**Course ID** | **Title**                        | **Units** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 110</td>
<td>Modern Food Preparation</td>
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</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>1-3</td>
</tr>
<tr>
<td>FN 252</td>
<td>Serving Safe Food</td>
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</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 176</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>
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<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>
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<tr>
<td></td>
<td>Select two Specialty Courses from below.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>26-29</td>
</tr>
</tbody>
</table>

**RECOMMENDED ELECTIVES:** BUS 104, 135, 136, 160; FN 64, 160; FCS 115, 134, 142.

**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 a 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</td>
<td>Language 1-2*</td>
<td>Hebrew, Italian, Japanese or Spanish</td>
</tr>
<tr>
<td>Major Foreign</td>
<td>Language 3*-4*</td>
<td>Intermediate French, German, Italian, Japanese or Spanish</td>
</tr>
<tr>
<td>Major Foreign</td>
<td>Language 10*</td>
<td>Intermediate Conversational French, German, Italian, Japanese, or Spanish</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.

**Associate Degree—Culinary Arts**

Refer to 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 104, 135, 136, 160; FN 64, 160; FCS 115, 134, 142.
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.

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.

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.

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.

GEOGRAPHIC INFORMATION SYSTEMS

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.

**Course ID** | **Title** | **Units**
--- | --- | ---
CS 15 | C++ Programming | 3
or
CIM 6A | Business Programming I C++ | 3
or
CIM 6B | Business Programming II C++ | 3
(for Business Majors)

DEGREE REQUIREMENTS

SPECIALTY COURSE CATEGORIES:

SPATIAL ELEMENT COURSES (select one):

<table>
<thead>
<tr>
<th>Course</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>
</tbody>
</table>

SPATIAL RELATED COURSES (select one):

<table>
<thead>
<tr>
<th>Course</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>ANTH 9</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 3</td>
<td>Geology of California</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 110</td>
<td>Geology of the National Parks</td>
<td>3</td>
</tr>
<tr>
<td>ENV 6</td>
<td>Scarcity and Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 135</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

SPATIAL ELEMENT COURSES WITH LAB (select one):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1</td>
<td>Introduction to Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 20</td>
<td>Introduction to Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>ENV 23</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 1L</td>
<td>Physical Geography Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

(Taken within one year of GEOG 1)

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

Associate Degree—Geographic Information Systems

Refer to 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.

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:

**Course ID** | **Title** | **Units**
--- | --- | ---
ANTH 1 | Physical Anthropology | 3
ANTH 2 | Cultural Anthropology | 3
GEOG 1 | Physical Geography | 3
GEOG 2 | Cultural Geography | 3
GEOG 3 | World Regional Geography | 3
GEOG 38 | California Geography | 3
GEOL 1 | Introduction to Physical Geology | 4

*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 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.

### GEOLOGY

#### 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 Career Center.

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 Career Center.

Refer to 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.

#### 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>CHEM 1A*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>or GEOL 1</td>
<td>Introduction to Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>or GEOL 20</td>
<td>Introduction to Earth Science</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2*</td>
<td>Pre-Calculus (required of students unprepared for MATH 3A)</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 3A*</td>
<td>Analytic Geometry and Calculus</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 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>(depends on school of choice)</td>
</tr>
<tr>
<td>or PHYS 2A*</td>
<td>Introduction to Physics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 4A*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 1A*</td>
<td>Animal Diversity and Ecology</td>
<td>5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOL 5*</td>
<td>Principles of Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 2B*</td>
<td>Introduction to Physics</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 4B*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>43-47</td>
</tr>
</tbody>
</table>

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

### GERONTOLOGY

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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 101</td>
<td>Fundamentals of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GER 110</td>
<td>Psychology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GER 115</td>
<td>Sociology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GER 120</td>
<td>Physiology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GER 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>3</td>
</tr>
<tr>
<td>or 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>Total</td>
<td></td>
<td>28.75</td>
</tr>
</tbody>
</table>

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

#### Associate Degree—Activity Leadership

Refer to 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>GER 101</td>
<td>Fundamentals of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GER 110</td>
<td>Psychology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GER 115</td>
<td>Sociology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GER 120</td>
<td>Physiology of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>GER 201</td>
<td>Caregiver Training I</td>
<td>3</td>
</tr>
<tr>
<td>GER 202*</td>
<td>Caregiver Training II</td>
<td>2</td>
</tr>
<tr>
<td>GER 203*</td>
<td>Caregiver Clinical</td>
<td>1.5</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>3</td>
</tr>
<tr>
<td>or 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>Total</td>
<td></td>
<td>25.25</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.
Completion of the three Caregiver Training Courses (GERO 201, 202, and 203) entitles the student to apply for the Certified Home Health Aid (CHHA) State Certification from the California Department of Health Services.

**Associate Degree—Caregiver Training**

Refer to 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.

**GRAPHICS**

The Graphics program is designed to prepare students for certificates in the Graphic Design, Illustration, Graphic Communications, and Computer Graphics fields. Training is provided in both theory and practical skills. Directed skill development is stressed within the following areas of study: Graphic Design (design and art production), Illustration (advertising and editorial art), Graphic Communications (printing), and Computer Graphics (computer art and layout).

This program will provide students with the opportunity to acquire knowledge and skills that are required for employment, associate degree, or transfer in the related areas of design, illustration, printing, and computer graphics.

**OPTION I—GRAPHIC DESIGN CERTIFICATE PROGRAM**

This program option prepares students for careers typically found in the graphic design field, such as Art Director, Graphic Designer, Production Artist, Illustrator, Computer Graphics Designer, Package Designer, Product Designer, Airbrush Artist, and Lettering/Calligraphy Artist.

**Course ID** | **Title** | **Units**
---|---|---
GC 151 | Desktop Electronic Publishing | 3
GC 152* | Advanced Desktop Electronic Publishing | 3
GC 153* | Desktop Multimedia Production | 3
GC 154* | Desktop Prepress | 3
GD 147 | Introduction to Computer Graphics | 3
GD 148* | Desktop Graphic Design | 3
GD 149* | Desktop Paint and Illustration | 3
GD 150* | Desktop Video and Animation | 3

**Total** 24

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

**Associate Degree—Graphic Design**

Refer to 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, 180; GD 140, 141, 144, 145, 163.

**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 Prepress/Desktop Publisher.

**Course ID** | **Title** | **Units**
---|---|---
GC 101 | Introduction to Graphic Communications | 3
GC 151 | Desktop Electronic Publishing | 3
GC 152* | Advanced Desktop Electronic Publishing | 3
GC 154* | Desktop Prepress | 3

**Total** 21

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

**Associate Degree—Computer Graphics**

Refer to 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, 180; GD 140, 141, 144, 145, 163.

**OPTION IV—Illustration**

This program option prepares students for careers in editorial illustration such as magazine, book illustration, medical illustration, and marine illustration or in advertising illustration such as, product illustration, poster art, tee-shirt, and decal art.

**Course ID** | **Title** | **Units**
---|---|---
GD 141 | Graphic Rendering Techniques | 3
GD 144 | Handlettering and Typography | 3
GD 146 | Graphic Illustration | 3
GD 147 | Computer Graphics | 3
GD 149* | Desktop Paint and Illustration | 3
GD 150* | Desktop Video and Animation | 3
GD 241 | Airbrush Techniques | 3

**Total** 21

*Course has a prerequisite or recommended preparation; see course description.
### Associate Degree—Illustration
Refer to 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></td>
<td>Select three courses from the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recommended Electives list below</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**RECOMMENDED ELECTIVES:** ECON 2, 20; HIST 9, 10, 15, 19, 20, 21, 30, 32, 40, 41, 60, 61, 70, 71, 72, 75, 80; PS 4, 11, 12, 14, 61, 75, 80; SOC 20.

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.

### 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.

### 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>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology—Childhood and Adolescence</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></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

**RECOMMENDED ELECTIVES:** ANTH 2, BIO 20, MATH 10*; PSYC 1; PSYC 7; SOC 1, 15.

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

### 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.

HS 170, 171, 172, 173, 191, 283, 284, and 285 have been approved as Continuing Education credit for nurses. (BRN-CE #00060-30 hours) (LVN-CE-30 hours)

**OPTION I—HUMAN SERVICES GENERALIST CERTIFICATE PROGRAM**

The Human Services Generalist option is designed to provide persons with both a historical and a current perspective of the basic issues within the human services field. It will introduce students to the growing career options within the field, provide an opportunity to explore several of the program options, and generally provide the kind of information that will enable students to make informed decisions in regard to career directions.

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

**Associate Degree—Human Services Generalist**

Refer to 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.

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

**Associate Degree—Alcohol and Drug Studies**

Refer to 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—HEALTH AND HUMAN SERVICES MARKETING AND MANAGEMENT CERTIFICATE PROGRAM**

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, MFCCs, board and care home providers, gerontology specialists, recovery home personnel, EAPs, nurses, and criminal justice and corrections personnel.

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

**Certificate Programs**

<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>
<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 and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 173</td>
<td>Family Counseling: Approaches to Alcohol Problems/Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HS 266</td>
<td>Dysfunctional Families and ACA Issues</td>
<td>3</td>
</tr>
<tr>
<td>HS 175</td>
<td>Alcohol and Drug Abuse Education and Prevention</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course from the Recommended Electives below.

**Total** 27

**Specialty Courses:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 140</td>
<td>Applied Group Leadership and Group Process</td>
<td>3</td>
</tr>
<tr>
<td>HS 173</td>
<td>Family Counseling: Approaches to Alcohol Problems/Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HS 174*</td>
<td>Intervention and Referral Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HS 180</td>
<td>Program Management Techniques Within Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 182</td>
<td>Substance Abuse: Adolescent</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Associate Degree—Health and Human Services Marketing and Management**

Refer to 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—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, and halfway houses and as support persons to law enforcement and other community agencies.

<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 150*</td>
<td>Field Instruction and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 173</td>
<td>Family Counseling: Approaches to Alcohol Problems/Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HS 174*</td>
<td>Intervention and Referral Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HS 182</td>
<td>Alcohol and Drug Abuse Education and Prevention</td>
<td>3</td>
</tr>
<tr>
<td>HS 191</td>
<td>Adolescent Substance Abuse: Treatment and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>HS 266</td>
<td>Dysfunctional Families and ACA Issues</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.

Associate Degree—Family Services

Refer to 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 halfway houses.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 37</td>
<td>Introduction to Criminology</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 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 128</td>
<td>Community-Based Corrections</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 and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 170</td>
<td>Drugs and Alcohol in our Society or Gangs, Graffiti and Victim Issues</td>
<td>3</td>
</tr>
<tr>
<td>HS 250</td>
<td>Field Instruction and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 174*</td>
<td>Intervention and Referral Techniques</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.

Associate Degree—Corrections and Criminal Justice

Refer to 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: Approaches to Alcohol Problems/Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HS 181</td>
<td>Introduction to Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td>HS 184</td>
<td>Medical Aspects of Eating Disorders or</td>
<td>3</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 or</td>
<td>1</td>
</tr>
<tr>
<td>HS 285</td>
<td>Ethical Issues and Clients' Rights or</td>
<td>1</td>
</tr>
<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition or</td>
<td>3</td>
</tr>
<tr>
<td>FN 160</td>
<td>Nutrition Weight Management and Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

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

Associate Degree—Eating Disorders

Refer to 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 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 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>3</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 160</td>
<td>Introduction to Victimology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

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

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.

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.
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.

INTERPRETER FOR THE DEAF CERTIFICATE PROGRAM

<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</td>
<td>3</td>
</tr>
<tr>
<td>SL 141*</td>
<td>Interpreting Sign to Voice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

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

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>Select six units from the Restricted Electives below</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

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

†Must be taken twice.

Associate Degree—Journalism General

Refer to 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 the 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 wish to be employed as freelance 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</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 109</td>
<td>Technical/Executive Writing</td>
<td></td>
</tr>
<tr>
<td>or ENG 107</td>
<td>Writing the Fiction and/or Nonfiction Book</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 267</td>
<td>Novel Workshop: Revising Manuscripts for Publications</td>
<td></td>
</tr>
<tr>
<td>JRN 1</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JRN 103</td>
<td>Copyreading</td>
<td>3</td>
</tr>
<tr>
<td>JRN 104*</td>
<td>Print Media Design</td>
<td>3</td>
</tr>
<tr>
<td>JRN 105</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>JRN 129†</td>
<td>Magazine Journalism</td>
<td>3-3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

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

†Must be taken twice.

Associate Degree—Writer Journalist

Refer to 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.
LANDSCAPE DESIGN (ORNAMENTAL HORTICULTURE OPTION)

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.

LANDSCAPE DESIGN CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<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** 21

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

**Associate Degree—Landscape Design**

Refer to 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 program along with general education, unit and scholarship requirements qualifies the student for the Associate in Science degree.

**RECOMMENDED ELECTIVES:** ACCT 215; BUS 1, 120, 137; HORT 29, 113, 115; SPAN 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 natural sciences by completion of a minimum of 20 units of transfer-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 Saddleback College campus and at sea. When at sea, students will work 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 technician training for several ocean-related careers. Two program options are outlined below to orient students to the different emphases necessary for individual interest and career goals.

**OPTION I—MARINE SCIENCE TECHNICIAN CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 19*</td>
<td>Marine Biology</td>
<td>or</td>
</tr>
<tr>
<td>ENV 19*</td>
<td>Marine Biology</td>
<td>or</td>
</tr>
<tr>
<td>MS 20*</td>
<td>Introduction to Oceanography</td>
<td>4</td>
</tr>
<tr>
<td>MS 100*</td>
<td>Marine Science Research Techniques</td>
<td>4</td>
</tr>
<tr>
<td>MST 212</td>
<td>Sailing, Seamanship and Boating Safety</td>
<td>3</td>
</tr>
<tr>
<td>MST 230*</td>
<td>Introduction to Scuba: Diving in Confined Water</td>
<td>2</td>
</tr>
<tr>
<td>MST 290</td>
<td>Special Topics: Marine Science</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total** 18

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

**Associate Degree—Marine Science Technician Program**

Refer to 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 program along with general education, unit, and scholarship requirements qualifies the student for the Associate in Science degree.

**RECOMMENDED ELECTIVES:** CHEM 1A, 106; CIM 1A; DR 100; ET 102, 104; PHYS 2A.

**OPTION II—SEAMANSHIP CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 201</td>
<td>Marlinspike Seamanship</td>
<td>2</td>
</tr>
<tr>
<td>MST 202</td>
<td>Marine Weather</td>
<td>2</td>
</tr>
<tr>
<td>MST 210</td>
<td>Coastal Navigation</td>
<td>3</td>
</tr>
<tr>
<td>MST 211</td>
<td>Celestial Navigation</td>
<td>3</td>
</tr>
<tr>
<td>MST 212</td>
<td>Sailing, Seamanship and Boating Safety</td>
<td>3</td>
</tr>
<tr>
<td>MST 214</td>
<td>Advanced Ocean Sailing and Cruising</td>
<td>3</td>
</tr>
<tr>
<td>MST 215</td>
<td>Vessel Command/Organization</td>
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</tr>
<tr>
<td>MST 216</td>
<td>USCG Master License and Examination Preparation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 22

**Associate Degree—Seamanship**

Refer to 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 program along with general education, unit, and scholarship requirements qualifies the student for the Associate in Science degree.

**RECOMMENDED ELECTIVES:** ET 101, 102; DR 100, PHYS 2A.

**MATHEMATICS ASSOCIATE DEGREE PROGRAM**

The associate degree curriculum in Mathematics 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.

Mathematics major for associate degree:
CERTIFICATES & DEGREES

**Course ID** | **Title** | **Units**
--- | --- | ---
**First Year**
CS 1B* | Introduction to Programming | 3
or
or
CS 2B* | Data Structures | 3
or
or
CS 12* | FORTRAN Programming | 3
or
or
CS 14* | C Programming | 3
MATH 3A* | Analytic Geometry and Calculus | 4
MATH 3B* | Analytic Geometry and Calculus | 4
**Second Year**
MATH 3C* | Analytic Geometry and Calculus | 4
MATH 24* | Elementary Differential Equations | 3
MATH 26* | Introduction to Linear Algebra | 3

**Total** 21

*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 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.

**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 to enter the workforce. Students are required to carry malpractice insurance while in MA 217B.

**Course ID** | **Title** | **Units**
--- | --- | ---
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 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** 22.75

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

**Associate Degree—Administrative Medical Assistant**

Refer to 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 211B, 212B, 213B, 214B, 218, 230, 234.

**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 workforce. Students are required to carry malpractice insurance while in MA 217B.

**Course ID** | **Title** | **Units**
--- | --- | ---
HSC 222 | Cardiopulmonary Resuscitation | .75
MA 200 | Medical Terminology | 3
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** 23.75

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

**Associate Degree—Clinical Medical Assistant**

Refer to 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 the student 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 workforce. 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 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
---|---|---
MA 230 | Medical Office Manager Skills | 3
MA 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**
MUS 50*, 51* or 52* | Concert Music | .5
**Total** | | **8.5-10.5**

**Spring Semester**
MUS 11* | Harmony II | 5
MUS 50*, 51* or 52* | Applied Music: Instrumental, Keyboard or Voice | 2
MUS 54 | Beginning Piano | (1)
MUS 55* | Intermediate Piano | (1)
MUS 59 | **Major Performance Group**
MUS 50*, 51* or 52* | Concert Music | .5
**Total** | | **8.5-11.5**

**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* | Intermediate Piano | (1)
MUS 56* | Advanced Piano | (2)
MUS 59 | **Major Performance Group**
MUS 50*, 51* or 52* | Concert Music | .5
**Total** | | **11.5-15.5**

**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* | Intermediate Piano | (1)
MUS 56* | Advanced Piano | (2)
MUS 59 | **Major Performance Group**
MUS 50*, 51* or 52* | Concert Music | .5
**Total** | | **11.5-15.5**
Certificates & Degrees

Program in Nursing

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 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, and implementing the total program of learning and evaluation.

Purpose of the Program in Nursing

ASSOCIATE DEGREE PROGRAMS

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.

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.

Major Performance Group

Select one course from: MUS 30s, 40*, 41*, 42*, 43*, 44, 46, 47*, 49, 62*, 63, 64*, 66*, 75*, 136*, 139*

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.

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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.

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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.

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Teacher roles include providing expertise, establishing guidelines for learning, and implementing the total program of learning and evaluation.

Purpose of the Program in Nursing

Certificates & Degrees
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 a wait 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 wait 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 $150; for malpractice insurance, $20 per year; for books $600. A complete medical examination and immunizations are required prior to beginning the clinical nursing courses; these are 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>Science Core:</td>
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</tr>
<tr>
<td>BIO 11*</td>
<td>Human Anatomy</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>
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<td>Eligibility for ENG 1A</td>
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<td>Total</td>
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ELIGIBLE FOR ENTRY INTO NURSING CLINICAL SEQUENCE

Semester I

<table>
<thead>
<tr>
<th>Course ID</th>
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<th>Units</th>
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<tbody>
<tr>
<td>GER 101</td>
<td>Fundamentals of Aging</td>
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</tr>
<tr>
<td>N 151†</td>
<td>Nursing Process</td>
<td>8</td>
</tr>
<tr>
<td>N 153†</td>
<td>Mental Health Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>N 160*</td>
<td>Pharmacology</td>
<td>2</td>
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Semester II

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<th>Course ID</th>
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</tr>
<tr>
<td>or</td>
<td>Nutrition for Health Occupations</td>
<td>2</td>
</tr>
<tr>
<td>N 152†</td>
<td>Medical-Surgical Nursing</td>
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</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
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Semester III

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<tbody>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition 1</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>N 154†</td>
<td>Maternal Child Nursing</td>
<td>6.75</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>N 156†</td>
<td>Medical-Surgical Nursing in the Community</td>
<td>1</td>
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</table>

ENGLISH LANGUAGE PROFICIENCY

A total of 12-13.75 units are required for the ENGLISH LANGUAGE PROFICIENCY certificate.

Semester IV

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>N 156†</td>
<td>Advanced Nursing</td>
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<tr>
<td>SP 1</td>
<td>Communication Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>10.25</td>
<td></td>
</tr>
</tbody>
</table>

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

Selected clinical experiences in various hospitals, clinics, and community agencies are provided throughout the Nursing program.

ELIGIBLE FOR RN LICENSURE EXAM

Total units Registered Nursing Certificate 62

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 a wait list.

Admission of VNs to the Nursing program is on a space-available basis. To be placed on the wait list requires:

1. Proof of satisfactory completion of an accredited VN program or a current California VN license.
2. Completion of all the core science 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" information meeting.
5. Completion of N 162.
6. Eligibility for ENG 1A.
7. Proof of IV certification is required.

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 $150; for malpractice insurance, $20 per year; for books $600. A complete medical examination and immunizations are required prior to beginning the clinical nursing courses; these are done at the student’s expense.
**CERTIFICATES & DEGREES**

**Course ID** | **Title** | **Units**
--- | --- | ---
BIO 11* | Human Anatomy | 4
BIO 12* | Human Physiology | 4
BIO 15* | General Microbiology | 5
N 162* | Adaptation Nursing Assessment | 5

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

**Required Core Classes:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
</table>
| ENG 1A* | Principles of Composition 1 | 3
| GER 101 | Fundamentals of Aging | 1
| N 153* | Mental Health Nursing | 3.5
| N 154* | Maternal Child Nursing | 6.75
| N 155* | Advanced Nursing | 7.25
| N 156 | Medical-Surgical Nursing in the Community | 1
| PSYC 1 | Introduction to Psychology | 3
| SP 1 | Communication Fundamentals | 3
| or | or | |
| SP 5 | Interpersonal Communication | 3

Total **28.5**

**Required Prerequisites:**

- Proof of satisfactory completion of an accredited VN program or a current California VN license.
- Completion of BIO 12, BIO 15, and N 162 with grades of “C” or better.
- Attendance at “LVN to RN” information meeting.
- Proof of IV certification is required.

Consideration will be given to each applicant’s prior education in determining placement into the program. All courses 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.

**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 an 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>
</table>
| ENG 1A** | Principles of Composition | 3
| GER 101** | Fundamentals of Aging | 1
| PSYC 1 | Introduction to Psychology | 3
| SOC 1 | Introduction to Sociology | 3
| SP 1 | Communication Fundamentals | 3
| or | or | |
| SP 5 | Interpersonal Communication | 3

Total **13**
**NUTRITION**

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>or 3</td>
</tr>
<tr>
<td>FCS 142</td>
<td>Life Management</td>
<td>or 3</td>
</tr>
<tr>
<td>CWE 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 123</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>FN 160</td>
<td>Nutrition Weight Management and Eating Disorders</td>
<td>or 3</td>
</tr>
<tr>
<td>FN 260</td>
<td>What’s in Food? Introduction to Food Composition</td>
<td></td>
</tr>
<tr>
<td>FN 162</td>
<td>Nutrition and Meal Planning for One or Two</td>
<td>3</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>

**Total 27**

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

†Foods and Nutrition 50 recommended prior to CWE 168/169.

**Associate Degree—Nutrition**

Refer to 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 125, 137; FCS 101, 134; FN 140, 252; HLTH 1; PE 107; PSYC 33, 106; SP 1.

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**OFFICE ASSISTANT TRAINING**

An introduction to office procedures and basic entry-level skills needed for employment in today’s office environment. Areas of study include: office environment, organizational structure, written and verbal communications, telephone techniques, business math, filing and records management.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 213A</td>
<td>Office Assistant—Office Procedures</td>
<td>5</td>
</tr>
<tr>
<td>CIM 213B</td>
<td>Office Assistant—Keyboarding</td>
<td>1</td>
</tr>
<tr>
<td>CIM 213C</td>
<td>Office Assistant—Computer Concepts</td>
<td>1</td>
</tr>
<tr>
<td>CIM 213D</td>
<td>Office Assistant—Windows</td>
<td>1</td>
</tr>
<tr>
<td>CIM 213E</td>
<td>Office Assistant—Word Processing</td>
<td>1</td>
</tr>
<tr>
<td>CIM 213F</td>
<td>Office Assistant—Spreadsheets</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total 10**

**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>
<tr>
<td>CIM 214A*</td>
<td>Microcomputer Applications: Word Processing</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 214B*</td>
<td>Microcomputer Applications: Word Processing</td>
<td>1.5</td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: CIM</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total 19**

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

**Associate Degree—General Office**

Refer to 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—OFFICE PROFESSIONAL CERTIFICATE PROGRAM**

The Office Professional specialty prepares individuals for employment in support staff positions or enhances existing skills of managers, other professionals, and administrative assistants.

<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)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103</td>
<td>Business English</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>CIM 110</td>
<td>Information Systems: Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIM 121C*</td>
<td>Keyboarding for Computers: Advanced</td>
<td>1.5</td>
</tr>
<tr>
<td>Course ID</td>
<td>Title</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-------</td>
</tr>
<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>
</tbody>
</table>

**TOTAL 21-23**

Group I:
- HORT 20 Introduction to Horticulture Science 4
- or HORT 115 History of Landscape Design 3

Group II:
- HORT 107 Introduction to Landscape Design 3
- or HORT 120* Pest Management 4

Group III (Select 2):
- HORT 10 Plant Materials—Annuals/Groundcovers 3
- HORT 11 Plant Materials—Trees and Shrubs 3
- HORT 29 Ornamental Native Plants 3

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

**NOTE: Specialty Course (see below) (3)**

### Associate Degree—General Ornamental Horticulture

Refer to 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

**PARALEGAL ASSOCIATE DEGREE PROGRAM**

The Paralegal program is approved by the American Bar Association and is designed to provide a basic understanding of the legal system and the role of the paralegal as well as training in practical legal assisting skills. Particular emphasis in this program is placed on computer skills as they pertain to law-related software.

Since the Paralegal program follows the guidelines of the American Bar Association, all 37.5 units listed below are required for the Paralegal major to obtain a degree in this program, in addition to the general education requirements. A student who has completed a bachelor’s degree or higher at a regionally accredited college or university has met the Saddleback College General Education requirements. It is recommended that all courses in each level be completed before moving to the next suggested level. A grade of “C” or better is required for satisfactory completion of each course in this program.

**Course ID**

**Title**

**Units**

**Level I**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM121/A*</td>
<td>Microcomputer Applications: Word Processing (WordPerfect)</td>
<td>1.5, 1.5</td>
</tr>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition I (3)</td>
<td></td>
</tr>
<tr>
<td>LGL 120</td>
<td>Introduction to Law for the Paralegal</td>
<td>3</td>
</tr>
<tr>
<td>LGL 128A*</td>
<td>Civil Litigation - Part 1</td>
<td>3</td>
</tr>
<tr>
<td>LGL 222</td>
<td>Law Office Organization and Ethics</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**NOTE: Specialty Course (see below) (3)**

**Level II**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL 124*</td>
<td>Legal Analysis and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LGL 128B*</td>
<td>Civil Litigation - Part 2</td>
<td>3</td>
</tr>
<tr>
<td>LGL 171</td>
<td>Business and Property Law Procedures - Part 1</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1B*</td>
<td>Principles of Composition II (3)</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE: Specialty Course (see below) (3)**

**TOTAL 21-23**
**Specialty Courses**

PHIL 10, 14.

Group 1: Philosophy courses directly concerned with religion—consisting of courses chosen from the following groups:

- **Course has a prerequisite or recommended preparation; see course description.**
- **NOTE: One “Specialty Course” is required and may be taken at any time provided prerequisites are satisfied. Select one course from the list below:**

**Specialty Courses**

<table>
<thead>
<tr>
<th>Level III</th>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL 126*</td>
<td>Family Law and Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 172*</td>
<td>Business and Property Law Procedures - Part 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 280*</td>
<td>Law Office Computer Applications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**</td>
<td>NOTE: Specialty Course (see below) (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level IV**

CWE 168/169

and

and

LGL 127* | Electronic Legal Research | 3 |
LGL 290* | Internship | 1 |
** | NOTE: Specialty Course (see below) | 3 |

Total 37.5

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

**NOTE: One “Specialty Course” is required and may be taken at any time provided prerequisites are satisfied. Select one course from the list below:

**Specialty Courses**

<table>
<thead>
<tr>
<th>Level III</th>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL 130</td>
<td>Family Law and Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 150</td>
<td>Estate Planning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 151</td>
<td>Probate Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 160</td>
<td>Bankruptcy Law and Procedures</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>LGL 297*</td>
<td>Legal Secretarial Procedures for Paralegals</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

Recommended 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

Refer to the Transfer Pattern section of this catalog or to the catalog of the intended college of transfer.

**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 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, depending 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 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, and psychology or other social sciences are also recommended.

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.

**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, and 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>
</tbody>
</table>

Total 7

**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 art, 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>PHOT 158</td>
<td>Introduction to Color Photography</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHOT 51*</td>
<td>Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHOT 156*</td>
<td>Advanced 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>PHOT 189</td>
<td>Special Topics: Photography</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 27
CERTIFICATES & DEGREES

PHYSICAL SCIENCE—GENERAL EMPHASIS

Select a minimum of 20 units of courses intended for Physical Science majors, depending upon career goals and transfer requirements. A petition for approval of special associate degree majors is available in the Counseling Services office.

RECOMMENDED ELECTIVES: ART 80, 180; 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:

Course ID Title Units
PPE 1 Introduction to Physical Education and Athletics 3
HLTH 1 Health Education or
HLTH 3 Women’s Health Issues 3
HLTH 2 Standard First Aid 1.5
HLTH 104* Advanced First Aid 1.5

Total 18

*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 80, 101, PSYC 1, REC 105, SP 1 or 5.

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.

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:

Course ID Title Units
First Year
CS 1B* Introduction to Programming or CS 12* FORTRAN Programming 3
MATH 3A* Analytic Geometry and Calculus 4
MATH 3B* Analytic Geometry and Calculus 4
PHYS 4A* General Physics 4
Second Year
MATH 3C* Analytic Geometry and Calculus 4
MATH 24* Elementary Differential Equations 3
MATH 25* Introduction to Linear Algebra 3
PHYS 4B* General Physics 4
PHYS 4C* General Physics 4

Total 33

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

Refer to 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.

Course ID Title Units
ECON 2 Principles (Macro) 3
PS 1 American Government 3
PS 4 Introduction to Political Science 3
PS 11 World Political Economies 3
PS 12 Comparative Politics and Government 3
PS 14 International Relations 3
SOC 1 Introduction to Sociology 3

Total 21

*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: ECON 4; HIST 9, 16, 17, 21; MATH 10; PS 17, 140, 150, or 151.

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.

**PSYCHIATRIC TECHNICIAN**

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>Basic Life Support/CPR for Health Care Providers</td>
<td>.75</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>PSYC 106*</td>
<td>Behavior Modification</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 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 Severely 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 of the 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>
</tbody>
</table>

**Total** 57.25

Eligible for Psychiatric Technician Licensure Exam 57.25

*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 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.

**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>
</tbody>
</table>

Select eight units from the

**Recommended Electives below.**

8

**Total** 20

*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 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 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/Film Scriptwriting</td>
<td>3</td>
</tr>
<tr>
<td>CA 110</td>
<td>Radio Production</td>
<td>3</td>
</tr>
</tbody>
</table>

83
CA 124  Television Production  3
CA 126  Studio Video Production  3
CA 129*  Radio/TV News and Public Affairs  3
CA 233*  Radio Television Internship/Practicum  3
CWE 168*/169*  Cooperative Work Experience: Radio/Television  1

Total  36

**SPECIALTY AREA 2—Radio**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 111</td>
<td>Advanced 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</td>
<td>2</td>
</tr>
<tr>
<td>CA 141</td>
<td>Radio and 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 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 120</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 or or</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 215</td>
<td>General Accounting</td>
<td></td>
</tr>
<tr>
<td>RE 190</td>
<td>Escrow I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total  25.5

*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 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 211A; 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 120</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 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 Appraiser.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 120</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 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 176B*</td>
<td>Real Estate Appraisal II</td>
<td>3</td>
</tr>
<tr>
<td>RE 178*</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 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.

**Course ID** | **Title** | **Units**
---|---|---
BUS 102 | Oral Business Techniques (meets AA Oral Communication requirement) | 3
or
BUS 104* | Business Communication | 3
BUS 125 | Human Relations in Business | 3
BUS 137 | Professional Selling Fundamentals | 3
RE 170 | Real Estate Principles | 3
RE 172* | Real Estate Practice | 3
Select one Specialty Course from list below. | 3

**TOTAL 26**

**SPECIALTY COURSES:**

RE 122* | Real Estate Office Administration | 3
RE 175* | Real Estate Finance | 3
RE 176A* | Real Estate Appraisal I | 3
RE 178* | Real Estate Economics | 3
RE 190 | Escrow I | 3
RE 195* | Property Management | 3

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

**Associate Degree—Real Estate Sales Associate**

Refer to 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><strong>Course ID</strong></th>
<th><strong>Title</strong></th>
<th><strong>Units</strong></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>
<tr>
<td>BUS 205</td>
<td>Internship—Business</td>
<td>1</td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Business</td>
<td>1-4</td>
</tr>
<tr>
<td>Select one Specialty Industry Area from list below.</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 18**

**SPECIALTY INDUSTRY AREA**

<table>
<thead>
<tr>
<th><strong>Course ID</strong></th>
<th><strong>Title</strong></th>
<th><strong>Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 12</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103</td>
<td>Business English</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 135</td>
<td>Introduction to Marketing</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>
</tbody>
</table>

**Area II—Promotion**

<table>
<thead>
<tr>
<th><strong>Course ID</strong></th>
<th><strong>Title</strong></th>
<th><strong>Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 135</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 138</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>FASH 150</td>
<td>Fashion Apparel and Professional Techniques</td>
<td>3</td>
</tr>
<tr>
<td>GC 101</td>
<td>Introduction to Graphic Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 228A*</td>
<td>Microcomputer Applications: Desktop Publishing—Business</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 228B*</td>
<td>Microcomputer Applications: Desktop Publishing—Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area III—Merchandising**

<table>
<thead>
<tr>
<th><strong>Course ID</strong></th>
<th><strong>Title</strong></th>
<th><strong>Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 31</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>BUS 135</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 143</td>
<td>Fashion Buying and Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 147</td>
<td>The Fashion Show</td>
<td>2</td>
</tr>
<tr>
<td>BUS 148</td>
<td>Fashion Display</td>
<td>1</td>
</tr>
</tbody>
</table>

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

**Associate Degree—Professional Retailing**

Refer to 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, 102, 103, 104, 125, 135, 138, 147, 290; CIM 1, 112, 120, 121A, 171A, 174A, 174B, 176A, 176B; FASH 140, 142, 144, 150.

**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.

<table>
<thead>
<tr>
<th><strong>Course ID</strong></th>
<th><strong>Title</strong></th>
<th><strong>Units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 160</td>
<td>Introduction to Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 102</td>
<td>Oral Business Techniques</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 138</td>
<td>Advertising</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 135</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 18**

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

**Associate Degree—Business Marketing**

Refer to 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 ability to explore the wide and varied opportunities in the entrepreneurial field.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1B</td>
<td>General Accounting or Principles of Accounting</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 12</td>
<td>Business Law or Intro to Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 135</td>
<td>Intro to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160</td>
<td>Select 6 units from the list below.</td>
<td>6</td>
</tr>
</tbody>
</table>

Total 24-25

**ASSOCIATE DEGREE PROGRAMS**

**SOCIAL SCIENCES ASSOCIATE DEGREE PROGRAMS**

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 preparation 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 attainment of 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.

**SPECIALTY COURSES:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 201</td>
<td>Small Business: Managing and Marketing the New Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIM 174A</td>
<td>Computer Operating Systems: Windows—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 227*</td>
<td>Microcomputer Communications: Internet</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 228*</td>
<td>Microcomputer Applications: Desktop Publications—Business</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 272A</td>
<td>Web Design for Business—Beginning</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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

**Associate Degree—Entrepreneurship**

Refer to 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, 110, 112, 120, 121A, 171A, 216A; ECON 2, 4.

**OPTION II—SMALL BUSINESS MANAGEMENT CERTIFICATE PROGRAM**

This option provides a focused approach to managing a small business.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 12</td>
<td>Business Law or Intro to Small Business Management</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 120</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>Intro to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>BUS 160</td>
<td>Intro to Small Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 18

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

**ASSOCIATE DEGREE PROGRAMS**

**SOCIOLOGY 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 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/COMMUNICATION ASSOCIATE DEGREE PROGRAM

The Speech/Communication Associate Degree program 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 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 sequence for the associate degree:

<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 3*</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>SP 5</td>
<td>Interpersonal Communication</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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>18</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: ANTH/SP 20; SP 8, 106.

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 student’s career goal is such that one may support attempts to gain entry-level employment or further one’s 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 area 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 Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
<td></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 Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
<td></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 Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
<td></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* Acting Styles: Classical or Contemporary</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19 Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>TA 26</td>
<td>Theatre History: Renaissance to Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>TA 45*</td>
<td>Scene Design</td>
<td>3</td>
</tr>
<tr>
<td>TA 142</td>
<td>Theatre Production</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>39-43</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 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: TA 4, 5, 6, 7, 10, 11, 12, 20, 22, 30, 31, 32, 44, 108, 110, 113, 114, 130.
CERTIFICATES & DEGREES

TRAVEL AGENCY OPERATION
(TRAVEL AGENCY MANAGEMENT)

The Travel Agency Operation program is designed to prepare students for careers in the travel agency industry. The program stresses the following: ticketing and reservations, major tourist areas and resorts, fares and routes, tour promotion, and planning. The program covers all aspects of travel including air, cruise ships, rail, and car.

TRAVEL AGENCY OPERATION CERTIFICATE PROGRAM

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM 250</td>
<td>Domestic Airline Ticketing and Reservations</td>
<td>3</td>
</tr>
<tr>
<td>TM 251*</td>
<td>International Ticketing and Reservations</td>
<td>3</td>
</tr>
<tr>
<td>TM 252</td>
<td>World Destinations/Resorts—Western Hemisphere</td>
<td>3</td>
</tr>
<tr>
<td>TM 253</td>
<td>World Destinations/Resorts—Europe</td>
<td>3</td>
</tr>
<tr>
<td>TM 254</td>
<td>World Destinations/Resorts—Pacific, Asia, Africa</td>
<td>3</td>
</tr>
<tr>
<td>TM 255</td>
<td>Travel Sales and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>TM 257</td>
<td>Cruises and Cruising</td>
<td>1.5</td>
</tr>
<tr>
<td>TM 258</td>
<td>Tours</td>
<td>1.5</td>
</tr>
<tr>
<td>TM 259*†</td>
<td>Airline Computer Training</td>
<td>2</td>
</tr>
<tr>
<td>CWE 168/169*</td>
<td>Cooperative Work Experience: Trav</td>
<td>1</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—TRAVEL AGENCY OPERATION

Refer to 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 215; BUS 1, 102, 125, 135, 137, 138; CIM 101AB, 105.

WOMEN’S STUDIES

ASSOCIATE DEGREE PROGRAM

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 major 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 Perspec</td>
<td>3</td>
</tr>
<tr>
<td>ART 21</td>
<td>Women and Art</td>
<td>3</td>
</tr>
<tr>
<td>CA 29</td>
<td>Women in Film</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>SP 8</td>
<td>Gender Communication</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 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 Graduation Requirements for specific information regarding general education, unit, and scholarship 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.
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.

   **Important point:** Degree credit in the major can be expected only for those community college courses which parallel courses designated as lower division by four-year colleges or universities.

C. Note courses which must be taken in preparation for the major as well as those required in the major.

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 to determine if an example is offered for a particular major or institution. Refer also to the Announcement of Courses section for information regarding the California Articulation Number (CAN) system. Refer also to ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) database, which is the statewide repository of articulation information for all California public postsecondary institutions and is available on the World Wide Web at the following address: www.assist.org

E. Note any policies regarding the maximum number of units which may be transferable. A maximum of 70 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 for transferable courses in excess of 70 units may also be granted to satisfy university graduation requirements. Any courses accepted as equivalent to those offered in lower-division by the university completed at the community college, even if beyond the 70-unit maximum, will be applied where needed to meet specific lower-division major and/or general education/breadth requirements. Therefore, students are strongly advised to complete all courses designated as required lower-division preparation for the major prior to transfer, especially where admission to the major is contingent on completion of specific courses.

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 Semester or 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 or web site 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 (2.4 if a non-resident) 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 as indicated below.

*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 CSU transferable.
Making Up Missing College Preparatory Subject Requirements

Undergraduate transfer applicants with fewer than 56 units 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. 1989 and later high school graduates: 30 semester units of college courses to be selected from courses in English, arts and humanities, social science, and science and mathematics at a level at least equivalent to courses that meet general education requirements.

Effective Fall 2000, 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 regardless of eligibility from high school. (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 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, 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. NOTE: Saddleback College policy allows only one course or course combination marked with a plus (+) to be used in this area.

B1 Physical Universe (Physical Science)

Astronomy 20 (lab course when combined with Astronomy 25), 45
Chemistry 1A*, 1B*, 2A*, 2B*, 3*, 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*, 3A*, 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, 41, 43
Environmental Studies 18*, 19*, 24, Horticulture 20*

B3 *indicates a laboratory course

B4 Mathematical Concepts

Mathematics 2, 3A, 3B, 3C, 7, 8, 9, 10, 11, 24, 26, 124, 128

Courses applicable to Area B4 must be completed with a grade of “C” or better.
**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 (beginning Fall 93)
- 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 in an area other than D6.

**D1 Anthropology**
- Anthropology 2, 3, 6, 9, 10

**D2 Economics**
- Economics 2, 4 (formerly 1), 20
- (Management 100 prior to Fall 86)

**D3 Ethnic Studies**
- Anthropology 4; Cross Cultural 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
- (Human 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 95)
Physical Education 107 or select one course from Physical Education 1, 2, 3, 4, 5, 6, 7, 8, 9, 28, 29, 50, 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
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 coursework to be eligible to transfer.

3. 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.

4. 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 mathematical concepts and quantitative reasoning; 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 Intersegmental General Education Transfer Curriculum prior to transferring to UC will satisfy Option 4b above of the transfer admission requirements.)

NOTE: If the number of applicants exceeds the spaces available for a particular campus or major—as is often the case—the campus uses criteria that exceed the minimum requirements to select students. Meeting the minimum requirements, therefore, is not enough to gain admission to many UC campuses and programs. The average grade-point average varies widely by campus and by major.

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 coursework to be eligible to transfer.

3. 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.

4. 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 mathematical concepts and quantitative reasoning; 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 Intersegmental General Education Transfer Curriculum prior to transferring to UC will satisfy Option 4b above of the transfer admission requirements.)

NOTE: If the number of applicants exceeds the spaces available for a particular campus or major—as is often the case—the campus uses criteria that exceed the minimum requirements to select students. Meeting the minimum requirements, therefore, is not enough to gain admission to many UC campuses and programs. The average grade-point average varies widely by campus and by major.

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>
</tr>
</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, a transferable college</td>
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<td>course of three or more quarter units in U.S. history,</td>
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<td>civics, or American government.</td>
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<td></td>
<td></td>
<td>For a deficiency in world history/cultures/</td>
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<td></td>
<td>geography, a transferable college course of</td>
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<td></td>
<td></td>
<td>three or more quarter units in world history,</td>
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<td></td>
<td>cultures, and geography, 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</td>
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<td></td>
<td></td>
<td>four or more quarter units in English composition,</td>
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<td></td>
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<td>literature (American or English), speech, foreign</td>
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<td></td>
<td></td>
<td>literature in translation, public speaking, or oral</td>
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<td></td>
<td>interpretation of literature. Literature and speech</td>
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<td></td>
<td></td>
<td>courses must include substantial composition.</td>
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<tr>
<td>(c) Mathematics</td>
<td>Three years required</td>
<td>To clear the entire deficiency, complete one of the</td>
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<td>(four recommended)</td>
<td>following: a transferable mathematics course that</td>
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<td></td>
<td></td>
<td>employs the topics of intermediate algebra, or a</td>
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<td>transferable statistics course offered by either a</td>
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<td>mathematics or statistics department that has</td>
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<td>intermediate algebra as a prerequisite; e.g., Math 8,</td>
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<td></td>
<td></td>
<td>9, or 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</td>
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<td></td>
<td></td>
<td>a natural (physical or biological) science with at least</td>
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<td></td>
<td></td>
<td>30 hours of laboratory (not demonstration). See IGETC list for examples.</td>
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</tbody>
</table>
To clear entire deficiency, any course(s) held by the college or university to be equivalent to two years of high school language (excluding conversation), because Saddleback College lists the prerequisite for the second course in each foreign language offered as “two years of high school language, language 1 (or 1A and 1B) clears both years of the requirement.

(f) College Preparatory Electives

For each year of deficiency, one transferable course beyond those listed above as clearing any of the “a-e” requirements, or a transferable course having as prerequisite the equivalent of two high school years in a second language; or transferable courses equivalent to those that clear the “c,” “d,” or “e” requirement; or a transferable course of four or more quarter units in history, social science, or visual and performing arts.

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 student. 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 requirements 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 and is subject to change. 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.1*, 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, 14, 15, 20, 21

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, 70, 71, 72, 78, 79, 80, 81, 82, 85, 86, 87, 189

Astronomy 20, 25, 45

Biology 1A, 1B, 1C, 11, 12, 15, 18, 19, 20+, 24, 40, 41, 43, 44

No credit for 20 if taken after 1A or 2A.

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.

+Maximum credit, 6 units.

Computer Science 1A*, 1B, 2B, 3A, 3B, 12, 14+, 15a, 18 (formerly 2A)

*1A combined with CIM 12: 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, 142

*1 combined with CS 1A: maximum credit, one course.

+2A combined with CS 1B: maximum credit, one course.

++4 combined with CS 14: maximum credit, one course.

6A combined with CS 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

English as a Second Language 80

Environmental Studies 1, 2, 18, 19, 23, 24, 25, 30

Fashion 31

Fine Arts 27

Food and Nutrition 50, 64

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, 1L, 2, 3, 20, 38

History 4, 5, 7*, 8*, 9, 10, 11, 15, 16*, 17*, 19, 20, 21, 22*, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 40, 41, 60, 61, 67, 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

Humanities 1, 2, 3, 4, 10A, 10B, 21, 22, 25

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*

*12 and 14 combined: maximum credit, one course.

Marine Science 20*

*No credit for 20 if taken after .2 (Note: Marine Science 2 is on AY 1999-2000 hold list.)

Mathematics 2+, 3A*, 3B, 3C, 7+, 8+, 9, 10, 11*, 24, 26

+2, 7 and 8 combined: maximum credit, one course.

*3A and 11 combined: maximum credit, one course.

Music 1+, 10, 11, 12, 13, 14, 15, 16, 17, 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, 91

+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

*Any or all of these courses combined: maximum credit 8 units.

Physics 2A*, 2B*, 4A*, 4B*, 4C*, 20*

*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, 12, 30, 31, 32, 35

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

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 to the major.

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 substantial mathematics requirements.

NOTE: 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. Beginning Fall 2000, for good cause, a student may be partially certified if deficient no more than two courses, except that all of Areas 1 and 2 must be completed prior to transfer. If partially certified, the student has the option of completing the one or two remaining courses at another community college or at the transfer institution until the beginning of the second year of transfer.

Courses on this list are approved for the 1999-2000 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 taken. For example, in the course listing below, Communication Arts 30 [F'94] denotes that this course must have been completed in the Fall 1994 semester or later; and Arabic 21 [F'96] must have been completed in the Fall 1995 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:

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 1, 4, 20, 21, 22, 23, 24 [F'96], 25, 26, 28; Communication Arts 30 [F'94]; Fine Arts 27; Music 20, 21, 23, 24, 25, 28, 27 [F'94], 28 [F'94]; Photography 25; Physical Education/Theatre Arts 64 [F'94]; Theatre Arts 20, 25, 26.

Humanities courses:
B. Biological Science courses:
   Anthropology 1, 1 and 1L [F'98]; Biology 1A, 1B, 11, 18; Environmental Studies 18 [F'98], Biology 20**, 40

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).

FOOTNOTES:
*Course may be listed in more than one area but shall not be certified in more than one area.

**Indicates that UC course credit may be limited. No credit may be given for an introductory course if taken after a more advanced college course, e.g., Biology 20 or Geology 20. Credit may be limited for courses with overlapping content, e.g., History 7, 8, 16, 17, and 22 or Math 2, 7, and 8. Please consult the "Courses Accepted for Transfer to the University of California" listing in this section of the catalog or check with the Counseling Services office for additional information.

IMPORTANT: Students must apply for the IGETC certification in the Office of Admissions and Records. Students can request IGETC certification from the Office of Admissions and Records only when an official transcript is being sent to either a University of California, a California State University, or any university or college which accepts IGETC certification. It is important to remember that coursework taken at other certifying community colleges will be certified only in areas certified by the community college where the course was completed. Courses completed at other non-certifying colleges and universities will be certified only when approved by faculty as equivalent to courses on the Saddleback College IG-ETC 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.

Note: Completion of a minimum of 60 units, including all requirements for IGETC certification, will satisfy graduation requirements at Saddleback College for an Associate in Arts Degree in General Studies.
As indicated above, each campus of the University of California has unique graduation requirements. The following example of a Saddleback College course list has been articulated with the closest UC campus, the University of California, Irvine.

**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 American History and Institutions Requirements:

Students who have not completed one year of high school United States History OR one semester of United States History and one semester of United States Government with grades of "C" or better may:

1. Score of 3, 4 or 5 on the College Board Advanced Placement Examination in United States History.
2. Complete History 16 or 17 or 22 and Political Science 1.
3. Complete History 16 and 17.

See UCI catalog for other options.

UCI - General Education Breadth:

**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

   English 1A and 1B (Once a student enrolls at UCI, the student can take only UCI courses to satisfy the writing requirement.)

II. Natural Sciences

   **Two courses from:**
   
   Biology 1A, 1B, 1C, 11, 12, 15, 18, 19, 20+, 40
   
   or
   
   **Two courses from:**
   
   Astronomy 20, 25, 45; Geology 1, 2, 5, 6, 20+; Marine Science 20+; Physics 20+
   
   or
   
   One of the following sequences:
   
   Chemistry 1A+ and 1B+; Physics 2A+ and 2B+; Physics 4A+ and 4B+

III. Social and Behavioral Sciences

   **Two courses: an introductory course in each of two disciplines, 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, (6 or ENV 6), 20+
   
   Environmental Studies 1*
   
   Geography 1*, 2*, 3*
   
   People and Society: Cross Cultural Studies 1*, Sociology 4*, 20
   
   Political Science 1, 4*, 10, 11, 12, 14
   
   Psychology 1*, 2, 3, 7, 21, 30, 35, 37
   
   Sociology 1*, 2*, 3*, 10, 15, 21+, 25, 30

IV. Humanistic Inquiry

   **Two courses from one discipline:**
   
   Art 25 and 26; Music 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+, 19, 22+, 27, 28, 30, 40, 41, 60, 61, 70, 11, 12, 14, 15, 75, 80; Humanities 1, 2, 3, 4, 10A, 10B, 15; Philosophy 1, 3, 4, 15; Women’s Studies 15; Art 21; English 35, 46, 50; History 21; Music 25; Women’s Studies 10, 30+, 40

V. Mathematics and Symbolic Systems

   **One of the following series:**
   
   Computer Science 1A+ and 1B
   
   Computer Science 1A+ and 18 (formerly 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+
   
   Computer Science 1A+ and Computer and Information Management 7+

   Mathematics 3A+ and 3B
   
   Mathematics 3A+ and 9
   
   Mathematics 3A+ and 10
   
   Mathematics 9 and 11+
   
   Mathematics 10 and 11+
   
   Philosophy 12 and 13

VI. 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.

VII. 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 fulfillment of other breadth categories.**

   A. Multicultural Studies:

      **One course from:**

      Anthropology 4, 6, 7, 21; Art 21; Cross Cultural Studies 1, 2, 10; English 23A, 23B, 24, 35, 46, 50; History 20, 21, 33, 81; Music 27, 29; Political Science 21; Psychology 16, 21; Sociology 4, 5, 6, 20, 21+; Women’s Studies 10, 21, 30+, 40

   **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, 7, 28, 30, 60, 61, 70, 71, 72, 74, 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; Vietnamese 21

   *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 as well as for UC Irvine, 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 examples are illustrative of the variability of general education options for representative campuses accepting IGETC (IGETC/UC and/or IGETC/CSU options) and/or the CSU G.E. Certification pattern. The options listed for the example campuses are based upon information available at the time of catalog publication and are subject to change. Students are advised to refer to the catalog and contact the admissions office for the college or university of choice for details regarding campus-specific general education requirements and options.

Examples:

<table>
<thead>
<tr>
<th>Campus</th>
<th>CSU G.E.</th>
<th>IGETC/CSU</th>
<th>IGETC/UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azusa Pacific Univ.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Biola Univ.</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Chapman Univ.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Concordia Univ.</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Hope Int’l. Univ.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>United States Int’l.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Univ.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Campus preferred option

OTHER INDEPENDENT COLLEGES AND UNIVERSITIES

Interested students will also find additional formalized articulation agreements in the Counseling Services office with other independent colleges and universities, including Azusa Pacific University, Biola University, Chapman University, Concordia University, Hope International University, Los Angeles College of Chiropractic, Loma Linda University, Newschool of Art & Architecture, National University, Occidental College, Pepperdine University, Southern California College of Optometry, United States International University, University of San Diego, University of Southern California, Westmont College, and Woodbury University, among many others.

CALIFORNIA ARTICULATION NUMBER (CAN)

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 CAN 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 available at the time of catalog publication; the list is subject to change. Students are advised to check with the Counseling Services office for the latest information.

<table>
<thead>
<tr>
<th>SC Course No.</th>
<th>Course Title</th>
<th>CAN Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1A</td>
<td>Financial Accounting</td>
<td>BUS 2</td>
</tr>
<tr>
<td>ACCT 1B</td>
<td>Managerial Accounting</td>
<td>BUS 2</td>
</tr>
<tr>
<td>ACCT 1A+1B</td>
<td>Physical Anthropology</td>
<td>ANTH 2</td>
</tr>
<tr>
<td>ANTH 1</td>
<td>Cultural Anthropology</td>
<td>ANTH 4</td>
</tr>
<tr>
<td>ANTH 2</td>
<td>Introduction to Archaeology</td>
<td>ANTH 6</td>
</tr>
<tr>
<td>ART 10</td>
<td>Beginning Ceramics (Handbuilding)</td>
<td>ART 6</td>
</tr>
<tr>
<td>ART 25</td>
<td>Survey of Art History: Ancient Worlds to Gothic</td>
<td>ART 2</td>
</tr>
<tr>
<td>ART 26</td>
<td>Survey of Art History: Renaissance to Modern</td>
<td>ART 4</td>
</tr>
<tr>
<td>ART 40</td>
<td>Two-Dimensional Design</td>
<td>ART 14</td>
</tr>
<tr>
<td>ART 41</td>
<td>Three-Dimensional Design</td>
<td>ART 16</td>
</tr>
<tr>
<td>ART 50</td>
<td>Beginning Painting</td>
<td>ART 10</td>
</tr>
<tr>
<td>ART 60</td>
<td>Beginning Intaglio (Etching)</td>
<td>ART 20</td>
</tr>
<tr>
<td>ART 70</td>
<td>Fundamentals of Sculpture</td>
<td>ART 12</td>
</tr>
<tr>
<td>ART 80</td>
<td>Beginning Drawing</td>
<td>ART 8</td>
</tr>
<tr>
<td>BIO 1A</td>
<td>Animal Diversity and Ecology</td>
<td>BIOL 4</td>
</tr>
<tr>
<td>BIO 1B</td>
<td>Plant Diversity and Genetics</td>
<td>BIOL 6</td>
</tr>
<tr>
<td>BIO 11</td>
<td>Human Anatomy</td>
<td>BIOL 10</td>
</tr>
<tr>
<td>BIO 12</td>
<td>Human Physiology</td>
<td>BIOL 12</td>
</tr>
<tr>
<td>BIO 11+12</td>
<td>CAN BIOL SEQ B</td>
<td>BIOL 14</td>
</tr>
<tr>
<td>BIO 15</td>
<td>General Microbiology</td>
<td>BIOL 14</td>
</tr>
<tr>
<td>BUS 12</td>
<td>Business Law</td>
<td>BUS 8</td>
</tr>
<tr>
<td>CHEM 1A</td>
<td>General Chemistry</td>
<td>CHEM 2</td>
</tr>
<tr>
<td>CHEM 1B</td>
<td>General Chemistry</td>
<td>CHEM 4</td>
</tr>
<tr>
<td>CHEM 1A+1B</td>
<td>CAN CHEM SEQ A</td>
<td>CHEM 6</td>
</tr>
<tr>
<td>CHEM 2A</td>
<td>Introduction to Chemistry</td>
<td>CHEM 6</td>
</tr>
<tr>
<td>CHEM 2B</td>
<td>Introduction to Organic and Biochemistry</td>
<td>CHEM 8</td>
</tr>
<tr>
<td>CHEM 2A+2B</td>
<td>Quantitative Analysis</td>
<td>CHEM 12</td>
</tr>
<tr>
<td>CHEM 5A</td>
<td>Introduction to Computer</td>
<td>BUS 6</td>
</tr>
<tr>
<td>CIM 1</td>
<td>Information Systems</td>
<td>CSCI 12</td>
</tr>
<tr>
<td>CS 1B</td>
<td>Pascal Programming</td>
<td>CSCI 4</td>
</tr>
<tr>
<td>CS 12</td>
<td>FORTRAN Programming</td>
<td>CSCI 4</td>
</tr>
<tr>
<td>DR 23</td>
<td>Engineering Graphics and Descriptive Geometry</td>
<td>ENGR 2</td>
</tr>
<tr>
<td>ECON 2</td>
<td>Principles (Macro)</td>
<td>ECON 2</td>
</tr>
<tr>
<td>ECON 4</td>
<td>Principles (Micro)</td>
<td>ECON 4</td>
</tr>
<tr>
<td>ENG 1A</td>
<td>Principles of Composition I</td>
<td>ENGL 2</td>
</tr>
<tr>
<td>ENG 1B</td>
<td>Principles of Composition II</td>
<td>ENGL 4</td>
</tr>
<tr>
<td>ENG 1A+1B</td>
<td></td>
<td>ENGL 4</td>
</tr>
<tr>
<td>ENG 3</td>
<td>Introduction to Creative Writing</td>
<td>ENGL 6</td>
</tr>
</tbody>
</table>
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 also 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/academic 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 inquired and which 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 a useful tool for counselors 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 transferrable 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 the B.S. in Criminal Justice program are advised to complete general education requirements prior to transfer. Saddleback’s Human Services 37 will be accepted for CSULB’s lower-division core prerequisite CRIM 101. Other criminal justice courses taken at a community college will be accepted as lower-division electives provided the college where they were taken designated them as transferrable to CSU. These courses can not be substituted for the 39-unit upper-division criminal justice core and electives. For additional information, students should refer to the CSULB catalog and contact CSULB’s Criminal Justice department.

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. Note: In addition, UCR recommends Math 10 for this major and completion of IGETC prior to transfer.

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 the 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 advisor 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.

ANTHROPOLOGY

CALIFORNIA STATE UNIVERSITY, FULLERTON (F)
CALIFORNIA STATE UNIVERSITY, LONG BEACH (LB)
SAN DIEGO STATE UNIVERSITY (SD) *

Bachelor of Arts in Anthropology (CSUF, CSULB, SDSU)

Lower-division Preparation:

| Anthropology 1 | F | LB | SD |
| Anthropology 2 | F | LB | SD |
| Anthropology 3 | F | LB |
| Anthropology 9 | F | LB |
| Mathematics 10 | LB |
| Psychology 1 | **LB |
| Geology 1 | **LB |
| Sociology 1 | **LB |
| Biology 20 | **LB |

*San Diego State’s 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 preparation for the major.

**Recommended general education courses at CSULB

General education requirements California State University general education requirements are listed in the introduction to this section of the catalog. It is strongly recommended that general education requirements be completed prior to transfer.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Anthropology

Required for the major:

Anthropology 2
Anthropology 1 or 3 or 9

Two courses from the following:

Anthropology 4, 6, 7, 10, 13, 21 (or 1, 3, 9 if not taken above)

One course from:

Cross Cultural Studies 1, 2
Economics 2, 4 (formerly 1), 6 (or ENV 6), 20+
Geography 1, 2, 3, 38
Political Science 1, 3, 4, 10, 11, 12, 14, 17, 21, 61, 75, 80
Psychology 1, 2, 3, 7, 16, 21, 30, 35, 37
Sociology 1, 2, 3, 4, 5, 6, 10, 15, 20, 21+, 25, 30 **
Computer and Information Management 1+ or Computer Science 1A+ or 15+; Mathematics 3A+ and 3B
+UC credit limitations may apply.

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Arts in Anthropology
Preparation for the Major Requirements: Anthropology 1, 2, 9, and select one course from Anthropology 4, 6, or 21

Bachelor of Science in Anthropology
Preparation for the Major Requirements: Anthropology 1, 2, 9; Biology 1A, 1B, 1C; Chemistry 1A, 1B; Mathematics 3A, 3B; Physics 2A, 2B

ARCHITECTURE AND ENVIRONMENTAL DESIGN MAJORS
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, POMONA
Bachelor of Architecture
Recommended Lower-division Major Courses: Architecture 124A, 126, 134, 136, 142, 144. Credit for architecture courses toward the major is subject to portfolio review by Cal Poly Pomona’s Architecture Department.

Required General Education courses are Physics 2A and Mathematics 124. Because the program is oversubscribed, applications are accepted only in the month of November (initial filing period).

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Bachelor of Architecture
Lower-division Major Course Requirements: +Architecture (124A and 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 SLO’s general education and breadth requirements.)

Bachelor of Science in Architectural Engineering
Lower-division Major Course Requirements: Engineering 31

Lower-division Support Courses: +Architecture 110; (124A and 124B), 126, 134 and 136, 142; Chemistry 1A*; Computer Science 12* or 14*; Engineering 33; Geology 1*; Mathematics 3A*, 3B*, 3C*, 24*; Physics 4A*, 4B*, 4C* (*Note: These required support course equivalents also satisfy SLO’s general education and breadth requirements.)

Bachelor of Science in City and Regional Planning
Lower-division Major Course Requirements: +Architecture (134, 136, 142, and 144); Art 4 (or 140) and 41

Lower-division Support Courses: +Architecture 110; Computer and Information Management 1* or Computer Science 1A*; Economics 2*, 4; Geology 1*; Mathematics 2* or 8* (Mathematics 10 recommended). (*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*; Botany 10, 11; Mathematics 2* or 8*, 124* (Mathematics 10 recommended). (*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.

UNIVERSITY OF CALIFORNIA, BERKELEY
Architecture
Lower-division Design Prerequisites: Architecture (110 and 112), (134 and 144), Art 80 and Architecture 142
Lower-division Non-Design Prerequisites: English 1A, 1B, 25; Mathematics 3A, 3B; and
Physics Prerequisites: 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 accepted only for the major in Landscape Architecture and will not satisfy the Humanities requirement for the major in Architecture.

UC Berkeley does not recommend IGETC for this major. Refer to the UCB catalog for further information.

Landscape Architecture
Lower-division Design Prerequisites: Architecture (110 and 112), (134 and 144); Art 80 and Architecture 142
Lower-division Non-Design Prerequisites: English 1A, 1B, 25; Biology 1B, 1C; Geology 1; and
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.

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 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 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 foreign language (spoken and/or literature) or advanced English literature, Philosophy, and/or Religious Studies. (B) Arts: Art (Studio Art & Art Appreciation), Drama, Film, and/or Music (Studio Music & Music Appreciation).
UC Berkeley does not recommend IGETC for this major. Refer to the UCB catalog for further information.

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 two courses from the following lower-division studio courses: Art 10, 11, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175; 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 at least 6 units of transferable lower-division elective courses from two of the following areas: Printmaking: Art/Graphic Design 140, Art/Graphic Design 144; Sculpture: Art 60, 61, 62, 70, 71, 72, 175; Ceramics: Art 10, 11; Crafts: Art 130; Drawing and Painting: 51, 52, 81.

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 CSU Fullerton with art as the major, students are placed in the Bachelor of Fine Arts category, whether entering as a freshman or transferring from a community college. After admission to CSU Fullerton, 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:

NOTE: In fulfillment of the requirements listed below for each concentration, a single course may be used only once.

*Studio Core Courses (12 units):* Art 40, 41, 50, 80 (required for all of the following concentrations listed)

Concentrations:

*Ceramics:* Art 10, 11, 25, 26, 85, and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

*Crafts:* Art 25, 26, 81, 130, and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

*Creative Photography:* Art 25, 26, (60 or 61 or 62), 85, and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

Drawing and Painting:* Art 25, 26, 51, 52, 85, and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

*Entertainment Art/Animation:* Art 25, 26, 85, and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

*Graphic Design:* Art 25, 26, 85, 144 (or Graphic Design 144), (Graphic Design 140 or Art 140), and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

*Illustration:* Art 25, 26, 85, 144 (or Graphic Design 144), and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

*Printmaking:* Art 25, 26, 51, (60 or 61 or 62), 85, and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

*Sculpture:* Art 25, 26, 85, and 2 courses from: Art 70, 71, 72, 175 (include at least Art 71 or 72), and 6 units of studio electives selected from: Art 10, 11, 25, 26, 40, 41, 50, 51, 52, 60, 61, 62, 70, 71, 72, 80, 81, 85, 130, 140, 144, 175.

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, 40, 41, 50, (78 or 85), 80.

Art History: Art 25, 26, 40, 80; and 1 course from Art 41, 50, 70, 85; completion of two years of college-level French or German with an average grade of “B” or better—refer to the CSULB catalog for other options regarding the foreign language requirement for this major.

Art Education: Art 10, 11, 25, 26, 41, 50, 80, 85. (Single Subject Instruction—Ryan Act—qualifies 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, 40, 41, 50, 80; Photography 50; and 1 course from: Art 78 or 85.

Ceramics: Art 10, 11, 25, 26, 40, 41, 50, (78 or 85), 80.

Drawing and Painting: Art 25, 26, 41, 50, 80, 85; and 3 units of CSU transferable lower-division electives in art.

Graphic Design (Visual Communication): Art 25, 26, 40*, 41, 50, 80*, 85, 144 (CSULB screening criteria for this impacted major. Refer to the CSULB catalog for additional information).

Illustration: Art 25, 26, 40, 41, 50, 80, 85, 144; Graphic Design 141

3-D Media (Fiber, Metal, Wood, and Integrated 3-D Media): Art 10 (or 11), 25, 26, 40, 41, 50, 70, (78 or 85), 80.

Printmaking: Art 25, 26, 40, 41, 50, 80, 85; Photography 50.

Sculpture: Art 25, 26, 40, 41, 50, 70, 78, 80, 85.

Refer to general education certification requirements in the introduction to this section of the catalog.

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Studio Art

Lower-division Preparation: Art 25, 26, and 28; and four courses in at least 3 different media:

Drawing: Art 80, 81
Painting: Art 50, 51
Sculpture: Art 70, 71
Ceramics: Art 10
Photography: Portfolio required to determine placement
Video: Portfolio required to determine placement

Bachelor of Arts in Art History

Lower-division Preparation: Art 25 and 26; AND
Two years in a single language other than English at university level (or equivalent); French, German, Italian, Japanese, or Spanish 3-4; 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.

Breadth requirements: UCI breadth requirements are outlined in the introduction to this section of the catalog.

BIOCHEMISTRY

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Biochemistry

Lower-division Requirements: Chemistry 1A and 1B; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C.
SDSU 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.

Bachelor of Science–Astronomy

Lower-division Requirements: Astronomy 20; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C.
SDSU Recommended Courses: Chemistry 1A and Computer Science 12.

Students majoring in astronomy for the Bachelor of Science degree must also complete a minor in Mathematics to include the following: Mathematics 3A, 3B, and 3C.

General education: Refer to California State University certification requirements. It is strongly recommended that transfer students complete general education requirements prior to transfer and review the SDSU catalog for other program requirements.

BIOLOGICAL SCIENCES

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Biological Science

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)

Lower-division Core Requirements: Biology 1A and 1B. An additional 3 unit course may be required after transfer.
Lower-division Supporting Course Requirements: The following courses will meet support-course requirements for all options in biology and should be included in general education requirements: Chemistry 1A, 1B; Physics 2A, 2B; Mathematics 3A or 11.
Refer to the general education certification requirements in the introduction to this section of the catalog.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Biology - Option in Biology Education

This degree program is designed solely for those pursuing the Single Subject Teaching Credential in Science - Biological Science.

Lower-division: Astronomy 20; Biology 1A, 1B, 1C, 15; Chemistry 1A, 1B; Marine Science 20; 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, and 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/Genetics Option: Biology 1A, 1B, 1C, 15; Chemistry 1A, 1B; Math 3A, 3B; Physics 2A, 2B.

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts or Bachelor of Science in Biochemistry

(This major accepts applications for Fall Quarter only—see UCR catalog for further details on the College of Natural and Agricultural Sciences transfer requirements.)

Lower-division Core for Biology and Chemistry Emphases: Biology 1A, 1B, 1C; Chemistry 1A, 1B, 5A, 12A*, 12B*; Math 3A, 3B; Physics 4A, 4B, 4C. Completion of English 1A and 1B prior to transfer.

*Note: Organic chemistry courses (CHEM 12A, 12B at Saddleback) must be completed with a grade of “B” or better per UCR requirements.
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; Chemistry 1A, 1B; Geology 1; Math 3A, 3B; Physics 2A, 2B.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Science in Biology
Transfer students entering the program at the junior and senior levels will be expected to have completed the equivalent of lower-division requirements at Saddleback or elsewhere during their first two years, including four semesters of chemistry, two semesters of physics, and two semesters of college-level calculus or one semester of calculus and one semester of statistics.

Recommended lower-division preparation: Biology 1A, 1B and 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 3A and 3B (or 3A and 10); 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 preparatory 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
Bachelor of Science in Biological Sciences
Lower-division Preparation:

Preference will be given to junior-level applicants who have the highest grades overall and who have satisfactorily completed the following required courses: one year of general chemistry (with laboratory) and an approved sequence of biological sciences. There is a limit on the number of applicants admitted into this major. 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: Effective for students beginning Fall 1998 and thereafter, once enrolled at UCI, Biological Sciences majors may take only UCI courses to satisfy the following major requirements, including the Humanities requirement described above.

Lower-division Requirements: Biology 1A, 1B, 1C; Chemistry 1A, 1B, 12A, 12B; Mathematics 3A and (3B or 10); Physics (3A**) and (3B**) or (4A and 4B).

**UC transfer credit pending for Physics 3A-3B at the time of catalog publication deadlines. UC transferability is subject to approval by the University of California Office of the President. Students are strongly advised to check with the Counseling Services Office or UCI for the latest information regarding the status of Physics 3A and 3B.

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 (or complete physics requirement at UCLA after transfer).

UNIVERSITY OF SOUTHERN CALIFORNIA
Bachelor of Science in Biological Sciences
Lower-division Preparation: Biology 1A and 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 Pre-Business Requirements: Accounting 1A (or 1A.1 and 1A.2), 1B; Business 14 or Legal Studies 14; Computer and Information Management 1*; Economics 2, 4 (formerly 1); English 1A or 1B; Mathematics 9, 10.

(*Note: CIM 1 proposed equivalent for CSU Fresno’s IS 50 pending review at the time of catalog publication deadlines. Students are advised to contact the Counseling Office at Saddleback College for the latest information regarding this course.)

Students selecting the International Business option must successfully demonstrate a working commercial knowledge of 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. A Bachelor of Arts in Economics is also offered (see Economics section).

Lower-division Core Requirements: Accounting 1A (or 1A.1 and 1A.2), 1B; Business 14, 104; Computer and Information Management 1; Economics 2, 4 (formerly 1); Mathematics 3A or 11.
Collateral Requirement: One 3 unit introductory social science course chosen from CSU General Education Certification Area D (other than economics or American Institutions requirement) or select one of the following recommended courses: Anthropology 2, Geography 3, Political Science 4, Psychology 1, or Sociology 1.

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.

Bachelor of Arts in International Business

Lower-division Core Requirements: Accounting 1A (or 1A.1 and 1A.2), 1B; Business 14, 104; Computer and Information Management 1; Economics 2, 4 (formerly 1); Mathematics 10*; and select one course from the following: Philosophy 12 or 15 (NoNote:  These required support course equivalents also satisfy gen-
eral education and breadth requirements at Cal Poly SLO.

Collateral Requirement: Complete at least one CSUF-approved collateral elective. Refer to the CSUF catalog for more details.

Competency at the level of French, German, Japanese, or Spanish is prerequisite to the required upper-division concentration courses. A Portuguese language concentration is also available at CSUF.

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.

NOTE: CSU 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

Options at the upper-division level in Business Administration include: Accountancy; Administrative Information Systems; Finance; Real Estate and Law; Human Resources Management; International Business; Management; Management Information Systems; Marketing; Operations Management; and Quantitative Methods.

Required Lower-division Preparation: Accounting 1A; Business 12; Computer and Information Management 1; Economics 2, 4 (formerly 1); Mathematics 9*, 10*, 11*; Philosophy 12 or 15 (Note: Accountancy majors must take Philosophy 15, and MIS majors must take Philosophy 12).

ADD for the International Business Option: Foreign Language preparation required is two years in high school, or one year (two semesters) at the baccalaureate level of one of the following languages: Chinese, French, German, Italian, Japanese, Russian, or Spanish. The choice of language will determine the country or geographic area about which the student must study at the upper-division level after transfer. Refer to the CSULB catalog for more details.

Business courses taken at other colleges may be transferred for credit if a grade of "C" or better was earned. No course taken for credit/no credit grading will be accepted to fulfill business requirements.

NOTE: CSU 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 POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Bachelor of Science in Business Administration

Lower-division Major courses: Accounting 1A (or 1A.1 and 1A.2), 1B; Business 14 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 (B.A. & B.S. degrees): ADD: three units from the following: Computer and Information Management 4, 6A, 142, 172A, 173A, 174A, 176A.


Information Management Specialty (B.S. degree): ADD: six units from the following: Computer and Information Management 4, 6A, 142, 172A, 173A, 174A, 176A.

International Business Concentration (B.S. degree): ADD: one course from: French 4, German 4, Spanish 3 or 5.

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 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 Accounting (B.S.), Finance (B.S.), Financial Services Emphasis (B.S.), Information and Decision Systems (B.S.), International Business (B.A.), Management (B.S.), Marketing (B.S.), Operations Management Emphasis (B.S.) and Real Estate Emphasis (B.S.). NOTE: The B.S. in Business Administration programs are impacted.

Transfer students are accepted to SDSU as “pre-business” majors and must have completed 56 transferable units.

To obtain upper-division business status, a student must prove that he or she has (1) completed the lower-division prerequisites for the major, (2) earned a “C” or better in each prerequisite course (Accounting majors must have an overall GPA of 2.4 or better); and (3) fulfilled SDSU’s Writing Competency and Math Competency requirements. Also before enrolling in upper-division courses at SDSU for the major, students must be competent in the operation of personal computers (including word processing and spreadsheets). Refer to the SDSU catalog for further information.

Required Lower-division Preparation for All Majors:

Accounting 1A (or 1A.1 and 1A.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**
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.

Bachelor of Arts in Chemistry
The Bachelor of Arts in Chemistry is offered for students who are planning careers which require a sound background in fundamental chemistry, but not at the depth of the Bachelor of Science degree, and is particularly suited for those who plan to go into areas such as secondary education, technical sales, food processing, chemical patent law, and forensic sciences.

Required Courses Include: Chemistry 1A, 1B; Mathematics 3A, 3B; Physics 2A, 2B.

Note: One year of foreign language (German, French, or Russian) is recommended for those students going on to graduate work.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Chemistry
Lower-division Requirements: Chemistry 1A, 1B, 5A; Physics 4A, 4B, 4C; Mathematics 3A, 3B, 3C; select one course in programming from: CS 12 or 15 CSULB’s BIO 211A to be taken after transfer.

Bachelor of Arts in Chemistry
Lower-division Requirements: Chemistry 1A, 1B, 5A; Physics 2A and 2B, (or 4A and 4B); Mathematics 3A, 3B.

San Diego State University
Bachelor of Science in Chemistry (Applied Arts & Sciences) and Certificate of the American Chemical Society
Lower-division Requirements: Chemistry 1A, 1B, 5A, 12A; Mathematics 3A, 3B, 3C; Physics 2A and 2B (or 4A and 4B).

Bachelor of Arts in Chemistry (Liberal Arts & Sciences) and Certificate of the American Chemical Society
Lower-division Requirements: Chemistry 1A, 1B, 5A, 12A; Mathematics 3A, 3B, 3C; Physics 4A, 4B, 4C. 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.

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 1A.1 and 1A.2) AND 1B with a grade of “B” or better will be allowed to enroll in USC’s BUAD 305x rather than BUAD 250AB after transfer. Contact USC’s Business School Student Services Office for more information.

+ Completion of Math 11 will waive USC’s Math 117 requirement (MATH 8 at Saddleback College). NOTE: Completion of MATH 3A (equivalency for USC’s MATH 125-Calculus I) will waive both MATH 8 and 11 equivalencies for USC’s MATH 117 and 118).

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 (available in the Counseling Services Office or Career Center at Saddleback College).

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 1A.1 and 1A.2) AND 1B with a grade of “B” or better will be allowed to enroll in USC’s BUAD 305x rather than BUAD 250AB after transfer. Contact USC’s Business School Student Services Office for more information.

+ Completion of Math 11 will waive USC’s Math 117 requirement (MATH 8 at Saddleback College). NOTE: Completion of MATH 3A (equivalency for USC’s MATH 125-Calculus I) will waive both MATH 8 and 11 equivalencies for USC’s MATH 117 and 118).

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 (available in the Counseling Services Office or Career Center at Saddleback College).
UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts in Chemistry

*Lower-division Requirements: Chemistry 1A, 1B, 5A, 12A, 12B; Mathematics 3A, 3B; 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: Courses must be completed with a grade of “C” or better except for organic chemistry which must be completed with a grade of “B” or better. 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 UCR or the Counseling Services Office at Saddleback College for further details regarding this major.

UNIVERSITY OF SOUTHERN CALIFORNIA
Bachelor of Science in Child Development

Required Lower-Division Courses: Chemistry 1A, 1B; Mathematics 3A, 3B, 3C or 26; Physics 4A, 4B, 4C. Mathematics 24 may be taken to satisfy one of two required advanced electives or, complete, after transfer.

Bachelor of Arts in Chemistry

Required Lower-Division Courses: Chemistry 1A, 1B; 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 OBISSO
Bachelor of Science in Child Development

The Child Development major is designed for students who are interested in working with children in educational settings.

Lower-division Major Courses: Human Development 103, 105, 181; Psychology 7.

*Lower-division Support Courses: Foods and Nutrition 50*; 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 bachelor’s degree and a minimum cumulative grade-point average of 3.00. (Note: Beginning with September 1998, the requirements will be 85 semester units and a 2.75 GPA 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 15 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 in Communications

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)
Broadcast Journalism: ADD: Journalism 2; Communication Arts 124, 128.
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 Communication 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 in Mass Communications and Journalism

*NOTE:* All students majoring in Mass Communication and Journalism are required to complete the following courses. A grade of "C" or higher is required for each course in Mass Communication and Journalism.

**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

Students must complete English 1B; Journalism 1, 2 with a minimum grade of "C" in each course for the major.

**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**

**Broadcast Journalism:** Communication Arts 124; Journalism 1, 2; Speech 35 (articulation status pending at time of catalog publication deadline).

**Journalism Education:** Journalism 1, 2.

**Print Journalism:** Journalism 1, 2 (Journalism 181 recommended); a foreign language is also recommended by CSULB for majors in this option.

**Photo Journalism:** Journalism 1, 2 (Journalism 181 recommended).

**Public Relations:** Journalism 1, 2 (Journalism 130 recommended). CSULB recommends that students in this option take as many English writing courses as possible and transfer in, or take after transfer, at least a year of foreign language.

**General education:** Refer to CSU certification requirements.

All students in journalism production courses are expected to know WordPerfect 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.

**SAN DIEGO STATE UNIVERSITY**

Bachelor of Arts Degree - Communications, Emphasis in Advertising or Public Relations

All SDSU applicants for this impacted major must apply under the pre-Communication, Advertising major or Public Relations major. To advance to upper-division status, students must have completed 56 transferable college units with a minimum GPA of 2.5 and must have completed all lower-division preparation for the major with grades of "C" or better. Students will be required to take SDSU’s Journalism Grammar, Spelling and Punctuation (GSP) test and complete with a passing score.

**Lower-division Preparation (for both Advertising and Public Relations Emphases):** Communication Arts 1 or Journalism 1; Economics 2; Journalism 2 or Communication Arts 40; Political Science 1, 4; Foreign Language Requirement: Competency (equivalent to that which is attained through three consecutive semester courses of college study) is required in one foreign language as part of the preparation for the major.

**Bachelor of Arts Degree – Journalism**

All SDSU applicants for this impacted major must apply under the "Pre-Journalism" major. In order to be admitted to the Journalism major, students must have completed 56 transferable college units with a minimum GPA of 2.5 and must have completed all lower-division preparation for the major with grades of "C" or better. Students will be required to take SDSU’s Journalism Grammar, Spelling and Punctuation (GSP) test or the Extended Studies course “Grammar for Journalists” and complete with a passing score. Lower-division activity/production courses in newspaper, magazine, yearbook, or broadcasting may not be applied toward the B.A. in Journalism. Refer to the SDSU catalog for more information regarding this major.

**Lower-division Preparation:** Communication Arts 1 or Journalism 1; Journalism 2 or Communication Arts 40; Foreign Language Requirement: Competency (equivalent to that which is attained through three consecutive semester courses of college study) is required in one foreign language as part of the preparation for the major. Please see the SDSU catalog for more information regarding this major.

**General education:** Refer to CSU certification requirements.

**ALSO SEE RADIO/TELEVISION/FILM**

**COMMUNICATIVE DISORDERS**

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Bachelor of Arts in Communicative Disorders

**Lower-division Requirements:** Anthropology 3; Mathematics 10

Recommended General Education/Elective Courses: Speech 1; Psychology 1 and 3.

**SAN DIEGO STATE UNIVERSITY**

Bachelor of Arts Degree – Communicative Disorders Major

**Lower-division Preparation:** Psychology 1, 3; Mathematics 10.

**Foreign Language Requirement:** Competency (equivalent to that which is attained through three consecutive semester 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 in 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**

Bachelor of Arts in 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 at least one course from each of the following areas for a total of four semester courses:

- **Writing:** English 1A, 1B.
- **English Literature:** 15A, 15B, 17A, 17B, 21A, 21B.
- **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 2B, 3B, 15, or Computer and Information Management 6A; and Computer and Information Management 172A.

**Requirements in Related Fields:**

- **Mathematics Requirements:** Mathematics 3A, 3B.
- **Science/Quantitative Studies Requirements:**
- **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).
- **Biological Science:** Biology 20.
- **Science/Quantitative Studies:** Select one course/equivalent 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 2B, (3A or Engineering Technology 114), 15, 1B; Engineering 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B.

**Computer Science Option - Lower-division Preparation:** Computer Science 2B (3A or Engineering Technology 114), 15, 1B; 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, 2B, 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**

**Bachelor of Science in Computer Science**

**Lower-division Requirements:** Computer Science 1A+, 2B+, 3A, 3B, 15+; Mathematics 3A, 3B, 26+ (*MATH 26 equivalent to UCI’s Math 3A or 6C ). +Note: Computer Science 1A and 2B and 15 course equivalencies must be completed to receive credit for UCI’s sequence.

There is a limit on the number of applicants admitted into the major. 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 2B; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B, 4C.

**Bachelor of Science in Computer Science**

**Lower-division Preparation:** Chemistry 1A; Computer Science 2B; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B, 4C.

**Bachelor of Science in Computer Engineering**

**Lower-division Preparation:** Computer Science 2B; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B, 4C.

**Note:** Per UCSD, Computer Science and Engineering (CSE) majors are highly impacted and subject to special screening criteria. Refer to the UCSD catalog and Counseling Services at Saddleback College for details regarding program requirements and GPA.

### DANCE

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Bachelor of Arts in Dance**

**Lower-division Requirements:** Physical Education or Theatre Arts 52*, 53*, 55* or 56*.

**Electives:** Students are to complete a minimum of six elective units, including at least one course from each category below:

- **Category I:** Physical Education or Theatre Arts 58*, 59*, 61*, 62*.
- **Category II:** Theater Arts 42.

**Note:** Each course listed must be taken for at least 2 units.

**General Education:** Refer to the general education certification requirements listed in the introduction to this section of the catalog.

**SAN DIEGO STATE UNIVERSITY**

**Bachelor of Arts–Dance (Degree in Liberal Arts & Sciences)**

**Lower-division Preparation:** Physical Education or Theatre Arts 64; Physical Education/Preprofessional 9, 10, 11; and Anthropology 2; Biology 11; Psychology 1.
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.

Recommended Preparation:
- Chemistry 1A, 1B, 12A, 12B.
- Physics 2A-2B or Physics 3A-3B or Physics 4A-4B-4C.
- Biology 1A, 1B.
- English 1A, 1B.
- Psychology 1 and one additional psychology course.
- 12 to 15 additional units in social sciences and/or humanities.

IMPORTANT NOTE: The physics sequences and additional social sciences or humanities courses should be selected based on requirements for the major and general education pattern for the institution of intended transfer. Pre-dental students are advised to make normal progress toward a bachelor’s degree. 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.

DESIGN

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Fine Arts in Art - Option in Interior Design

The BFA in Interior Design is offered as preparation for the student who will eventually seek the Master’s degree or a position as a professional designer. The BFA program is a rigorous and competitive one. Portfolio review is required for admission to the professional BFA program. Students must achieve a "C" or better in each required design course to progress in the sequence of study. Refer to the CSULB catalog for further details regarding program requirements.

Recommended Preparation:
- Art 25, 26, 41; Architecture 124A; Interior Design 116, (120 or 121), (123 and 133), 127; Millwork Cabinetry 115.

Bachelor of Science in Industrial Design

This degree program focuses on the relationship between technology and the visual arts. Portfolio review is required for admission to the program. Students must achieve a "C" or better in each required design course to progress in the sequence of study. Refer to the CSULB catalog for further details regarding program requirements.

Recommended Preparation:
- Art 25, 26, 41; Interior Design (123 and 133); Millwork Cabinetry 115.

General Education: Refer to the general education certification requirements listed in the introduction to this section of the catalog.

ALSO SEE INTERIOR DESIGN.
DIETETICS 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; Speech 5 (formerly 105).

Hospitality Foodservice and Hotel Management Option: Accounting 1A; Biology 12 or 113; Chemistry 1A or 2A or 120; Computer and Information Management 1; Economics 2, 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. Food and Nutrition 50 is recommended.

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

Liberal Arts Concentration:

Lower-division Preparation: Theatre Arts 1, 40, 42, 45, 130; and select at least two courses from: Theatre Arts 2, 11, (35 or Speech 35).

Production/Performance Concentration:

Acting Emphasis: Theatre Arts 1, 2, 11, 20, (30 or Speech 30), (35 or Speech 35), 40, 42.

Directing Emphasis: Theatre Arts 1, 2, 11, (35 or Speech 35), 40, 42, 130.

Musical Theatre Emphasis: Theatre Arts 1, 2, 11, (35 or Speech 35); Music 10, 54; and Physical Education or Theatre Arts 53*, 50*, and 61* (*minimum two units each course).

Playwriting Emphasis: Theatre Arts 1, (30 or Speech 30), (40 or 42), 45.

Technical Production/Design Emphasis: Theatre Arts 1, 40, 42, 45.

Teaching Concentration (Single Subject): Theatre Arts 1, 2, 11, (35 or Speech 35), 40, 42, 45. Refer to the CSUF catalog for details.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Theatre Arts

All incoming students are required to audition (in the case of the performance option) or interview (in the case of all other options).

Lower-division Core Required for all Options: Theatre Arts 1, 40, 41, 42, 43.

EARTH SCIENCE

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Earth Science

Lower-Division Core Requirements: Chemistry 1A; Geology 1; Mathematics 3A, 3B, 3C; and Physics 4A, 4B.

Emphases:

Geohydrology/Environmental Geology: Biology 15; Chemistry 1B; Engineering 31.

Engineering Geology: Biology 20; Chemistry 1B; Engineering 31.


Marine Geology/Oceanography: Biology 20; Chemistry 1B; and recommended electives with CSULB advisor approval: Geology 23, Marine Science 20.

SEE GEOLOGY
ECONOMICS

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Economics

All Lower-Division Core Requirements must be completed with a grade of “C” or better.

Required Lower-Division Core 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; Economics 2, 4 (formerly 1); Mathematics 3A, 3B, 3C; Political Science 4; Psychology 1; Sociology 1.

General Education: Refer to California State University general education requirements in this catalog.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Bachelor of Arts in Economics

Required Lower-Division Requirements: Economics 2, 4 (formerly 1); Mathematics 8, 10.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Arts in Economics

Preparation for the Major: Economics 2, 4 (formerly 1); Mathematics 11.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in 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.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Economics

Core Requirements: Computer and Information Management 1 or Computer Science 1A or 15; Economics 2, 4 (formerly 1); Mathematics 3A and 3B; and

Two introductory social science courses from the following: Anthropology 1, 2, 3, 9; Geography 1, 2, 3; Political Science 4; Psychology 1; Sociology 1; and

One additional social science course from the following, which may include introductory social science courses not taken above: Anthropology 4, 6, 7, 10, 13, 21; Cross Cultural Studies 1, 2; Economics 20; Environmental Studies or Economics 6; Geography 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.


Refer to the UC Irvine breadth pattern listed in this catalog for additional courses acceptable for social science and for meeting breadth requirements outside the major.

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts in Economics

Lower-division Core Requirements: Economics 2, 4 (formerly 1); Mathematics 3A, 3B.

ADD: for Cooperative Major with Administrative Studies: Accounting 1A (or 1A.1 and 1A.2); Business 1; Computer and Information Management 1 or Computer Science 1A; Mathematics 10.

ADD: for Cooperative Major with Law and Society: Philosophy 12 or 13; Psychology 2.

Bachelor of Arts in Business Economics

Lower-division Requirements: Accounting 1A (or 1A.1 and 1A.2), 1B; Economics 2, 4 (formerly 1); Mathematics 3A, 3B.

In addition to lower-division requirements listed above, UCR recommends completion of the Intersegmental General Education Transfer Curriculum (IGETC).

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 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 a master’s degree in subject matter taught. For teaching in occupational areas, work experience can be used to waive portions of educational requirements.

Information on preparation for a career in teaching is available in Saddleback College’s Counseling Services office or the Career Center. Interested students are advised to access the California Commission on Teacher Credentialing (CTC) website at: www.ctc.ca.gov

ENGINEERING

CALIFORNIA STATE UNIVERSITY, FULLERTON
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.
Bachelor of Science in Environmental Engineering
Bachelor of Science in Engineering Science (General)
Bachelor of Science (Engineering majors listed below)
Bachelor of Science in Electrical Engineering
SAN LUIS OBISPO
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, LONG BEACH
Bachelor of Science (majors listed below)
Major in Aerospace Engineering: Chemistry 1A; Engineering 31, 33; 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; Engineering 31, 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B.
Major in Computer Engineering: Chemistry 1A; Computer Science 2B, (3A or Engineering Technology 114), 15, 18; Engineering 33; Mathematics 3A, 3B, 3C; Physics 4A, 4B.
Major in Electrical Engineering: Chemistry 1A; Computer Science 12; Electronic Engineering 114; Engineering 33; 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; 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.
Lower-division Support Courses: Chemistry 1A*, 1B*; Computer Science 14*, 15, 18; Engineering 31; Mathematics 3A*, 3B*, 3C*, 24*, 26; Physics 4A*, 4B*, 4C*.
Bachelor of Science in Engineering Science (General)
Lower-division Major Courses: Computer Science 1B or 14* or 18*; Engineering 33.
Lower-division Support Courses: Chemistry 1A*, 1B*; English 109*; Mathematics 3A*, 3B*, 3C*, 24*; Physics 4A*, 4B*, 4C*.
Bachelor of Science in Environmental Engineering
Lower-division Support Courses: Chemistry 1A*, 1B*, (2B* or 8*); Computer Science 12* or 14*; Engineering 31, 33; English 109*; Mathematics 3A*, 3B*, 3C*, 24*; Physics 4A*, 4B*, 4C*. (Biology 15 recommended).
*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 (Engineering 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, IRIEUNE
Bachelor of Science (Engineering (majors listed below)
Lower-division Requirements:
Engineering (General): Computer Science 1B or 12 or 14 or 15; Chemistry 1A, 1B; Engineering 31, 33; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B, 4C.
Civil Engineering: Chemistry 1A, 1B; Computer Science 1B or 12 or 14; Drafting Technology 23; Engineering 31, 33; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B; and one course from: Biology 1A, Chemistry 1B, Physics 4C.
Computer Engineering: Biology 1A; Chemistry 1A; Computer Science 2B and 14 or 15; Engineering 33; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B, 4C.
Electrical Engineering: Chemistry 1A; Computer Science 14 or 15; Engineering 33; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B, 4C.
Environmental Engineering: Biology 1A; Chemistry 1A, 1B, 12A; Computer Science 1B or 12 or 14; Drafting Technology 23; Engineering 31; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B.
Mechanical Engineering: Chemistry 1A, 1B; Computer Science 1B or 12 or 14 or 15; Drafting Technology 23; Engineering 31, 33; Mathematics 3A, 3B, 3C, 24, 26; Physics 4A, 4B, 4C.
Lower-division preparation for all engineering majors listed above includes completion of English 1A and 1B (lower-division writing requirement) prior to transferring to UCI. Refer to the UC Irvine breadth pattern listed in this catalog for general education requirements.
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.
Physics 4A, 4B and 4C.
*NOTE: CHEM 1A only is required for the Computer Science & Engineering major and the Computer Engineering option of the Electrical Engineering major. The Computer Science major does not require Chemistry, but CHEM 1A can be used to satisfy one of the two Life Science elective requirements for this major.

+NOTE: Any of the computer programming languages listed will be accepted by UCLA in satisfaction of the "Programming" requirement for any major listed. However, UCLA recommends CS 12 (FORTRAN) for: Aerospace Engineering, Chemical Engineering, Civil Engineering and Mechanical Engineering; UCLA recommends CS 14 (C Programming) for: Computer Science, Computer Science and Engineering, and Electrical Engineering majors.

**UNIVERSITY OF CALIFORNIA, RIVERSIDE**

*Bachelor of Science in Chemical Engineering*

Lower-division Requirements (critical prior to transfer): Chemistry 1A, 1B, 12A, 12B; Computer Sciences 14; Engineering 31; Mathematics 3A, 3B, 3C, 24; Physics 4A, 4B, 4C (For Biochemistry Option ADD: Biology 1C.)

Courses recommended by UCR prior to transfer: Engineering 33; ADD: for Chemistry option: Chemistry 5A.

*Bachelor of Science in Electrical Engineering*

Lower-division Requirements (critical prior to transfer): Computer Science 14; Engineering 33; Mathematics 3A, 3B, 3C, 24; Physics 4A, 4B, 4C.

Courses recommended by UCR prior to transfer: Biology 1C or 20; Chemistry 1A, 1B; Computer Science 3A; Engineering 31.

*Bachelor of Science in Environmental Engineering*

Lower-division Requirements (critical prior to transfer): Biology 1C; Chemistry 1A, 1B, 12A, 12B; Computer Science 14; Engineering 31; Mathematics 3A, 3B, 3C, 24; Physics 4A, 4B, 4C.

Courses recommended by UCR prior to transfer: Biology 1C; Engineering 33.

UCR also recommends several breadth requirements prior to transfer that can be completed at the community college, which are four humanities or social science courses chosen from the following and approved by UCR’s College of Engineering: Select one course from: History 4 or 5; and one course from: Anthropology 13 or Art 25, 26 or English 3, 21A, 21B, 27A, 27B, 27C, 27E, 27F; Music 20, 23 or Philosophy 1, 10, 12, 13; and one course from: Anthropology 2, 9 or Psychology 1 or Sociology 1; and one course from: Economics 2, 4 (formerly 1) or Political Science 1, 14.

*NOTE: IGTEC is not accepted by The Bourns College of Engineering as this college is held to requirements as defined by the Accreditation Board for Engineering and Technology. Students are advised to contact UC Riverside or the Saddleback College Counseling Services office for further information.

**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, and 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.

Option in Computer Technology: ADD: Computer Science 1B; Electronic Technology (102 and 104**, or (152* and 154*), and 114 or 164.

Option in Electronics Technology: ADD: Electronic Technology (102 and 104) or (152* and 154*), 158, and 114 or 164.


*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 Preparation for all options: English 15A, 15B, 17A, 17B, 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 in 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, RIVERSIDE
Bachelor of Arts in 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.

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: Courses must be completed with "C" grades or better, except for organic chemistry courses which must be completed with a grade of "B" or better. 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 12A, 12B; Geology 1; Mathematics 3A, 3B; *Physics 4A-4B-4C.

Natural Science Option ADD: Biology 1A, 1B, 1C; Chemistry 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.

*Completion of entire sequence preferred by UCR.

NOTE: Courses must be completed with "C" grades or better, except for organic chemistry courses which must be completed with a grade of "B" or better. 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 1B (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, and geology) or for information about the Volunteer Park Naturalist Training program.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ
Bachelor of Arts in Environmental Studies

Lower-division Preparation: Anthropology 2 or Sociology 1; Biology or Environmental Studies 18; Chemistry 1A or 3; Economics 2 or 4 (formerly 1); Mathematics 10; Philosophy 15; Political Science 1 or 4 or 14.

Junior transfer students who wish to major in Environmental Studies will be considered for the fall quarter only and are subject to the following selection criteria: 1) Completion of the prerequisite courses listed above prior to entrance at UC Santa Cruz; 2) personal essay; 3) grade-point average in all transferable courses.

ETHNIC STUDIES

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts Ethnic Studies-Option in Afro-Ethnic Studies

Lower-Division Preparation: History 20 or 81 or Sociology 20

Bachelor of Arts Ethnic Studies-Option in Chicano Studies

Lower-Division Preparation: History 30. Recommended Elective: History 20

Bachelor of Arts Latin American Studies

All students should develop a language proficiency level which is the equivalent of Spanish 4 and Fullerton’s Portuguese 102. Students with no language background should take Spanish 1-4 at Saddleback College. However, a student with knowledge of Spanish and/ or Portuguese may be able to meet part or all of the foundation course requirements by taking a test administered by the Department of Foreign Languages and Literature at CSU Fullerton.
UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts in Ethnic Studies

Lower-division Core Requirement for all Emphases: History 20 or Sociology 20; and select one course from the following: Anthropology 4 or History 81 or Sociology 4 or 5.

In addition to the lower-division requirements listed above, students are advised by UCR to complete the IGETC prior to transfer.

FAMILY AND CONSUMER SCIENCES

CALIFORNIA STATE UNIVERSITY, FRESNO
Bachelor of Arts in Family and Consumer Sciences

Child and Family Sciences Specialty: Biology 20; Family and Consumer Sciences 115*; Food and Nutrition 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 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 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 56; 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; 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:

* Apparel Design and Merchandising Option

Lower-division Major Requirements: Accounting 1A; Chemistry 1A or 120; Economics 2, 4 (formerly 1); Fashion 110, 130, 140, 160; Psychology 1; Sociology 1 or Anthropology 2.

*Fashion Merchandising Option

Lower-division Major Requirements: Accounting 1A; Chemistry 1A or 120; Computer and Information Management 1; Economics 2, 4 (formerly 1); Fashion 110, 140, 160; Psychology 1; Sociology 1 or Anthropology 2.

*Textiles and Clothing Option

Lower-division Major Requirements: Chemistry 1A or 120; Economics 2, 4 (formerly 1); Fashion 110, 130, 140, 160; Psychology 1; Sociology 1 or Anthropology 2.

*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.

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.

ADD for the Marine Fisheries and Aquaculture Options: Marine Science 20.

General Education: Refer to the general education certification section in this catalog for specific requirements.

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

Major Language 1, 2, 3, 4 (or equivalent)

French, German, or Spanish majors: French 10, German 10*, or Spanish 10, respectively.

+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.

++CSUF NOTES: For the French major, CSULB has a second 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
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:
GEOLoGY

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 higher-level chemistry (as indicated above)
- Geology 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/Tectonics, Geochemistry/Mineralogy-Petrology, and General Geology.

Lower-Division Core Requirements for All Emphases:
- Biology 1A, 1B; Geology 1, Mathematics 3A, 3B, 3C, 6, 10; Physics 4A, 4B, 4C.
- SDSU recommends the following core courses for those students interested in the more quantitative aspects of geology: Geology 1, Mathematics 3B, 3C, and Physics 4A, 4B recommended or complete after transfer.

- Geochemistry Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.
- 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 recommended or complete after transfer.

- Geophysics Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.
- SDSU recommends Geology 2 in addition.

- Hydrogeology Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.
- SDSU recommends Geology 2 in addition.

- Marine Geology Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.
- SDSU recommends Geology 2 in addition.

- Paleontology Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.

- SDSU recommends Geology 2 in addition.

FORESTRY

HUMBOLDT STATE UNIVERSITY
Bachelor of Science in Forestry

Options available in forest production management, forest resource conservation, or forest resources management.

Lower-Division Preparation:
- Biology 1B; Mathematics 3A or 11. Chemistry 2A is recommended.

General Education: Refer to general education certification information in the introduction to this section of the catalog.

UNIVERSITY OF CALIFORNIA, LONG BEACH
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 Emphasis: 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 recommended or complete after transfer.

- Geochemistry Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.

- Geophysics Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.

- Hydrogeology Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.

- Marine Geology Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.

- Paleontology Emphasis: Biology 20; Chemistry 1A, 1B; Geology 2, 6; Mathematics 3A, 3B, 3C, 10; Physics 4A, 4B, 4C.
UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts and Bachelor of Science in 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).
Paleontolgy 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; Biology 20; Computer Information Management 1; 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 6 units from Food and Nutrition 50, 64 or Health 2 and 104 (combined).
Environmental Health Science/Industrial Hygiene Option: Biology 1A, 1B, 1C, 15; and choose one combination from Chemistry 1A and 1B, or Chemistry 1B+ and 2A+; Mathematics 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 (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:
Pre-Radiation Therapy (Preprofessional) Option-Lower-Division Prerequisites: Biology 11, 12; 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 CSULB advisor.
School Health Education Option-Lower-Division Prerequisites: Biology 20, 113; Chemistry 1A or 120; Psychology 1; Spanish 1 or language equivalent approved by advisor. A teacher credential requires the completion of the option in CSULB’s School of Health Education and additional courses in the College of Education, Single-Subject Teacher Education program. Students are advised to contact CSULB for further information.

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 CSULB 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 Sociology 20) or History (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, and 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:

Single-Subject Credential Waiver Program in History:

Supporting Requirement:

UNIVERSITY OF CALIFORNIA, IRVINE

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:

School Core Requirements:

Select at least 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:

Political Science 1; History 17; 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

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 advisor 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 at least 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.
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 toward 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 admission 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 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 fields toward the total of 54 units.

The 18 transfer units may include the transfer courses listed above under “Core Courses” and:

Sample Alcohol and Drugs Certificate Courses:
- Drugs and Alcohol in Our Society
- Alcoholism: Intervention Treatment & Recovery
- Physiological Effects of Alcohol & Drugs
- Substance Abuse Education, Prevention & Intervention
- Substance Abuse Adolescent Treatment & Recovery

Sample Eating Disorders Certificate Courses:
- Introduction to Eating Disorders
- Management Techniques for Eating Disorders
- Medical Aspects of Eating Disorders
- Background & Treatment of Eating Disorders

General education requirements may be completed following the certification requirements outlined in the introduction to this section of the catalog.

SEE SOCIAL WORK

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 or Architecture 152; Economics 2 or 4 (formerly 1); Mathematics 9 or 10; Physics 2A, 2B.

Computer-Aided Manufacturing Management Specialty: Drafting Technology or Architecture 152; Economics 2 or 4 (formerly 1); Electronic Technology 164; Mathematics 9 or 10; Physics 2A, 2B.

Industrial Control Systems Management Specialty: Drafting Technology or Architecture 152; Economics 2 or 4 (formerly 1); Mathematics 9 or 10; Physics 2A, 2B.

Quality Systems Management Specialty: Drafting Technology or Architecture 152; Economics 2 or 4 (formerly 1); Mathematics 9 or 10; Physics 2A, 2B.

Transportation Systems Management Specialty: Automotive Technology 100, 104B (105 and 106A and 106BB combined); Drafting Technology or Architecture 152; Electronic Technology 166, 164; Economics 2 or 4 (formerly 1); Mathematics 9 or 10; 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, FRESNO

Bachelor of Arts in Interior Design

Art and Design Core Requirements: Art 26, 40, 70, 80; Photography 50 or Art 50.

Interior Design Requirements: Architecture 124A; Drafting Technology 152*; Fashion 31; Interior Design 110. (*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: Mathematics 10; Psychology 1; Speech 1.

Note: The Interior Design Option requires an acceptable portfolio to enroll in the more-advanced major courses at CSU Fresno.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Fine Arts in Art - Option in Interior Design

The BFA in Interior Design is offered as preparation for the student who will eventually seek the Master’s degree or a position as a professional designer. The BFA program is a rigorous and competitive one. Portfolio review is required for admission to the professional BFA program. Students must achieve a “C” or better in each required design course to progress in the sequence of study. Refer to the CSULB catalog for further details regarding program requirements.

Lower-Division Preparation: Art 25, 26, 41; Architecture 124A; Interior Design 116 (120 or 121), (123 and 133), 127; Millwork Cabinetry 115.
SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Kinesiology - Option in Exercise Science

Lower-Division Preparation: Biology 11*, 12*; Chemistry 1A* and 1B*; English 1A*; Mathematics 8*; Physics 2A* and 2B*; Psychology 1*; and eight physical activity units distributed over a minimum of four activity categories: Physical Education 41, 42 will apply toward Aquatics category; and Physical Education 14, 15 will apply toward Individual/Dual Sports category. Other categories include Combatives, Dance, Wilderness Studies, and Team Sports.

NOTE: *CSULB screening criteria equivalencies for this impacted major.

NOTE: Additional lower-division coursework required after transfer. Refer to the CSULB catalog for further details regarding program requirements.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Kinesiology - Option in Exercise Science --Applied Arts and Sciences

Kinesiology is the study of the processes through which individuals obtain optimal health, physical skill, and fitness. The Kinesiology major includes specializations in Athletic Training; Fitness, Nutrition and Health; Physical Education; and Pre-physical Therapy.

Athletic Training Specialization

Lower-Division Preparation: Biology (1B and 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; Mathematics 10; Physical Education 4 or 5; Pre-Professional Physical Education (PPE) 3; Psychology 1; Sociology 1; Speech 1. Recommended: Food and Nutrition 50.

Pre-physical Therapy Specialization

Lower Division Preparation: Biology (1B and 1C), 11, 15; Chemistry 1A, 1B; Mathematics 10; Physical Education 4 or 5; Pre-Professional Physical Education (PPE) 3; Psychology 1; Sociology 1; Speech 1.

NO approved Saddleback College equivalencies or substitutions for SDSU’s Physics 180A-B and 182A-B. Students are advised to take required physics courses after transfer.

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 CSUF upper-division courses:

- 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 take the state-approved exam (Multiple-Subjects Assessment Test) unless they complete an approved Multiple-Subject Matter Program at CSUF or another institution (see below). The following Saddleback College courses will count in the Liberal Studies Elementary Education Plan toward the major:

- English 21A and 21B.

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.

Multiple-Subject Matter Preparation Program:

While Liberal Studies is a recommended major for students interested in pursuing a Multiple-Subject Credential at CSUF, students 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-Subjects Assessment Program for Teachers (MSAT) examination.

It is recommended that students complete the CSU General Education certification pattern or the IGETC for CSU certification including the following courses for the Multiple-Subject Matter Preparation Program (Multiple-Subject Assessment for Teachers examination waiver) as part of the major, general education, or as electives: one semester of foreign language; English 15A or 15B or 17A or 21B or 25; English 21A or Philosophy 1 or 10; an introduction to chemistry or physics course (e.g., Chemistry 1A or 2A or 3 or 8 or Physics 20); an earth science or astronomy course (e.g., Astronomy 20 or Geology 1 or Geography 1); History 4 or 5; Geography 2 or 3; Psychology 7.

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 Track I do not have to take the Multiple Assessment for Teachers examination.

Track I:

Area I: Language Studies (minimum 22 units)
  Group 1: English 1A
  Group 2: Speech 1
  Group 4: An upper-division course after transfer or one course from: French 3, 4; German 3, 4; Japanese 3, 4; Spanish 3, 4.
  Group 5: An upper-division language acquisition course to be taken after transfer.

Area II: Mathematics (minimum 9 units)
  Group 1: CSULB requires a mathematics sequence for elementary teachers. (A general education mathematics course must be completed prior to transfer.)
  Group 2: A mathematics course to be taken after transfer.
  Group 3: An integration and assessment course to be taken after transfer.

Area III: Natural Sciences (minimum 14 units)
  Group 1: Biology 20
  Group 2: A physical science course to be taken after transfer.
  Group 3: Geology 1
  Group 4: A natural science course to be taken after transfer.

Area IV: History and Social Sciences (minimum 24 units)
  A: American History, Culture, Society
    Group 1: History 16
    Group 2: Political Science 1
    Group 3: A multicultural course to be taken after transfer.
  B: World History, Culture, Society
    Group 1: Geography 3
    Group 2: A world history course to be taken after transfer.
    Group 3: Anthropology 2
    Group 4: A civic issues course to be taken after transfer.

Area V: Arts and Humanities (minimum 15 units)
  A: Visual and Performing Arts
    Group 1: A visual art course and a music course to be taken after transfer.
    Group 2: Theatre Arts 20 or 25
  B: Humanities
    Group 1: Choose one course from: Philosophy 10 or 15
    Group 2: An integration and assessment course to be taken after transfer.

Area VI: Learning and Well-Being (minimum 18 units)
  Group 1: Psychology 1
    One additional psychology course to be taken after transfer.
  Group 2: One health science and one physical education course to be taken after transfer.
  Group 3:
    a) One course from: English 1B, Philosophy 12, Speech 3 or any course approved for category A3 of the General Education Program
    b) A computer applications course to be taken after transfer.

The Track II Liberal Studies Program at CSU Long Beach is designed for those individuals who seek a rich, nonspecialized, multidimensional, and cross-disciplinary course of study as a foundation for lifelong 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 Degree in Liberal Arts and Sciences - Liberal Studies

Preparation for the Major includes the following:

**A. Basic Skills (9 units from):**
1. Critical Reasoning: English 1B; Philosophy 12; Speech 2, 3 (English 1B may satisfy both Critical Reasoning and Advanced Writing requirements).
2. Oral Communication: Speech 1, 5 (formerly 105).
3. Written Communication: English 1A.

**B. Science and Mathematics (15-16 units from):**
2. Earth Science (3 units): Astronomy 20, 45; 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, 20, 41.

*One of the science courses above must have a 1-unit laboratory in association with or included in the selected science course.

**C. Humanities (18-23 units from):**
1. Critical Art (3 units): Art 4, 20, 21, 22, 23, 24, 25, 26, 28; Communication Arts 20; Music 20, 21, 23, 24, 25, 26, 27, 28; Photography 25; Theatre Arts 20, 22, 25, 26.
2. Studio Art (3 units): Art 10, 40, 41, 50, 57, 70, 80; Music 1, 10, 15, Photography 50; Theatre Arts 1, 10.
3. World Civilization (6 units): History 4 and 5 or Humanities 1 and 2.
5. Intermediate Foreign Language (one from): French 3; German 3; Italian 3; Japanese 3; Sign Language (128 and 134); Spanish 3.

**D. Social Sciences and American Institutions (12 units from):**
1. Social Science (two courses from two different disciplines): Economics 4, 6, 20; Political Science 4, 11, 12, 14; Psychology 1, 7, 30, 33; Sociology 1, 2, 10, 15, 21.

**E. Physical Health (4 units):**
2. Physical Activity (1 unit): Any PE activity course (at least 1 unit).

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:
1. Composition 3 units English 1A
2. Composition 3 units English 1B
3. Speech 3 units Speech 1
4. Literature 3 units English 21A, 21B or 25 or 212A
5. Mathematics 3 units (Complete a Gen. Ed. Certification course for admission purposes)
6. Mathematics 3 units Math sequence must be completed after transfer.
7. Life Sciences 4 units Biology 20
8. Physical or Earth Science 3-4 units Astronomy 20, 25; Chemistry 2A, 3; Geography 1, 20; Geology 1; Physics 20
9. Laboratory 3 units Anthropology 2
10. Social/Global Perspective 3 units Geography 2 or Sociology 1
11. Western or World Civ. 3 units History 4 or 5
12. American Institutions 6 units History 16 and 17 are recommended.

**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 the involved SDSU departmental advisors 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.”

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. English 110 is also recommended.
General education requirements may be met by completion of the CSU certification pattern.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Linguistics

Lower-Division Preparation: Computer and Information Management 1 or Computer Science 1A or 1B; select one course from: Anthropology 1, 2, 3, 9 or Economics 2, 4 (formerly 1) or Geography 1, 2, 3 or Political Science 4 or Psychology 1 or 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 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

Each course required for the major must be completed with a grade of “C” or better. Courses required for the major may not be taken on a credit/no credit basis and are not subject to challenge examinations. CSUF recommends that students complete lower-division mathematics courses prior to transfer.

Lower-Division 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: Chemistry, Civil Engineering, Computer Science, Economics, Management Science, Mathematics, Physics. Applicable lower-division preparation can be completed at Saddleback College for the following cognates:

Chemistry Cognate: Chemistry 1A and 1B.
Civil Engineering Cognate: Engineering 31.
Computer Science Cognate: Computer Information Management 112A and Computer Science 2B.
Economics Cognate: Economics 2 and 4 (formerly 1).
Physics Cognate: Physics 4A, 4B and 4C.

General Education: Refer to CSU general education certification section of this catalog.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Mathematics

Lower-Division Requirements: Computer Science 12 or 15; English 1B; Mathematics 3A, 3B, 3C, 26; Physics 4A.

Option in Mathematics Education:

Lower-Division requirements: Computer Science 12 or 15 or 18; 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-Division Requirements: Computer Science 1B (and CS 112 taken at CSUSM) and Computer Science 2B or 14 (and CS 212T 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
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 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 in Microbiology - Medical Microbiology Option

This option emphasizes the host-parasite relationships of humans and microorganisms 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, 2B.

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 in 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; Physics 2A, 2B or 3A, 3B 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 is always 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 54—Beginning Piano
Music 55—Intermediate Piano; or 56—Advanced Piano.

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.

*Allied Requirement for Music History & Theory Concentration: Proficiency in one foreign language (French, German, or Italian, preferably German, to be satisfied by one of the following: a) 4 years study of foreign language at the secondary school level. b) Passing an exam given by CSUF’s Department of Foreign Languages & Literature. c) Completing the second semester of the beginning university sequence of a foreign language (at Saddleback College: French 2 or German 2) or Italian 2nd semester.

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, re-
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**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.

**Allied Requirement for Composition Concentration**: Proficiency in one foreign language (French, German, or Italian, preferably German, to be satisfied by one of the following:

a) 4 years study of foreign language at the secondary school level.

b) Passing an exam given by CSUF’s Department of Foreign Languages & Literature.

c) Completing the second semester of the beginning university sequence of a foreign language (at Saddleback College: French 2 or German 2) or Italian 2nd semester.

**Allied Requirement for Voice Concentration**: Same as Composition Concentration above, but two foreign languages must be satisfied.

**Music Theory Classes**: Transfer students are placed in required music theory classes based on their competence at entrance. Transfer credit will be given by CSUF 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 CSUF must reach a certain competency in piano. This may be achieved independently or through class-piano study. The Department does not require class piano in any degree program and thus does not grant transfer credit for piano classes, except as music electives.

**Bachelor of Music**

*Bachelor of Arts in Music* ADD: *Two years of individual vocal or instrumental instruction from* Music 50, 51, 52.

**Note**: 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 in fine arts from: Art 21, 22, 23, 24, 25, 26, 28; Photography 25; 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; Geology 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 106).

**Geographic Information Systems (GIS) & Remote Sensing Option - ADD**: Computer Information Management 2A or Computer Science 15; Mathematics 3A or 11.

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; Natural Resources Recreation; Wildlife Hydrology.

**Lower-Division Preparation**:

**Support Courses (required for all options)**: Biology 1B*; Chemistry 1A*; English 109*; Mathematics (2B* and 124*), 11*; and an advisor approved science sequence: Chemistry 2B or 8 or 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, 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 8 or 12A.
- Psychology 1.
- Sociology 1 or Anthropology 2.

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; successful complete the CSULB Writing Proficiency Examination (WPE); complete all lower-division general education requirements; and it is also recommended that prospective 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 (required support course).

*CSULB screening criteria equivalencies for this impacted major. Please refer to the CSULB catalog for further details regarding program requirements.

**CSULB will accept Saddleback’s Chemistry 2B as a substitute for their upper-division Chemistry 302 when taken in sequence with Chemistry 2A at Saddleback College prior to transfer.

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, SAN BERNARDINO
Bachelor of Science in Nursing

Lower-Division Prerequisite Support Courses: Biology 11, 12, 15; Chemistry 2A, 2B; English 1A; Mathematics 8; Psychology 7; Speech 1; and select one course from: Philosophy 12, 13 or Speech 3.

Note: Students must attain grades of "C" or better and are advised to complete lower-division prerequisite requirements prior to transfer. Students should also refer to the CSUSB catalog and 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, 20; Chemistry 2B; Psychology 1; Sociology 1; Speech 1 or 5 (oral communications).

*NOTE: Biology 11 and 15 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 prerequisite courses 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 catalog for more details. It is also recommended that students contact the Nursing Department at SDSU for further information regarding 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. Transfer students should have a cumulative GPA of 3.0 or higher to be competitive.

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 308 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 STUDIES

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Occupational Studies

CSU Long Beach established the B.S. in Occupational Studies as a “two-plus-two” program that uses various community college career-oriented courses as the degree’s foundation. Legal Studies courses are applied towards satisfaction of the foundation and occupational competency coursework requirement for options in Corporate Training and Development (17 units required) and Research and Evaluation (20 units required).


General Education: Refer to the introduction to this section of the catalog for information regarding certification of general education requirements for the California State University.
OCCUPATIONAL THERAPY

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
Bachelor of Science Degree in Occupational Therapy

The Occupational Therapy program at CSU Dominguez Hills includes curriculum and fieldwork that leads to the Bachelor of Science in Occupational Therapy and, for its graduates, eligibility to sit for the national certification examination. Refer to the CSUDH catalog for details regarding admissions and program requirements.

Lower-Division Preparation: Biology 20, 113; Mathematics 10; Spanish 1.

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 skills. Therapists have 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 is given.)

Social Sciences: Anthropology 2 (if not taken for "Cultural Heritage" above); Psychology 1, 7; Sociology 1; and select one additional course from anthropology or psychology or sociology.

Domain 3: Communication: Computer and Information Management 1; English 1A + 1B or +3 or +7; Speech 1; and select one course from: Computer and Information Management 2A or Speech 2 or 3.

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, 12; Mathematics 10; Physics 20; Psychology 1, 37; Sociology 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.

An overall GPA of 2.5 or better is required in all college work attempted. Refer to the SJSU catalog for further information regarding this program. CSU general education certification information is listed in this section of the catalog.

UNIVERSITY OF SOUTHERN CALIFORNIA
Bachelor of Science in Occupational Therapy

Recommended Lower-Division Preparation: Biology 11, 12; Psychology 1, 7, 37; Sociology 1 or Anthropology 2.

Note: Please refer to the "Transferring to USC" booklet for general education requirements and other admissions information which is available in Saddleback’s Counseling Services office or the Career Center.

OCEANOGRAHY

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 (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.

ORNAMENTAL HORTICULTURE

CALIFORNIA POLYTECHNIC STATE UNIVERSITY,
SAN LUIS OBISPO
Bachelor of Science in Environmental Horticulture Science

The major offers the student a comprehensive preparation for positions in the nursery, greenhouse, landscape, and floriculture industries.

Major Course Requirements: Horticulture 10, 11, 112.
Support Courses (*applicable to SLO’s general education requirements): Biology 1B*, Business or Legal Studies 12; Chemistry 1A*, 2B* or 8*; Computer and Information Management 1* or Computer Science 1A*; Mathematics 8*. Mathematics 10 and Spanish 1 are recommended.

Refer to the CSU general education certification pattern, which is listed in this section of the catalog.

PARALEGAL

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Bachelor of Arts in Criminal Justice – Paralegal Studies Option

The paralegal studies option and certificate programs are designed to prepare and qualify students for employment in the private and public sectors.

Lower-Division Preparation: Human Services 37; Legal Studies 120. In addition, two courses selected from the following will be accepted by CSU San Bernardino in lieu of upper-division courses: Legal Studies 124, 126, 128A, 128B, 130, 150, or 171. All courses not used toward major requirements will apply as transferable electives.

General Education: Refer to the introduction to this section of the catalog for information regarding certification of general education requirements for the California State University.

PHARMACY

The requirements for admission to 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; 6 additional units of transferable general courses in classics, ethics, fine arts (except 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, IRVINE
Bachelor of Arts in Philosophy

*Bachelor of Arts in Philosophy

Lower-Division Preparation: A maximum of six units of lower-division courses selected from: Philosophy 1, 10, 12, 13.

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.

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.

PHILOSOPHY

CALIFORNIA STATE UNIVERSITY, FULLERTON

*Bachelor of Arts in Philosophy

Lower-Division Preparation: 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
Bachelor of Arts in Philosophy

*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

SEE KINESIOLOGY

PHYSICAL THERAPY

NOTE: The Commission on Accreditation in Physical Therapy Education (CAPTE) will no longer accredit baccalaureate degree programs after the year 2001.

CSU Fresno, CSU Long Beach, CSU Northridge and San Francisco State University have Masters in Physical Therapy (MPT) programs. Interested students are advised to contact the campus of choice for further information and details regarding admissions and program requirements.

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.

**Recommended 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 FOR INDEPENDENT COLLEGES/UNIVERSITIES:**

### LOMA LINDA UNIVERSITY

**MPH 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 remaining cultural credits from: Art120; 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 choose: 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

**Entry-Level Doctoral of Physical Therapy (DPT) Program**

Applicants to the three-year entry-level Doctor of Physical Therapy (DPT) Program must satisfy all requirements for Graduate School admission, including a minimum Graduate Record Exam composite score of 1000 for the Verbal and Quantitative components. The USC Graduate School requires a 3.0 minimum cumulative undergraduate GPA. Also, all applicants must hold a baccalaureate degree by the date of projected enrollment (August of each year).

**Lower-Division Preparation:**

Prerequisite courses which may be completed at Saddleback College are as follows: A minimum of four semesters of biological sciences courses to include Biology 1A, 1C, 11, and 12 Chemistry; (1A and 1B) or (12A and 12B); English 1A; Mathematics 3A or 11; Physics 2A and 2B sequence; Psychology 1 and 7 or 37. Other: A cross-cultural course in sociology is recommended; experience in the use of computers as a tool for independent learning is also highly recommended; substantial clinical experience is highly recommended in a volunteer or paid capacity in the physical therapy field.

### PHYSICIAN ASSISTANT

**UNIVERSITY OF SOUTHERN CALIFORNIA**

**Masters in Physician Assistant Practice**

USC has revamped the PA program and has announced the termination of the bachelor’s degree and the implementation of a master’s curriculum effective Fall 2000. Beginning with the entering class of Fall 2000, USC graduates of the program will receive the master’s degree in Physician Assistant Practice. A bachelor’s degree from an accredited institution and completion of all PA prerequisite coursework are required for admission to USC’s PA program.

**Lower-Division Preparation for Prerequisites:** English 1A, 1B; Biology 1A, 1B, 11, 12, 15; Chemistry 1A and 1B; Intermediate Algebra (Mathematics 253 or higher); Mathematics 10; Psychology 1. Note: Proficiency in Spanish is recommended by USC.

Students are advised to contact USC’s Primary Care Physician Assistant Program Admissions Office at (323) 442-1879 for further details regarding PA admissions requirements.

**Note:** Please refer to the “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, FULLERTON
Bachelor of Science in Physics

Lower-Division Preparation: Physics 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 4C. Note: Physics major coursework must be completed with a minimum "C" average.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Science in Physics

Lower-Division Core Requirements: Computer Science 14 or 15; Mathematics 3A, 3B, 3C, 3D, 3E; 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.

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; Chemistry 1A, 1B, 12A, 12B; Physics 4A-4B-4C sequence. *Note: English 1A and 1B are recommended prior to transfer as well as third-semester proficiency in one foreign language (breadth requirement).

+ Courses must be completed with "C" or better, except for organic chemistry, which must be "B" or better.

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

UNIVERSITY OF CALIFORNIA, 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.

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.
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 Requirements: 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. Refer to the CSULB catalog for further details regarding program requirements.

*CSULB screening criteria for this impacted major.

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

Lower-Division Requirements: Biology 20; Psychology 1, 3, 7. 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 requirements, students should complete an additional general education mathematics course prior to transfer.

CHAPMAN UNIVERSITY
Bachelor of Arts in Psychology

Recommended Lower-Division Preparation: Psychology 1, 2; Mathematics 10.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Psychology

Lower-Division Preparation for the Major: Computer and Information Management 1 or Computer Science 1A or 15; Mathematics 3A, 3B; Psychology 1 and 3 and (30 or 35); select one course from: Psychology 2, 7, 16, 21, 37, (30 or 35 if not taken above); and select two courses 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: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission.

PUBLIC ADMINISTRATION

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Political Science - 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). Up to six units of lower-division electives may be chosen from: Political Science 4, 12.

The lower-division requirements for CSU Fullerton’s Concentration in Public Administration are the same as those for the Political Science major. (See previous section of this catalog.)

General Education: Refer to the CSU general education certification requirements in the introduction to this section of the catalog.

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.

RADIO/TELEVISION/FILM

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Film and Electronic Arts (Option in Film and Electronics Arts; Option in Film and Video Production)

Recommended Lower-Division Preparation: No equivalent for CSULB’s FEA 200 (screening criteria course for this impacted major). Course must be taken after transfer. Students interested in this major should refer to the CSULB catalog and contact CSULB for details regarding admissions requirements.

General Education: Refer to California State University certification of general education requirements outlined in this catalog.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Bachelor of Arts in Communication Arts

Recommended Lower-Division Preparation: Communication Arts 1, 30, 40 and one course from Communication Arts 31, 110, 124.

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 outside SDSU’s School of Communication. Refer to the SDSU catalog for information on requirements for completion of the minor.

Emphasis in Media Management:

Lower-Division Preparation: Communication Arts or Journalism 1; Journalism 2 or Communication Arts 40; Economics 2; Political Science 1, 4; Foreign Language Requirement: Competency in one for-
eign language equivalent to that which is normally attained through three consecutive courses of university study.

**Emphasis in Telecommunications & Film:**

**Lower-Division Preparation:** Communication Arts 30, 40; and select two courses from Communication Arts 31, 110, 124; Foreign Language Requirement: Competency in one foreign language equivalent to that which is normally attained through three consecutive courses of university study. Recommended elective: Communication Arts or Journalism 1.

**Bachelor of Science (Applied Arts & Sciences) in Television-Film and New Media Production Major**

The Television-Film program at SDSU is designed to prepare students for professions in television, film, and new media production. The degree also serves those in occupations where extensive knowledge is required of message design for these media and their various distribution systems. The program focuses on skills required for careers as producers, directors, art directors, production assistants, and writers.

This major is designated as an impacted program and has enrollment limitations and requires additional application procedures. Students are advised to contact SDSU for further information.

**Lower-Division Preparation for the Major:** Communication Arts or Journalism 1, Communication Arts 30, 31, 32, 40, 110, 124, and 125.

**Note:** A minor is not required with this major.

Refer to the CSU general education certification requirements in the introduction to this section of the catalog.

**ALSO SEE COMMUNICATIONS**

**RANGE MANAGEMENT**

**HUMBOLDT STATE UNIVERSITY**

**Bachelor of Science in Rangeland Resource Science**

**Lower-Division Courses Required in the Major:** Biology 1A, 1B; Chemistry 1A; Geology 1. Recommended: Geography 20 and Mathematics 10.

**General Education:** Refer to the CSU general education certification section in this catalog for specific requirements.

**RECREATION**

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Bachelor of Arts in Recreation**

**Lower-Division Requirements for the Major:** Recreation 100 plus two additional lower-division courses after transfer.

**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 applicable courses.

**RELIGIOUS STUDIES**

**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. Each course counted toward the major must be completed with a grade of "C" or better.

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 ECOLOGY**

**UNIVERSITY OF CALIFORNIA, IRVINE**

**Bachelor of Arts in Social Ecology**

**Lower-Division Major Requirements:** Environmental Studies 1; Mathematics 10; Psychology 1 and Sociology 1 combined.

**General Education:** Refer to the introduction section of this catalog for a list of courses meeting UCI breadth requirements.

**SOCIAL SCIENCES**

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**

**Bachelor of Arts in Social Sciences**

**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.

**SAN DIEGO STATE UNIVERSITY**

**Bachelor of Arts - Social Sciences Major**

**Lower-Division Preparation:** Mathematics 10; and two courses selected from any of the three fields below: Anthropology 1, 2; Economics 2, 4 (formerly 1); Geography 1, 2; History 7 and 8 or 16 and 17; Political Science 1, 4, 12; Sociology 1, 2.

**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:** Refer to the CSU general education certification section in this catalog for specific requirements.

**UNIVERSITY OF CALIFORNIA, IRVINE**

**Bachelor of Arts in Social Sciences**

Students majoring in Social Sciences 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 Economics 2, 4 (formerly 1) or Geography 1, 2, 3 or Political Science 4 or Psychology 1 or Sociology 1.

**Multicultural Studies Specialization**

ADD two courses from: Anthropology 4, 6, 7 or Cross Cultural Studies 1, 2 or Political Science 21 or Psychology 16 or 21 or Sociology 4, 5, 6, 20, 21.

**Research and Analytical Methods Specialization**

ADD two courses from: Anthropology 2 or Economic 2 or 3 or Political Science 1 or Sociology 2.

**Social Studies Specialization**

ADD four courses from at least three different social science disciplines: Anthropology 1, 2, 3, 4, 6, 7, 9, 10, 13, 21; Cross Cultural Studies 1, 2; Economics 2, 4 (formerly 1); 6 (or Environmental Studies 6); Economics 20; Geography 1, 2, 3, 38; Political Science 1, 3, 4, 10, 11, 12, 14, 17, 21, 61, 75, 80; Psychology 1, 2, 3, 7, 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 additional courses acceptable for social sciences and for courses meeting breadth or university graduation requirements outside the major.

**SOCIAL WORK**

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**
**Bachelor of Arts in Social Work**

Required Lower-Division Preparation: Anthropology 2*, Biology 113*, Mathematics 10*, Psychology 1*, Sociology 1*.

*Screening criteria equivalencies for this impacted major.

Note: Courses are to be completed with a minimum 2.5 GPA. The Social Work program at CSULB has been designated as impacted. Applicants are subject to supplemental criteria. Refer to the CSULB catalog for further details regarding program requirements.

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-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 the 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**
**Bachelor of Arts in Sociology**

Lower-Division Preparation: Sociology 1, 2, and one course from: Anthropology 1, 2, 3, 9; Economics 2, 4 (formerly 1); Geography 1, 2, 3; Political Science 4; Psychology 1; AND

One additional course selected from: Anthropology 4, 6, 7, 10, 13, 21; Cross Cultural Studies 1, 2; Economics 6 or Environmental Studies 6; Economics 20; Geography 38; Political Science 1, 3, 10, 11, 12, 14, 17, 21, 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 and Information Management 1 or Computer Science 1A or 15; Mathematics 3A and 3B AND Two additional courses from: Sociology 10, 20, 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 in this catalog 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 the following requirements:

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 Speech Communication

Speech 1 required; a minimum of six units recommended from the following: Speech 2, 3, 4, 5 (formerly 105), 35

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.

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, 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 (530) 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 12 is also recommended.

Refer to the CSU general education certification section in this catalog for specific requirements.
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<td>220</td>
<td>3/3/0</td>
<td>Introduction to Financial Planning</td>
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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, Limitations 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.

“Limitation on enrollment” include auditions, physical examination, and admission to a particular program.
“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 §65500)
“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 repeat 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 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 substandard 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.
Course Prefix  Course Number  Course Title  No. of Units  Lecture Hours Per Week  Lab Hours Per Week
ACCT  1A  Introduction to Financial Planning  3/3/0

ACCOUNTING
ACCT  1A  FINANCIAL ACCOUNTING
The study of accounting as an information system using a double-entry accounting system. The financial accounting cycle includes the study of financial statements, merchandising operations, 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 the study of financial statements, merchandising operations, accounting systems, cash and short-term investments, receivables and notes, and inventories. Accounting 1A.1 covers the first half of the content of Accounting 1A. Completion of Accounting 1A.1 and Accounting 1A.2 is equivalent to the completion of Accounting 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. Accounting 1A.2 covers the second half of the content of Accounting 1A. Completion of Accounting 1A.1 and Accounting 1A.2 is equivalent to the completion of Accounting 1A.

ACCT  1B  MANAGERIAL ACCOUNTING
Prerequisite: ACCT 1A
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; 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
Prerequisite: ACCT 1A
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, money supply, basics of statistical information gathering, time value of money, risk and rates of return, and stock and bond valuation. Also listed as Business 110. Credit to be in either area, not both.

ACCT  114  BUSINESS MATHEMATICS
Prerequisite: ACCT 1A
Recommended Preparation: ACCT 1B
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 Business 110. Credit to be in either area, not both.

ACCT  202A  INTERMEDIATE ACCOUNTING I
Prerequisite: ACCT 1A
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
Prerequisite: ACCT 1B
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.

ACCT  215  GENERAL ACCOUNTING
Prerequisite: ACCT 1A
Recommended Preparation: ACCT 215 or 1A
Prerequisite: ACCT 1B
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 216  4/4/1  
INDIVIDUAL INCOME TAX  
Recommended Preparation: ACCT 1A  
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 preparer's license. R E 3

ACCT 217  3/3/0  
PARTNERSHIP AND CORPORATE TAXATION  
Recommended Preparation: ACCT 1A and 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

ACCT 220  3/3/0  
INTRODUCTION TO FINANCIAL PLANNING  
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. R E 1

ACCT 222  3/3/0  
INVESTMENT MANAGEMENT  
Recommended Preparation: ACCT 1A or 215, and 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

ACCT 275  3/3/0  
AUDITING  
Prerequisite: ACCT 1B  
Recommended Preparation: ACCT 202A  
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. R E 3

ACCT 289  5-4-5-4-5-9  
SPECIAL TOPICS: ACCOUNTING  
Designed to familiarize students with recent changes in the federal tax code. R E 3

ACCT 410  5/5/0  
ANALYSIS OF CORPORATE FINANCIAL STATEMENTS  
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

ACCT 420  5/5/0  
CAPITAL, SECURITY AND INVESTMENT MARKET FUNDAMENTALS  
Fundamentals 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

ACCT 421  5/5/0  
INTRODUCTION TO CORPORATE STOCKS, BONDS, & GOVERNMENT SECURITIES  
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

ACCT 422  5/5/0  
INTRODUCTION TO MUTUAL FUNDS  
Introduces the various types of mutual funds such as stock funds, bond funds, and money market mutual funds and contrasts the differences. In addition, covers mutual fund families, profits and risk, as well as fees and loads, and open and closed mutual funds. R E 3

ACCT 451  5/5/0  
ANNUAL INCOME TAX UPDATE  
Designed to familiarize students with recent changes in the federal tax code. R E 3

ACCT 452  5/5/0  
INTRODUCTION TO ESTATE AND GIFT TAXES  
Designed to familiarize students with the basics of federal estate and gift taxation. R E 3

ACCT 453  5/5/0  
TAXATION OF PROPERTY TRANSACTIONS  
An introduction to the taxation of real and personal property transactions, including installment sales and like-kind exchanges. R E 3

ACCT 454  5/5/0  
TAXATION OF S CORPORATIONS  
An introduction to advantages and disadvantages of S Corporation treatment and discussion of tax issues affecting corporations making the S Corporation election. R E 3

ACCT 455  5/5/0  
CIVIL TAX PROCEDURE  
An introduction to the civil tax procedure including IRS penalties, appeals, collections, and enforcement procedures. R E 3

ACCT 456  5/5/0  
INTRODUCTION TO PAYROLL TAXES AND ACCOUNTING  
Designed to familiarize students with federal and state payroll tax law, including reporting and filing requirements. R E 3

ACCT 476  5/5/0  
ADVANCED ACCOUNTING TOPICS—MERGERS & CONSOLIDATIONS  
Recommended Preparation: ACCT 1A and 1B  
Introduces students who have a background in financial accounting with the various forms of business combinations and the financial accounting issues that arise when entities combine. R E 3

ACCT 477  5/5/0  
INTRODUCTION TO GOVERNMENTAL ACCOUNTING  
Provides a brief introduction to accounting for governmental entities. Covers basic theory of fund accounting. R E 3

ACCT 478  5/5/0  
INTRODUCTION TO ACCOUNTING FOR NON-PROFIT CHARITABLE ORGANIZATIONS  
Recommended Preparation: ACCT 1A and 1B  
Introduces students to the financial accounting issues of nonprofit entities and an introduction to fund accounting. R E 3

ACCT 481  5/5/0  
INTERNATIONAL BUSINESS LAW FOR ACCOUNTANTS  
An introduction to international transactions and trade agreements that facilitate international commerce. R E 3
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**COURSES**

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**ANTHROPOLOGY**

**ANTH 1**  
**PHYSICAL ANTHROPOLOGY**  
A course emphasizing the study of the origin of man, man’s place in nature, fossil evidence for human evolution, and the genetic bases for racial differentiation.

**ANTH 2**  
**CULTURAL ANTHROPOLOGY**  
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.

**ANTH 3**  
**CULTURE AND LANGUAGE**  
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.

**ANTH 4**  
**NATIVE AMERICAN INDIAN CULTURE**  
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.

**ANTH 5**  
**INTRODUCTION TO ARCHAEOLOGY**  
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 6**  
**CULTURE CHANGE**  
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.

**ANTH 7**  
**INDIANS OF SOUTHERN CALIFORNIA**  
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.

**ANTH 8**  
**PRIMATE BEHAVIOR**  
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 9**  
**WOMEN AND CULTURE: CROSS-CULTURAL PERSPECTIVE**  
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 female anthropologists.

**ANTH 10**  
**THE WORLD OF THE CELTS**  
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 11**  
**DIRECTED GROUP STUDY IN ANTHROPOLOGY**  
Prerequisite: ANTH 2 or 9  
Organized group study on topics selected by students under the sponsorship and direction of a member of the anthropology faculty. Topics will be offered reflecting the faculty member’s expertise.

**ANTH 12**  
**MAGIC, WITCHCRAFT AND RELIGION**  
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 relativity of “reality.” Special topics include myth, religious healing, witchcraft and sorcery, ritual, and millenarian movements.

**ANTH 13**  
**CULTURE THROUGH FILM**  
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 14**  
**PRIMATE BEHAVIOR**  
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 15**  
**WOMEN AND CULTURE: CROSS-CULTURAL PERSPECTIVE**  
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 female anthropologists.
ANTH 105A 4/2/4
SOUTHWESTERN INDIAN CULTURES
Two week lecture-field trip to prehistoric and contemporary cultures of the Indians of the Southwest. Course will involve meetings with Southwest Indians, attending dances, and meeting local Indian specialists demonstrating silversmithing, carving, and pottery-making, etc. ANTH 105A will concentrate on cultures in Arizona.

ANTH 105B 4/2/4
SOUTHWESTERN INDIAN CULTURES
Two week lecture-field trip to prehistoric and contemporary cultures of the Indians of the Southwest. Course will involve meetings with Southwest Indians, attending dances and meeting local Indian specialists demonstrating silversmithing, carving, and pottery-making, etc. ANTH 105B will concentrate on cultures in New Mexico.

ANTH 108 4/2/4
ARCHAEOLOGY OF MEXICO, CENTRAL OR SOUTH AMERICA
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 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 4/2/4
ARCHAEOLOGICAL FIELD METHODS
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 4/2/4
ARCHAEOLOGICAL ANALYSIS
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 3/3/0
EDUCATIONAL AND VOCATIONAL PLANNING
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 3/3/0
ASSESSMENT OF PRIOR LEARNING
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 3/3/0
HELPING RELATIONSHIP
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 3/3/0
HUMAN RELATIONSHIPS
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 3/3/0
CAREER AND VOCATIONAL EXPLORATION
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 161A 1.5/1.5/0
LEARNING AND STUDY TECHNIQUES
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. (Formerly APSY 161)

APSY 161B 1.5/1.5/0
ADVANCED LEARNING, STUDY AND TESTING TECHNIQUES
Recommended Preparation: APSY 161A
Reviews and expands Learning and Study Techniques. Principles of learning theory, information acquisition, retention and retrieval are reviewed. Emphasizes test-taking strategies and test preparation related to objective and subjective tests. Principles and techniques are relevant in educational and professional environments.

APSY 162 1 or 2/1 or 2/0
ASSERTION: A BEHAVIORAL MODEL
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 .5 or 1 or 2/5 or 1 or 2/0
TOPICS IN APPLIED PSYCHOLOGY
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 1/1/1
THEORETICAL AND APPLIED LEADERSHIP
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. R E 3
APSY 365 1/1/0
TESTING: APTITUDE, PERSONALITY INTEREST, AND VALUES
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.

ARABIC
Arabic 1 5/5/0
ELEMENTARY ARABIC
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.

Arabic 1A 2.5/3/0
INTRODUCTORY ELEMENTARY ARABIC
Recommended Preparation: College-level reading ability
This course is designed to develop the fundamentals of communicative competence in daily spoken Arabic. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. 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.

Arabic 1B 2.5/3/0
CONTINUING ELEMENTARY ARABIC
Prerequisite: ARAB 1A
This course reviews and expands the fundamentals of communicative competence in daily spoken Arabic. 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 Arabic 2. Use of Language Lab strongly recommended.

Arabic 2 5/5/0
ELEMENTARY ARABIC
Prerequisite: ARAB 1 or 1A and 1B
This course is designed to further the fundamentals of communicative competence in daily spoken Arabic. 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.

Arabic 21 3/3/0
INTRODUCTION TO ARABIC CULTURE
Recommended Preparation: College-level reading ability
A lecture and discussion course covering a variety of aspects of Arabic culture: geography, history, literature, art, music, philosophy, and customs. Conducted in English. No prior study of Arabic language or culture required.

ARCHITECTURE
ARCH 110 2/2/0
INTRODUCTION TO ARCHITECTURE
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 3/3/0
HISTORY OF ARCHITECTURE
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.

ARCH 122 2/2/0
ARCHITECTURAL PRACTICE
An introductory course covering the building field and architecture, professional relations, office procedures, and legal aspects related to the profession of architecture.

ARCH 124A 4/3/3
ARCHITECTURAL DRAWING I
An introductory course in the principles and techniques of architectural drawing. It is primarily for those who plan to enter the field of architecture or a related field such as construction, landscape architecture, city and regional planning, and/or interior design.

ARCH 124B 4/3/3
ARCHITECTURAL DRAWING II
Recommended Preparation: ARCH 124A.
Continuation of Architectural Drawing I. Development of a set of working drawings for a single-family dwelling, including uniform building code requirements, materials, and principles of frame construction.

ARCH 124C 4/3/3
ARCHITECTURAL DRAWING III
Recommended Preparation: ARCH 124B
Advanced course in architectural drawing as applied to commercial building, concrete, steel and masonry, including code requirements, materials, and principles of construction.

ARCH 126 3/3/0
MATERIALS AND METHODS OF CONSTRUCTION
The study of the various building materials, their use and application in the structural makeup of buildings.

ARCH 132 3/1/5
RESIDENTIAL PLANNING, PRINCIPLES AND DESIGN
Recommended Preparation: ARCH 124A
The principles of single-family house design. The proper relationship of the building to the site, the simplicity of the plan, study of form, structure, and materials. Design methodology.

ARCH 134 3/1/6
BASIC ARCHITECTURAL DESIGN I
Recommended Preparation: ARCH 124A, which may be taken concurrently.
Fundamentals of design, function, form determinants, the nature, elements and process of creative environmental design using two- and three-dimensional studies of space, form, color, and structure.

ARCH 136 3/1/6
BASIC ARCHITECTURAL DESIGN II
Recommended Preparation: ARCH 134.
The interaction of aesthetic, economic, technological, social, and physical determinants of the form of living and working units. Analytic techniques and problem-solving methodologies.
ART 10  3/3/3  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  3/3/3  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  3/3/3  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  3/3/3  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 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 soldering, stone setting, and lost wax casting. 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 140  3/3/3  BEGINNING CRAFTS

A studio course emphasizing traditional concepts and processes of applied and decorative arts. Selected projects in fiber, structure, wood, leather, and metal. Required for all art majors.  R E 3

ART 141  3/3/3  THREE-DIMENSIONAL DESIGN

Recommended Preparation: ART 140

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, and nature’s use of color and will include practical lab experience in mixing color, matching colors, and color analysis.  R E 3

ART 142  3/2/3  GRAPHIC DESIGN A

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, layout, and half-tones. Designed to convey current concepts and theories in the Graphic Design field. Also listed as GD 140. Credit to be given in either area, not both.  R E 3

ART 143  3/3/3  TWO-DIMENSIONAL DESIGN

A studio 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.  R E 3

ART 200  .5-4/.5-4/.5-9  SPECIAL TOPICS IN 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. .  R E 3

ART 201  .5-4/.5-4/.5-9  SPECIAL TOPICS IN 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 (CRAFTS)

ART (CERAMICS)

ART (GRAPHIC DESIGN)
ART 202
SPECIAL TOPICS IN DRAWING
Recommended Preparation: ART 80
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 HISTORY AND THEORY

ART 4
FUNDAMENTALS OF ART
Emphasizing fundamental art ideas, modes, devices, problems of organization and structure terminology, media, and the relationship of art to society. 3/3/0

ART 21
WOMEN AND ART
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. 3/3/0

ART 22
SURVEY OF ASIAN ART (India, China, Japan, and Korea)
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. 3/3/0

ART 23
AFRICAN AND OCEANIC ART
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. 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
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
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 28
CONTEMPORARY ART HISTORY
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. Recommended for both majors and non-majors. Applies toward humanities requirement for all students.

ART 100
ART GALLERY/DISPLAY AND EXHIBITION
This class is designed to introduce students to a variety of aspects in working and running an art gallery. Students will participate in the planning of shows along with the practical experience of preparing and installing shows in the College Art Gallery. In addition, students will visit local galleries and museums to further enhance their ideas of the functions of an art gallery. R E 3

ART 120
TOUR-ART HISTORY/APPRECIATION
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. Applies towards humanities requirement for all students. R E 3

ART 189
SPECIAL TOPICS IN ART
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 offerings of the same course. R E 3

ART 206
SPECIAL TOPICS IN GALLERY
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 (PAINTING)

ART 50
BEGINNING PAINTING
Recommended Preparation: ART 40, 80
A course emphasizing painting as a creative process while developing the elementary skills of painting as a means of self-expression. Includes oil and acrylic media with fundamentals of composition, color theory and craftsmanship as applied to painting. Required for the studio art major. A combination of ART 50, 51, 52 may be taken a maximum of four times. R A 3

ART 51
INTERMEDIATE PAINTING
Recommended Preparation: ART 50
A course emphasizing painting as a creative process while developing more advanced skills in oil, acrylic and mixed/ collaged media. A combination of ART 50, 51, 52 may be taken a maximum of four times. R A 3

ART 52
ADVANCED PAINTING
Recommended Preparation: ART 51
A course exploring representational and non-representational subject matter in a variety of media including acrylic and oil. A combination of ART 50, 51, 52 may be taken a maximum of four times. R A 3

ART 53
BEGINNING LIFE PAINTING-HUMAN FIGURE
Recommended Preparation: ART 51
A course emphasizing painting as a creative process while further developing basic skills in representational and interpretive direction using the live model. Media includes oil and acrylic. A combination of ART 53 or 54 may be taken a maximum of four times. R A 3

ART 54
ADVANCED LIFE PAINTING-HUMAN FIGURE
Recommended Preparation: ART 53
A course emphasizing the basic knowledge of anatomy and painting skills with emphasis on composition in the representation as well as the interpretative study of the live model. The media includes oil and acrylic. A combination of ART 53 or 54 may be taken a maximum of four times. R A 3

ART 57
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. Emphasis will be placed upon creative application and composition. A student can take a maximum of 12 units in combination from ART 57, 58, 59. R A 3

ART 58
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. In addition, this course will offer experience in the mixing of other media with transparent watercolor. A student can take a maximum of 12 units in combination from ART 57, 58, 59. R A 3

ART 59
ADVANCED WATERCOLOR
Recommended Preparation: ART 58
A course emphasizing advanced techniques of transparent media, including use of collage. A combination of ART 57, 58, 59 may be taken a maximum of four times. R A 3

ART 203
SPECIAL TOPICS IN PAINTING
The Special Topics course in Painting is designed to provide a group of students with an opportunity to focus intensely in one specialized area of Painting. The topic will vary thematically each time the course is offered. R E 3
### ART (PRINTMAKING)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Units</th>
<th>Lab Hours Per Week</th>
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<tbody>
<tr>
<td>ART 60</td>
<td>BEGINNING INTAGLIO (ETCHING) AND RELIEF</td>
<td>3/3/3</td>
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<tr>
<td>ART 61</td>
<td>INTERMEDIATE INTAGLIO (ETCHING) AND RELIEF</td>
<td>3/3/3</td>
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<tr>
<td>ART 62</td>
<td>ADVANCED INTAGLIO (ETCHING) AND RELIEF</td>
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**ART 70**  
**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.  
R A 3

**ART 71**  
**ADDITIVE SCULPTURE**  
Recommended Preparation: ART 70  
An in-depth investigation of the additive processes in sculpture, including clay and plaster. A combination of ART 71 or 72 may be taken a maximum of four times.  
R A 3

**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 or 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 (SCULPTURE)

<table>
<thead>
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<tbody>
<tr>
<td>ART 79</td>
<td>ADVANCED LIFE SCULPTURE</td>
<td>3/3/3</td>
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**ART 204**  
**SPECIAL TOPICS IN PRINTMAKING**  
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 topic will vary thematically each time the course is offered.  
R E 3

**ART 70**  
**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.  
R A 3

**ART 205**  
**SPECIAL TOPICS IN SCULPTURE**  
The Special Topics course in Sculpture is a grouping of short seminars designed to provide students with the latest ideas in the field of sculpture. The course content is thematically organized and each seminar within the course differs from the offerings of the same course.  
R E 3

### ASTRONOMY

<table>
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<tr>
<th>Course No.</th>
<th>Title</th>
<th>Units</th>
<th>Lab Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>ASTR 20</td>
<td>GENERAL ASTRONOMY</td>
<td>3/3/0</td>
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<tr>
<td>ASTR 25</td>
<td>OBSERVATIONAL ASTRONOMY</td>
<td>3/2/3</td>
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**ART 170**  
**INTRODUCTION TO SCREEN PRINTING**  
Principles, basic methods and techniques of preparing handcut and photographic stencils, printing techniques, simple color separation and equipment and material handling. Care, use and safety precautions in operating and cleaning the silk-screen unit. Also listed as GC 170. Credit to be given in either area, not both.  
R E 3

**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.  
R E 3

**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 deep sky 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 189 SPECIAL TOPICS: ASTRONOMY
-5/4-5/4-5/9
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of astronomy. The topic will vary thematically each time the course is offered. R E 3

AUTOMOTIVE TECHNOLOGY

AUTO 100 AUTOMOTIVE FUNDAMENTALS
3/3/1
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 nontechnical student and is a required introductory course for other automotive courses. Outside assignments are required.

AUTO 101 AUTOMOTIVE ELECTRICAL SYSTEMS
3/2/2
Recommended Preparation: AUTO 100
Operating principles, troubleshooting techniques, and repair procedures of electrical supply systems and battery-starter systems. Demonstrated lectures and practical experience in the laboratory on batteries, starter systems, alternator-generator charging systems and accessory and lighting systems. Outside assignments are required. R E 3

AUTO 102 AUTOMOTIVE TUNE-UP/IGNITION SYSTEMS
3/2/2
Recommended Preparation: AUTO 100
Operating principles, troubleshooting techniques, and repair procedures for all types of ignition systems. Demonstrated lectures and practical experience in the laboratory using modern testing equipment, oscilloscopes and other diagnostic equipment on "live" vehicles. Outside assignments are required. Combination of Auto 102 or 103 and Auto 109 satisfies California Smog License Clean Air Car Course (CACC) requirements. R E 3

AUTO 103 AUTOMOTIVE TUNE-UP/FUEL AND EMISSION SYSTEMS
3/2/2
Recommended Preparation: AUTO 100
Operating principles, design, troubleshooting techniques and repair procedures of automotive fuel and emission-control systems. Demonstrated lectures and practical experience in the laboratory on shop components and "live" vehicles. Practical experience in modern computer controlled carburation systems and electronic fuel injection systems is stressed. Combination of Auto 102 or 103 and Auto 109 satisfies California Smog License Clean Air Car Course (CACC) requirements. R E 3

AUTO 104A AUTOMOTIVE ENGINES
4/3/5
Recommended Preparation: AUTO 100
A study of practical skill experience in the rebuilding, overhaul and machining of engine components of the internal combustion engine. It is recommended that the student have access to an engine for overhaul purposes. Outside assignments are required. R E 3

AUTO 104B AUTOMOTIVE ENGINES
4/3/5
Prerequisite: AUTO 104A
Recommended Preparation: AUTO 100
A second semester course consisting of practical skill experience in the rebuilding, overhaul and machining of engine components of the internal combustion engine. This course is a continuation of Auto 104A and will cover cylinder head overhaul, camshaft selection, engine assembly techniques as well as installation and breaking of completed engines. R E 3

AUTO 105 AUTOMOTIVE POWER TRAIN
3/2/2
Recommended Preparation: AUTO 100
Operating principles and overhaul and repair procedures of automotive power trains including clutches, three- and four-speed synchronmesh 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 AUTOMOTIVE SUSPENSION AND ALIGNMENT
3/3/1
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 AUTOMOTIVE BRAKE SYSTEMS
3/3/1
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 inspector's license. R E 3

AUTO 107 AUTOMATIC TRANSMISSION
3/2/2
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 AUTOMOTIVE AIR CONDITIONING
3/2/2
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 CALIFORNIA STATE SMOG LICENSE COURSE
4/4/0
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 108 SPECIAL TOPICS: AUTOMOTIVE
-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 automotive. 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
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 airflow 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 230 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 189 .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. 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

AVIA TECHNOLOGY

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.

BIOLOGY

BIO 1A 5/3/6
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 5/3/6
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 5/3/6
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 4/2/6
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 or 8
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 or 8
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 Environmental 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 physiological 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 41**
**HUMAN GENETICS**
Recommended Preparation: A previous course in biology
A survey of human genetics with references to normal and abnormal genetic development. Acquaints the non-biology major with the basic concepts of human heredity and development.

**BIO 43**
**ANIMAL BEHAVIOR**
Recommended Preparation: BIO 20
An analysis of the genetic, chemical, environmental, and experimental determinants of animal behavior. Discussions of gross manifestations and mechanisms of animal behavior will also be included.

**BIO 44**
**BIOLOGICAL ASPECTS OF HUMAN SEXUALITY**
Recommended Preparation: BIO 20
A thorough examination of the fundamentals of the development and practice of sexuality in the human being. This course is organized into two major units: 1) biochemical; 2) developmental sexual differentiation from the point of fertilization through the age of 18 months.

**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 112**
**PATHOPHYSIOLOGY**
Recommended Preparation: BIO 11, 12, and CHEM 2B
A study of the pathophysiology of common disorders of the human nervous, muscular, skeletal, endocrine, cardiovascular, respiratory, excretory, digestive, and reproductive systems. Special emphasis will be placed on the relationship between the normal physiology and the physiological basis of the disease process with special references to clinical correlations. The course is designed for nursing/nurse practitioner majors.

**BIO 113**
**HUMAN ANATOMY AND PHYSIOLOGY**
A basic course to show the interrelationships between human anatomical and human physiological systems. The laboratory will include dissection. This course does not meet the requirements of either anatomy or physiology for nursing students.

**BIO 175, A, B, C**
**BIOLOGY FIELD STUDIES: SIERRA MOUNTAINS**
A lecture and laboratory field course to study the flora and fauna, and natural history of selected sites within Mono Lake and adjacent areas. Scheduled to utilize holidays and minimize conflicts with other classes.

**BIO 176**
**BIOLOGY FIELD STUDIES: SAGUARO NATIONAL PARK**
A lecture and laboratory field course emphasizing the natural history of Saguaro National Monument. This course will include plant and animal community composition, soils, water, desert ecosystems, desert origin and development, plant and animal behavior and adaptation to xerophytic climates, symbioses, and desert ecosystem dynamics and succession.

**BIO 179**
**BIOLOGY FIELD STUDIES: COLORADO RIVER**
A lecture laboratory field course to study the flora, fauna, and natural history of selected sites within the Colorado River and adjacent areas.

**BIO 180**
**BIOLOGY FIELD STUDIES: MOJAVE DESERT**
A lecture and laboratory field course to study the flora, fauna, and natural history of selected sites within the Mojave Desert and adjacent areas.

**BIO 181**
**BIOLOGY FIELD STUDY: DEATH VALLEY NATIONAL MONUMENT**
A lecture and laboratory field course to study the flora and fauna, and natural history of selected sites within Death Valley National Monument and adjacent areas.
COURSES

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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>
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<td>Introduction to Financial Planning</td>
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BIO 182
BIOLOGY FIELD STUDIES: JOSHUA TREE NATIONAL MONUMENT
A lecture and laboratory field course to study the flora, 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, fauna, and natural history of selected sites within King's Canyon National Park and adjacent areas.

BIO 184, A, B
BIOLOGY FIELD STUDIES: GRAND CANYON NATIONAL PARK
A lecture and laboratory course to study the flora, fauna, and natural history of selected sites within Grand Canyon National Park and adjacent areas.

BIO 185
BIOLOGY FIELD STUDIES: ANZA-BORREGO DESERT STATE PARK
A lecture and laboratory field course to study the flora, fauna, and natural history of selected sites within Anza-Borrego Desert State Park and adjacent areas.

BIO 186, A, B, C
BIOLOGY FIELD STUDIES: YOSEMITE NATIONAL PARK
A lecture and laboratory field course to study the flora, fauna, and natural history of selected sites within Yosemite National Park and adjacent areas.

BIO 187
BIOLOGY FIELD STUDIES: SEQUOIA NATIONAL PARK
A lecture and laboratory course to study the flora, fauna, and natural history of selected sites within Sequoia National Park and adjacent areas.

BIO 188
BIOLOGY FIELD STUDIES: COASTAL ISLANDS
A lecture and laboratory course studying the ecology of estuaries of Catalina Island. The course will include origin of estuaries, morphology and parameters of estuarine basins, estuarine shores and substrates, and flora and fauna, identification.

BIO 189
SPECIAL TOPICS: BIOLOGY
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of biology. The topic will vary thematically each time the course is offered.

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. Course may be offered by mediated mode of instruction.

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, 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.

BUS 102
ORAL BUSINESS TECHNIQUES
Designed to give an understanding of interpersonal communication styles with superiors, colleagues, and subordinates, with emphasis on nonassertive, nonassertive, 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 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
Prerequisite: BUS 103 or satisfactory score on the English Placement Examination.
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**  
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 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.

**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**  
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of business. The topic will vary thematically each time the course is offered. 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 216**  
**PROOFREADING, EDITING, AND SPELLING**  
Designed to review proofreading, editing, and spelling skills. Vocabulary and terminology of today’s office are introduced. Course may be offered by mediated mode of instruction. R E 1

**BUS 240**  
**ELEMENTS OF SUPERVISION**  
A basic course covering in general terms the total responsibilities of a supervisor: organization, duties and responsibilities, human relations, grievances, training, rating, promotion, quality and quality control.

**BUS 250**  
**SURVEY OF INTERNATIONAL BUSINESS**  
A comprehensive overview of international business designed to provide a global perspective on international trade, including barriers to trade, foreign investments, impact of financial markets, international management basics, and the strategic planning for multinational companies.
BUS 252
INTERNATIONAL MANAGEMENT
Course studies international management principles with an overview of exporting companies, multinational and global organizations, international law, international human resource concerns, operational issues, marketing decisions, strategic planning and competitiveness, and cross-cultural problems. 

BUS 255
BASICS OF EXPORTING
Course studies various aspects of exporting, including essential terms and techniques. Emphasis includes marketing, organization, regulation, terms of access, documentation, shipment, and financing involved with international movement of merchandise, as well as trade patterns by country and commodity.

BUS 261
BASICS OF IMPORTING
An overview of all aspects of the steps involved in importing a product or service. Course includes role of the United States Customs Service and explains the role of customs brokers, duty rate structure and determination, basic laws affecting imports, currency exchange, and letters of credit. Also includes information about storage and transportation of goods after they have cleared customs.

BUS 264
EXPORT LICENSING AND REGULATIONS
Course examines U.S. licensing requirements for the export of products and services and foreign-market entry requirements. Topics included are the Commerce Control List, U.S. Munitions List, validated and general licenses, license applications and amendments, special licenses, product classifications, foreign policy and national security controls, Export Management System, reexports, international import requirements, shipping tolerances, export clearance and enforcement, and the services of the Bureau of Export Administration Regulations (EAR).

BUS 267
INTERNATIONAL PAYMENTS AND COLLECTIONS
Advantages and disadvantages of export financing. Various methods of payment, their uses, and their risks are reviewed, including the types of letters of credit, drafts, open account, and cash in advance.

BUS 268
INTERNATIONAL PROMOTION
Course studies methods and strategies for international promotion of products and services, including discussions of cultural issues, legal barriers, and standardization. Other emphasized areas are selecting markets and channels of distribution, devising the correct international promotional mix, global advertising issues, and the use of agencies.

BUS 271
LETTERS OF CREDIT
Course describes methods of structuring, negotiating, and processing letters of credit, costs, and fees. Rights and obligations of the bank, the customer, and the beneficiary are also examined. Other issues address sources of technical advice, typical problems, payment arrangements, and ways of working with the bank's international division.

BUS 273
U.S. CUSTOMS, DUTIES, AND THE HARMONIZED SYSTEM
Course presents advanced concepts in the requirements for importing into the United States, including the role of U.S. Customs in international trade, the valuation methods for merchandise, the new tariff classifications under the international harmonized system, opportunities for duty savings through the use of foreign trade zones, bonded warehouses, and duty drawback. Special customs issues are included, such as quotas and visas, labeling and country-of-origin marking, customs audits, antidumping and countervailing duties, fines, and penalties.

BUS 274
WORLD TRANSPORTATION AND DISTRIBUTION
An introduction to international transportation and distribution options in export and import operations, including air freight, shipping, freight forwarders, and distributors in competitive markets. Specialized services in world markets will be explored.

BUS 289
SPECIAL TOPICS: BUSINESS
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of business. The topic will vary thematically each time the course is offered.

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 405
CUSTOMER SATISFACTION BASICS
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
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

BUS 420
BUSINESS COMMUNICATION BASICS
Introduces an easy-to-follow approach for developing routine business communications, such as letters, memos, and short reports. Emphasizes techniques for targeting audiences and for revising drafts. Focuses on students’ ability to recognize and evaluate “effective” business communications based on business needs, practices, and standards. R E 3

CHEMISTRY
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, thermodynamics, 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 CHEM2A 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, lipids, amines and their derivatives, amino acids, proteins, enzymes, nucleic acids, isomerism, energetics, digestion, metabolism and other biochemical reactions, pathways, and systems.

CHEM 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 CHEM 1A but needs more preparation. Topics include problem solving and calculation methods, nomenclature, formulas, equations, stoichiometry, thermochemistry, atomic and molecular structure, bonding, gases, solutions, acids, and bases.

CHEM 8
INTRO TO GENERAL, ORGANIC, AND BIOCHEMISTRY
A one-semester study of inorganic, organic, and biochemistry for students planning to enter Saddleback's nursing program. Also suitable for interested non-science majors and some BSN programs. The chemistry that underlies health and nutrition is emphasized and particular attention is given to concepts and lab techniques important in microbiology and physiology.

CHEM 12A
ORGANIC CHEMISTRY
Prerequisite: CHEM 1B with a grade of "C" or better
A study of the principles, theories, and reactions of organic chemistry with emphasis on the relations of structure and reactivity. The course is recommended for students whose major is chemistry or a closely related field such as biology, biochemistry or chemical engineering. The following topics are included: stereochemistry, aliphatic and aromatic compounds, preparations and reactions of certain organic compound types and spectroscopic methods.

CHEM 12B
ORGANIC CHEMISTRY
Prerequisite: CHEM 12A with a grade of "C" or better
A continuation of CHEM 12A. The following topics are included: preparations and reactions of certain organic compound types, polynuclear and heterocyclic compounds, polymers, lipids, carbohydrates, amino acids, proteins, and biochemical processes.

CHEM 106
INTRODUCTORY ELEMENTARY CHINESE
Corequisite: CHI 999
Recommended Preparation: College-level reading ability
This course is designed to develop the fundamentals of communicative competence in daily spoken Chinese. Emphasis is on reading and writing skills, as well as fundamental aspects of culture.

CHI 1A
CONTINUING ELEMENTARY CHINESE
Prerequisite: CHI 1A
Corequisite: CHI 999
This course reviews and expands the fundamentals of communicative competence in daily spoken Chinese. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. CHI 1B is equivalent to the second half of a regular elementary language course.

CHEM 189
SPECIAL TOPICS: CHEMISTRY
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of chemistry. The topic will vary thematically each time the course is offered.

CHEM 299
COMPUTER-ASSISTED CHEMISTRY
A computerized course which may be taken concurrently (as an adjunct) with CHEM 1A, 1B, 2A, 2B, or 3. The course consists of a set of computerized practice problems, a portion of which the student must complete satisfactorily for credit. Sixty-seven separate topics will be available. This course is offered on a Credit/No Credit basis. Course will be offered in a mediated mode of instruction.
CHI 2
ELEMENTARY CHINESE
Prerequisite: CHI 1 or 1A and 1B
Corequisite: CHI 999
This course is designed to further the fundamentals of communicative competence in daily spoken Chinese. 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.

CHI 21
INTRODUCTION TO CHINESE CULTURE
Recommended Preparation: College level reading ability
Brief overview in English of the history, geography, economic, and political systems and culture of the Chinese. Designed as a general introduction to Chinese culture. Topics will include: the present implications of the thousand-year-long history, developmental imbalances as a consequence of geographical and communication barriers, the ethnic and other origins of cultural diversity, the integrative power of the written language, the stability of the family system, and the tension between tradition and modernity. No prior study of Chinese language or culture required.

CHI 250
PRACTICAL CHINESE
A basic course in Chinese 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

CHI 999
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

CLASSICS
CLSS 5 3/3/0
BUILDING ENGLISH VOCABULARY THROUGH GREEK AND LATIN ROOTS
Course teaches the formation and use of words from Greek and Latin. 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 ENG 65. Credit given in either area, not both.

COMMUNICATION 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. Course may be offered by mediated mode of instruction.

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 conception-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  ADVANCED RADIO PRODUCTION  3/2/2
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  RADIO STATION OPERATIONS  3/3/1
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  RADIO STATION ACTIVITIES  2/1/2
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  RADIO BROADCASTING  2/1/2
Corequisite: CA 114
Recommended Preparation: CA 110, 111, 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.

CA 116  SOUND RECORDING - THEORY AND PRACTICE  4/3/3
Initial exposure to sound-recording principles, techniques, and equipment. Emphasizes current processes and applications through discussion and "hands on" experience.

CA 124  TELEVISION PRODUCTION  4/3/4
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  4/3/4
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  STUDIOVIDEO PRODUCTION  2/0/4
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 for television programs.

CA 127  REMOTE VIDEO PRODUCTION  2/0/4
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  3/2/4
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  3/3/0
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  3/2/2
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 ANOUNCING  3/3/0
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  3/3/1
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)

CA 145  BROADCAST AND CABLE ADVERTISING  3/3/0
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 dependence on advertising revenues.

CA 149  TELEVISION PRODUCTION EQUIPMENT OPERATION  3/2/3
This course is intended to provide a professional approach to the setup and operation of the color video system. The course will cover the following television production equipment operations: the setup and operation of the wave form monitor; video camera setup; operation and use of 3 1/4” videotape recorders; and video distribution equipment. Video cassette editing techniques will be emphasized.
ACGT 220
Introduction to Financial Planning

CA 189 .5-4/.5-4/.5-9
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. R E 3

CA 210 3/2/2
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. R E 3

CA 233 3/2/2
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. R E 3

COMPUTER AND INFORMATION MANAGEMENT

CIM 1 3/3/3
INTRODUCTION TO COMPUTER INFORMATION SYSTEMS
Provides an overview of computer information systems and introduces computer hardware, software, procedures, systems, 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.

CIM 2A 3/3/3
BUSINESS PROGRAMMING I: VISUAL BASIC
Recommended Preparation: CIM 174A or 176A
Provides an introduction to the fundamentals of event-driven, object-oriented 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 2C 3/3/3
BUSINESS PROGRAMMING III: JAVA
Recommended Preparation: CIM 2A or 176A
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 3 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 the 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 information systems environment.
CIM 112 MICROCOMPUTER APPLICATIONS 3/3/3
Provides a computer hands-on exploration of application software and discussion of microcomputer concepts, vocabulary, hardware, and operations. The Windows operating system and the Internet are introduced. Extensive hands-on activities are provided using word processing, database management, spreadsheets, graphics, and communications. Focus includes creating, maintaining, and querying a database management system; creating, editing, formatting, and printing text and spreadsheet documents; creating form letters (mail merge), mailing labels, and envelopes; and using OLE (Object Linking and Embedding) and Copy and Paste to create compound documents containing text, graphics, database, and spreadsheet data. R E 3

CIM 120 COMPUTER LITERACY IN SOCIETY 1.5/1.5/5
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 to and with others in all intellectual pursuits, and enhance their life-long learning in a technologically-changing society. No computer experience is required. Course may be offered by mediated mode of instruction. (Formerly CIM 20)

CIM 121A KEYBOARDING FOR COMPUTERS: BEGINNING 1.5/1/5
Designed to introduce touch keyboarding of letter, number, and symbol keys on the computer. Introduces basic computer operation; no previous computer or typewriting experience required. Course may be offered by mediated mode of instruction. R A 3

CIM 121B KEYBOARDING FOR COMPUTERS: INTERMEDIATE 1.5/1/5
Recommended Preparation: CIM 121A
Builds keyboarding speed and accuracy. Introduces word processing command keys and formats to produce basic tables, business letters, and reports. Course may be offered by mediated mode of instruction. R A 3

CIM 121C KEYBOARDING FOR COMPUTERS: ADVANCED 1.5/1/5
Recommended Preparation: CIM 121B
Improves keyboarding speed and accuracy. Expands use of word processing command keys and format features to produce memorandums, letters, bound and unbound reports, and job application documents. R A 3

CIM 123 BUSINESS PROGRAMMING: 4TH GENERATION LANGUAGES 3/3/3
Recommended Preparation: CIM 1 Course in application development used by non-programmers as well as professional programmers in a business application development environment. The course emphasizes using Fourth Generation Languages (4GLs) 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, enter, change, and delete records stored in networked distributed databases; query and prepare reports from the information in the files. The business application development tool used (e.g., FOCUS, SOL, or ORACLE) may change with the needs of industry. R E 2

CIM 142 SYSTEMS ANALYSIS METHODOLOGIES 3/3/3
Recommended Preparation: CIM 1 or 110 or 112 or 120
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. R E 2

CIM 171A COMPUTING 1.5/1.5/1.5
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 an emphasis on the uses of the Disk Operating System (DOS) commands. Students will use a computer system to execute problem solving exercises using the Novell NetWare operating system. R E 3

CIM 171B COMPUTER OPERATING SYSTEMS: DOS 1.5/1.5/1.5
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 the Novell NetWare Operating System (DOS) commands and techniques. R E 3

CIM 172A COMPUTER OPERATING SYSTEMS: UNIX 1.5/1.5/1.5
This course provides an overview of computer hardware and operating system concepts used on computer systems. This course studies fundamental computer command syntax in an in-depth study of the UNIX operating system commands. Students will use a computer system to execute problem solving exercises using the UNIX operating system commands. R E 3

CIM 172B COMPUTER OPERATING SYSTEMS: UNIX 1.5/1.5/1.5
Recommended Preparation: CIM 172A
This course is a continuation of CIM 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. R E 3

CIM 174A COMPUTER OPERATING SYSTEMS: WINDOWS—BEGINNING 1.5/1.5/1.5
Provides an overview of computer hardware, software, and operating system concepts used on computers. Fundamentals of the operating system, Windows, are studied in-depth. Topics covered will include hardware, software, manipulating Windows, using Help, launching applications, managing files and folders with Explorer and My Computer, as well as handling disk maintenance. R E 3

CIM 174B COMPUTER OPERATING SYSTEMS: WINDOWS—INTERMEDIATE 1.5/1.5/1.5
Recommended Preparation: CIM 174A
Topics covered will include Control Panel, Object-Linking and Embedding, Printing and Fonts, using DOS and DOS programs, and handling System Maintenance. Multimedia and communications will be introduced. R E 3

CIM 176A WINDOWS NT WORKSTATION—BEGINNING 1.5/1.5/1.5
Provides an overview of computer hardware, software, and operating system concepts. Fundamentals of the graphical user interface, Windows NT Workstation, are studied in-depth. Topics covered will include hardware, software, peer-to-peer network services using Windows NT Workstation, using Help, launching applications, finding and using files and folders, managing files and folders with Explorer and My Computer. Course may be offered by mediated mode of instruction. R E 3
COURSES

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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<tbody>
<tr>
<td>CIM 176B</td>
<td>1.5/1.5/1.5</td>
<td>WINDOWS NT WORKSTATION—INTERMEDIATE</td>
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<td>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</td>
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<tr>
<td>CIM 189</td>
<td>.5-4/.5-4/.5-9</td>
<td>SPECIAL TOPICS: COMPUTER &amp; INFORMATION MANAGEMENT</td>
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<td>The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of computer and information management. The topic will vary thematically each time the course is offered. R E 3</td>
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<tr>
<td>CIM 204A</td>
<td>3/3/3</td>
<td>BUSINESS PROGRAMMING I: POWERBUILDER</td>
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<td>Recommended Preparation: CIM 174A or 176A Designed to teach 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. Course may be offered by mediated mode of instruction. R E 1</td>
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<tr>
<td>CIM 204B</td>
<td>3/3/3</td>
<td>BUSINESS PROGRAMMING II: POWERBUILDER</td>
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<td>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 PowerScripting, 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</td>
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<tr>
<td>CIM 205</td>
<td>3/3</td>
<td>SQL AND CLIENT/SERVER DATABASE DESIGN</td>
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<td>Recommended Preparation: CIM 174A or 176A 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</td>
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<tr>
<td>CIM 206</td>
<td>3/3/0</td>
<td>INFORMATION RESOURCE MANAGEMENT</td>
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<td>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. R E 1</td>
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<tr>
<td>CIM 207</td>
<td>1.5/1.5/1</td>
<td>DOCUMENT IMAGING AND MANAGEMENT</td>
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<td>Recommended Preparation: CIM 174A or 176A 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</td>
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<tr>
<td>CIM 208</td>
<td>1.5/1.5/1.5</td>
<td>MANAGING THE CLIENT/SERVER ENVIRONMENT</td>
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<td>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</td>
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<tr>
<td>CIM 209</td>
<td>5/4/3</td>
<td>OFFICE ASSISTANT—OFFICE PROCEDURES</td>
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<td>An introduction to office procedures and basic entry-level skills needed for employment in today’s office environment. Areas of study include: office environment, organizational structure, written and verbal communications, telephone techniques, business math, filing, and records management. This is an open-entry/open-exit course. R E 3</td>
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<td>CIM 210B</td>
<td>1/0/3</td>
<td>OFFICE ASSISTANT—KEYBOARDING</td>
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<td>A self-paced course designed to introduce touch keyboarding of letter, number, and symbol keys on the computer. Introduces basic computer operation; no previous computer or typewriting experience required. This is an open-entry/open-exit course. R E 3</td>
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<td>CIM 213C</td>
<td>1/5/1.5</td>
<td>OFFICE ASSISTANT—COMPUTER CONCEPTS</td>
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<td>A self-paced introductory course in computer concepts to provide instruction on hardware, software, communications, and networking. This is an open-entry/open-exit course. R E 3</td>
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<td>CIM 213D</td>
<td>1/5/1.5</td>
<td>OFFICE ASSISTANT—WINDOWS 95</td>
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<td>A self-paced, entry-level course to learn the fundamentals of the operating system, Windows 95. Topics covered will include the desktop, manipulating Windows 95, using Help, launching applications, managing files and folders with Explorer and My Computer, as well as handling disk maintenance. This is an open-entry/open-exit course. R E 3</td>
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<tr>
<td>CIM 213E</td>
<td>1/5/1.5</td>
<td>OFFICE ASSISTANT—WORD PROCESSING</td>
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<td>A self-paced course to provide instruction 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. This is an open-entry/open-exit course. R E 3</td>
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<td>CIM 213F</td>
<td>1/5/1.5</td>
<td>OFFICE ASSISTANT—SPREADSHEETS</td>
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<td>A self-paced, entry-level course to provide 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. This is an open-entry/open-exit course. R E 3</td>
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</table>
CIM 214A 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: WORD PROCESSING
Recommended Preparation: CIM 121A and 174A or 176A
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 advanced 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 intermediate skills for the user of word processing applications software and uses word processing applications software for business applications. Spreadsheet worksheets will be produced for a variety of applications. R E 3

CIM 216A 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: SPREADSHEETS—BEGINNING
Recommended Preparation: CIM 174A or 176A
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 218A 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: DATABASE
Recommended Preparation: CIM 174A or 176A
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 database to prototype an underlying database and generate solutions to implement a business application. Concepts of the database methodology will be applied to the 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 174A or 176A
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. R E 3

CIM 223 1.5/1.5/1.5 MICROCOMPUTER APPLICATIONS: FINANCE—QUICKBOOKS
Recommended Preparation: CIM 174A or 176A
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
Recommended Preparation: CIM 174A or 176A
Provides an overview of the historical and current aspects of the Internet, 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 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 174A or 176A
Introduction to business graphics software packages that have been developed to enable the display of business information in nontextual 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 applications graphics. 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
COURSES

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
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<th>Lab Hours</th>
<th>Per Week</th>
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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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<tr>
<td>CIM 230</td>
<td>1.5/1.5/1.5</td>
<td>MICROCOMPUTER APPLICATIONS: DESKTOP PRESENTATION FOR BUSINESS</td>
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<td></td>
<td>Recommended Preparation: CIM 174A or 176A</td>
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<td>Surveys the concept, structures, and processes utilized in developing and managing professional business presentations using commercially available software packages on a microcomputer. Students will create a variety of presentation formats that include line charts, pie graphs, and bar graphs.</td>
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<tr>
<td>CIM 248</td>
<td>3/3/3</td>
<td>APPLICATION DEVELOPMENT FOR ACCESS WITH VISUAL BASIC</td>
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<td>Recommended Preparation: CIM 218B</td>
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<td>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.</td>
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<tr>
<td>CIM 249</td>
<td>3/3/3</td>
<td>ADMINISTERING MICROSOFT WINDOWS NT</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CIM 171A and 176A and 176B</td>
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<td>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. Course may be offered by mediated mode of instruction.</td>
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<tr>
<td>CIM 250</td>
<td>3/3/3</td>
<td>DATA FILES AND DATABASES</td>
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<td></td>
<td>Recommended Preparation: CIM 2A and 218A</td>
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<td>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 computer-using 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.</td>
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<tr>
<td>CIM 251</td>
<td>3/3/1</td>
<td>INTRODUCTION TO NETWORKING</td>
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<td>Recommended Preparation: CIM 110</td>
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<td>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.</td>
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<tr>
<td>CIM 252</td>
<td>3/3/3</td>
<td>NETWORKING ESSENTIALS AND TECHNOLOGIES</td>
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<td></td>
<td>Recommended Preparation: CIM 251</td>
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<td>Examines the concepts of data communications, computer networking, and connectivity. Focuses on the Open Systems 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 MSWindows NT, Windows 95, Workstation, Workgroups, Novell NetWare 3X/4X or Artisoft LANTastic. Exercises will be on lanalyzer, a protocol analyzer.</td>
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<tr>
<td>CIM 253</td>
<td>3/3/3</td>
<td>SUPPORTING WINDOWS NT CORE TECHNOLOGIES</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CIM 171A and 176A</td>
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<td>Provides a foundation for supporting Windows NT operating system, including 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.</td>
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<tr>
<td>CIM 254</td>
<td>3/3/3</td>
<td>SUPPORTING WINDOWS NT ENTERPRISE TECHNOLOGIES</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CIM 176A and 253</td>
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<td>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.</td>
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<tr>
<td>CIM 259</td>
<td>3/3/3</td>
<td>INTERNETWORKING TCP/IP ON WINDOWS NT</td>
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<td>Recommended Preparation: CIM 254</td>
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<td>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.</td>
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<tr>
<td>COURSES</td>
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<tr>
<td>CIM 265</td>
<td>NETWARE ADMINISTRATION: NOVELL</td>
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<tr>
<td>3/3/3</td>
<td>Recommended Preparation: CIM 251</td>
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<td>Covers the basics of administering a Novell NetWare network. Topics include creating users and groups, assigning rights, modifying login scripts, setting up printing, managing files and directories, and more. Successful completion of this course prepares the student to take one of the Novell CNA (Certified Novell Administrator) exams. Course may be offered by mediated mode of instruction.</td>
<td>R E 1</td>
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<tr>
<td>CIM 266</td>
<td>NETWARE ADVANCED ADMINISTRATION: NOVELL</td>
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<tr>
<td>3/3/3</td>
<td>Recommended Preparation: CIM 265</td>
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<td>Focuses on the configuration and monitoring of a NetWare file server. Topics covered include configuring the server startup 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.</td>
<td>R E 1</td>
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<td>CIM 271</td>
<td>BASIC WEB DEVELOPMENT—HTML</td>
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<td>1.5/1.5/1.5</td>
<td>Recommended Preparation: CIM 272A or 272A</td>
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<td>Develop a practical understanding of the basic HTML code necessary to construct a web page. Learn text formatting commands, as well as links, e-mail, tables, forms and frames. Identify and use steps necessary to insert and manipulate graphics within a web page, and determine how the code or script relates to HTML editors, servers, and service providers.</td>
<td>R E 3</td>
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<tr>
<td>CIM 272A</td>
<td>WEB DESIGN FOR BUSINESS—BEGINNING</td>
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<td>1.5/1.5/1.5</td>
<td>Recommended Preparation: CIM 272A</td>
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<td>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 Markup 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.</td>
<td>R E 3</td>
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<tr>
<td>CIM 272B</td>
<td>WEB DESIGN FOR BUSINESS—ADVANCED</td>
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<td>1.5/1.5/1.5</td>
<td>Recommended Preparation: CIM 272A</td>
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<td>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.</td>
<td>R E 3</td>
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<tr>
<td>CIM 273</td>
<td>WEB MANAGEMENT</td>
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<td>3/3/3</td>
<td>Recommended Preparation: CIM 271 and 272A</td>
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<td>Learn how to manage or administer a business web presence and how to choose the service provider and services necessary to insure security, password protection, Intranet restrictions and commerce. Examine methods for planning and developing web structures that include the use of forms, commercial service providers, corporate Intranet, uploading and downloading of database information through CGI, site updates, and solicitation of feedback or interaction.</td>
<td>R E 3</td>
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<tr>
<td>CIM 280</td>
<td>INTRODUCTION TO VIRTUAL REALITY IN BUSINESS</td>
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<td>1.5/1.5/0</td>
<td>Recommended Preparation: CIM 271 and 272A</td>
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<td>Introduces the concepts of interactive, real-time, visual simulation or virtual reality (VR) and how it is used in business. Examines all aspects of the construction of VR—3D-modeling, multimedia, graphic representation, digital photography, digital sound, video fly-ins, animation, path animation, Virtual Reality Modeling Language (VRML)—through web and simulation viewers. Interacts with the equipment necessary to run the interactive visual simulation in real-time. Discusses all elements of high-end, graphics-based computers, as well as the PC solution, force feedback, immersion headsets, power-walls and the cave.</td>
<td>R E 3</td>
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<td>CIM 285</td>
<td>OFFICE SYSTEMS - INTERNSHIP</td>
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<tr>
<td>1/1/0</td>
<td>Corequisite: CWE 168/169</td>
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<td></td>
<td>Recommended Preparation: Office systems skills and CIM 101A/B</td>
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<td>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.</td>
<td>R E 3</td>
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<tr>
<td>CIM 289</td>
<td>SPECIAL TOPICS: COMPUTER &amp; INFORMATION MANAGEMENT</td>
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<td>.5/4/.5/4/.5/9</td>
<td>Recommended Preparation: CIM 271 and 272A</td>
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<td>The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of computer and information management. The topic will vary thematically each time the course is offered.</td>
<td>R E 3</td>
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<td>CIM 290</td>
<td>INTERNSHIP</td>
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<tr>
<td>.5/.5/0</td>
<td>Corequisite: CWE 168/169</td>
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<td>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.</td>
<td>R E 3</td>
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<tr>
<td>CIM 400</td>
<td>COMPUTER BASICS</td>
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<tr>
<td>.5/.5/0</td>
<td>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.</td>
<td>R E 3</td>
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<td>CIM 401</td>
<td>KEYBOARDING BASICS</td>
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<td>.5/.5/0</td>
<td>Introduces keyboarding/touch typing 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.</td>
<td>R E 3</td>
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<tr>
<td>CIM 403</td>
<td>DOS BASICS</td>
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<td>.5/.5/0</td>
<td>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.</td>
<td>R E 3</td>
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<td>CIM 404</td>
<td>WINDOWS 3.1 BASICS</td>
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<td>.5/.5/0</td>
<td>Provides a brief look at the graphical user interface—Windows. Will include a brief look at the features of this program.</td>
<td>R E 3</td>
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<tr>
<td>CIM 407</td>
<td>UNIX BASICS</td>
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<td>.5/.5/0</td>
<td>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 previewed to enable students to prepare to use beginning UNIX commands.</td>
<td>R E 3</td>
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<tr>
<td>Course Prefix</td>
<td>Course Number</td>
<td>Course Title</td>
<td>Units</td>
<td>Lecture Hours Per Week</td>
<td>Lab Hours Per Week</td>
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<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>.5/.5/0</td>
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</table>

### 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 previewed and their uses will include Help, launching programs, and using My Computer. R E 3

### CIM 409B WINDOWS 95—II
Covers the Windows 95 graphical user interface operating system. Topics previewed and their uses will include Explorer, organizing files and folders, disk maintenance, Control Panel and Windows 95 accessories. R E 3

### CIM 414 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 416 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 418 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 nontextual 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 schedulers, 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 on-line 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, DV-I, and CD-ROM and introduces sound editing and video capture. R E 3

### CIM 448 ARTIFICIAL INTELLIGENCE IN BUSINESS - BASICS
An overview of artificial intelligence (AI) with emphasis on Expert Systems for Business Decision Making. Includes a survey of other AI areas including: natural language translation, neural networks, fuzzy logic, massively parallel processing, and robotics. R E 3

### CIM 450 BASICS OF SELECTING MICROCOMPUTER SOFTWARE
Introduces and analyzes characteristics and functions of the most popular microcomputer applications software or systems software. Through demonstration and lecture, prepares individuals to analyze their personal and business software and hardware. The types of microcomputer software being analyzed may change each time the course is offered. R E 3

### CIM 452 DEVELOPING A MINI-SYSTEMS ANALYSIS
Provides an overview of the systems analysis process. Briefly covers the information gathering and reporting activities, and the transition from analysis to design of computer systems for a small office to enterprise computing. R E 3

### CIM 454 COMPARING MICROCOMPUTER OPERATING SYSTEMS
Course introduces and compares the most used microcomputer operating system functions and commands of DOS, Windows, Windows 95, UNIX, and NT. Topics include operating system concepts, disk and file formats, control and processing programs, disk and management, backup and recovery, sort, copy, and other utilities, and application software installation and execution. R E 3

### CIM 470 DESIGNING COMPUTER TRAINING SEMINARS
Provides an intensive experience of developing the basics for designing a computer course or seminar. Students will create a complete computer course, design agenda, written objectives, and design a course module to its completion. R E 3

### CIM 472 TRAINING THE COMPUTER TRAINER
Course provides computer trainers, new or experienced, with the tools and skills needed to maximize their effectiveness in the classroom. Focuses on developing strategies for maximizing learner involvement and retention. Trainers develop skills to evaluate existing staff or potential new training member more effectively. Also, ideas for varying the techniques of computer training will be provided. R E 3
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.

**COMPUTER SCIENCE**

**CS 1A**
**INTRODUCTION TO COMPUTER SCIENCE**
3/3/6

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. Includes an overview of the history of computers, software and computer programming languages. Emphasizes algorithms, algorithm design, and algorithm development tools using modern design methodologies. Programs are written using a contemporary high level programming language such as C, C++ or Java.

**CS 1B**
**INTRODUCTION TO PROGRAMMING**
3/3/6

Recommended Preparation: CS 1A

A basic course in computer programming which covers the properties of modularity, and applies a contemporary high level programming language, such as C, C++ or Java, to the solutions of a wide variety of problems relating to science and business. Emphasis is on development, debugging, and testing of programs that use a wide variety of simple and composite data types. These programs will use both nonrecursive and recursive techniques in the solution of problems.

**CS 1C**
**ADVANCED PROGRAMMING**
3/3/6

Recommended Preparation: CS 1B

Designed for computer science majors and interested professionals. Topics include lexical conventions, data types, classes, constructors, destructors, overloading, conversions, inheritance, exceptions, and I/O. Solutions will be implemented using a high level language such as C, C++ or Java.

**CS 2B**
**DATA STRUCTURES**
3/3/6

Recommended Preparation: CS 1B and 1C and 14 or 15 or 18

Covers basic concepts of data structures and related algorithms. The abstract data types of lists, stacks, queues, strings, binary and general trees, multidimensional and sparse arrays and graphs will be discussed and implemented using a contemporary programming language. Recursion, searching and sorting will also be examined.

**CS 3A**
**COMPUTER ORGANIZATION AND MACHINE LANGUAGE**
3/3/6

Recommended Preparation: Any one programming language course and MATH 253

An introductory course in computer organization with emphasis on machine language programming. 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.

**CS 3B**
**COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE**
3/3/6

Recommended Preparation: CS 3A

This course further develops the concepts of computer organization begun in CS 3A with emphasis in assembly languages. The concepts covered include assembly languages, operating systems, and multilevel machines.

**CS 12**
**FORTRAN PROGRAMMING**
3/3/6

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.

**CS 14**
**C PROGRAMMING**
3/3/6

Recommended Preparation: CS 1B or 1A

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.

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.

**COMPUTATION TECHNOLOGY**

**CON 100**
**INTRODUCTION TO BUILDING MATERIALS AND PROCESSES**
3/2/2

Introduction to construction methods, materials, and equipment as well as laws and regulations. Special emphasis on solving problems commonly encountered by the consumer and professional builder. The organizations, methods, equipment, and safety considerations common for residential and light commercial construction. (Formerly CON 200) R E 3

**CON 110**
**CARPENTRY: WOOD Framing of Structure-Floor, Walls, Roof**
3/2/2

Provides entry level skills for students who are interested in the construction of wood structures. Framing methods of walls and roofs are covered as they apply to modern framing techniques. Special emphasis is given to material selection, portable power tools, and safety. R E 2
### COURSES

<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>
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</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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<tr>
<td>CON 115</td>
<td></td>
<td>STEEL FRAMING</td>
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<td></td>
<td>Study of residential steel framing including current principles, practices, and terminology. Provides students with the technical knowledge and practical skills to frame a house in light gauge steel, beginning with basic surveying and lot layout; underpinning, raised floor foundation; floor, wall and ceiling joist layout; fabrication and installation of roof trusses. Also includes applicable issues in blueprint reading, estimating, code, and inspections.</td>
<td>3/2/2</td>
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<tr>
<td>CON 120</td>
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<td>CONCRETE CONSTRUCTION</td>
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<td>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.</td>
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<tr>
<td>CON 121</td>
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<td>MASONRY CONSTRUCTION</td>
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<td>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.</td>
<td>4/3/3</td>
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<tr>
<td>CON 125</td>
<td></td>
<td>PRINCIPLES OF CONSTRUCTION FINISHING</td>
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<td>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.</td>
<td>4/2/6</td>
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<tr>
<td>CON 130</td>
<td></td>
<td>BLUEPRINT PLANS AND SPECIFICATION READING</td>
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<td>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.</td>
<td>4/3/3</td>
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<tr>
<td>CON 135</td>
<td></td>
<td>UNIFORM BUILDING CODE INSPECTION</td>
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<td>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.</td>
<td>4/4/0</td>
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<tr>
<td>CON 140</td>
<td></td>
<td>CONSTRUCTION ESTIMATING</td>
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<td>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.</td>
<td>3/3/0</td>
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<tr>
<td>CON 145</td>
<td></td>
<td>COMBINATION RESIDENTIAL DWELLING INSPECTION</td>
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<td>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.</td>
<td>3/3/0</td>
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<tr>
<td>CON 151</td>
<td></td>
<td>ELECTRICAL CODE</td>
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<td>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.</td>
<td>2/2/0</td>
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<tr>
<td>CON 152</td>
<td></td>
<td>CONTRACTORS' LICENSE LAW</td>
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<td>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.</td>
<td>3/3/0</td>
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<tr>
<td>CON 212A</td>
<td></td>
<td>PLUMBING CODES: DRAINS, WASTE, VENTS, WATER AND GAS</td>
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<td>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 venting systems are covered.</td>
<td>3/3/0</td>
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<tr>
<td>CON 212B</td>
<td></td>
<td>MECHANICAL CODE: HEATING, AC, REFRIGERATION, DUCTWORK</td>
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<td>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.</td>
<td>3/3/0</td>
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<tr>
<td>CWE 168</td>
<td></td>
<td>COOPERATIVE WORK EXPERIENCE</td>
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<td>Corequisite: Concurrent enrollment in 7 units including CWE 168 Provides supervised work experience extending classroom-based occupation 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.</td>
<td>1-4/60-300/0</td>
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<tr>
<td>CWE 169</td>
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<td>COOPERATIVE WORK EXPERIENCE</td>
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<td>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.</td>
<td>1-4/60-300/0</td>
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</tbody>
</table>
**COSMETOLOGY**

**COS 400A 1-12/6/18**

**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 1-12/6/18**

**COMPREHENSIVE COSMETOLOGY II**

Prerequisite: COS 400A. Hours: 400

This course is a continuation of COS 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 1-12/6/18**

**COMPREHENSIVE COSMETOLOGY III**

Prerequisite: COS 400B. Hours: 400

This course is a continuation of COS 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 1-12/6/18**

**COMPREHENSIVE COSMETOLOGY IV**

Prerequisite: COS 400C. Hours: 400

This course is a continuation of COS 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

**CROSS CULTURAL STUDIES**

**COS 420 MANICURING 1-11/4/21**

**COSMETOLOGY (MANICURING)**

**CROSS CULTURAL STUDIES**

**COS 420 MANICURING 1-11/4/21**

**DRAFTING TECHNOLOGY**

**DR 23 3/1.5/4.5**

**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 3/1.5/4.5**

**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 3/1.5/4.5**

**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. (Formerly DR 181)

**DR 102 3/1.5/4.5**

**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 2/1/3**

**FUNDAMENTALS OF TECHNICAL ILLUSTRATION**

Recommended Preparation: DR 100

An introduction to technical illustration, including oblique and isometric pictorial drawings and shading.

**DR 150 3/2/4**

**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 Architecture 150. Credit to be given in either area, not both.
<table>
<thead>
<tr>
<th>Course Prefix</th>
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<tr>
<td>ACCT 220</td>
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<td>Introduction to Financial Planning</td>
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<tr>
<td>ECON 2</td>
<td>3/3/0</td>
<td>Principles (Macro)</td>
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<td>ECON 7</td>
<td>3/3/0</td>
<td>Principles (Micro)</td>
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<td>ECON 110</td>
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<td>Educational Psychology</td>
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<tr>
<td>ET 101</td>
<td>3/3/0</td>
<td>Survey of Electronics</td>
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<td>ET 102</td>
<td>4/3/3</td>
<td>D.C. Fundamentals</td>
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<td>ECOL 201</td>
<td>4/3/3</td>
<td>Ecological Restoration Techniques</td>
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<td>ECOL 202</td>
<td>4/3/3</td>
<td>Advanced Ecological Restoration Techniques</td>
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<tr>
<td>ED 100</td>
<td>3/3/0</td>
<td>Introduction to Education</td>
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<td>ED 110</td>
<td>3/3/0</td>
<td>Educational Psychology</td>
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<tr>
<td>DR 151</td>
<td>3/2/4</td>
<td>Computer-Aided Drafting</td>
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<tr>
<td>DR 152</td>
<td>3/2/4</td>
<td>Advanced Computer-Aided Drafting</td>
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<tr>
<td>DR 160</td>
<td>3/1.5/4.5</td>
<td>Electronic Drafting</td>
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<tr>
<td>ED 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>
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</table>

**ECONOMICS**

**ECON 2**

Prerequisites: 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.

**ECON 7**

Prerequisites: MATH 251

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, DC meters, DC network theorems, capacitors, magnetism, and inductors. Laboratory experiments introduce AC test equipment and measurement techniques.

**EDUCATION**

**ED 100**

An introduction to the field of education including a basic preview of such subjects as organization of education, types of credentials, needs and opportunities, innovations, philosophies and techniques, professional ethics and related subjects.
ET 108  ECONOMIC 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
Fundamentals 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, microwave, data, digital and opto 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 language. Hands-on experience with microprocessors involving circuit operation and diagnostic troubleshooting.

ET 152  D.C. CIRCUIT ANALYSIS
Recommended Preparation: MATH 8
Prerequisites: 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 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 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
Prerequisite: 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 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.

ET 200  PREPARATION FOR TECHNICAL CAREERS
Survey of important principles for obtaining technical employment and performing effectively in a technical career. Includes introduction to technical careers, personal communication skills, group dynamics, workplace ethics and behavior, problem solving and troubleshooting, also includes practical topics and situations, and relevant concepts/solutions. Designed for those simultaneously taking vocational certificate courses in preparation for a technical career.
**COURSES**

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<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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**ELECTRONIC SERVICE TECHNOLOGY**

**EST 215** 3/3/0
**ELECTRONICS FOR COMPUTER TECHNOLOGISTS**

Electronics summary covering the basics of electronics terminology, components, circuits, waveforms, equipment, assembly techniques, and troubleshooting which are relevant for computer technologists. Includes both analog and digital circuit fundamentals, plus discrete and integrated circuits related to computer technology and associated hardware. The emphasis is on basic concepts without extensive numerical analysis and calculations.

**EST 220** 3/2/2
**MICROCOMPUTER MAINTENANCE AND REPAIR**

Basics of microcomputer maintenance and repair for persons who own or will soon own a person computer (PC). Includes a computer overview and study of disk drives, memories, input/output parts, modems, printers, monitors, audio/video cards, operating systems, and computer troubleshooting. The laboratory portion of the course includes construction, setup, and test of IBM clone PCs.

**EST 225** 3/2/2
**APPLIED MICROCOMPUTER TECHNOLOGY**

Recommended Preparation: EST 220

Studies computer installation, troubleshooting, and maintenance emphasizing hardware. Topics include operating systems and hardware interfacing for the Macintosh and PC computer families including the interconnection of printers, modems, CD ROMs, memory, sound and video cards, and other peripheral devices. Handson techniques including soldering and cable fabrication will be studied and performed in the laboratory portion of the course.

**EMT 230** 3/2/2
**APPLIED NETWORK TECHNOLOGY**

Recommended Preparation: EST 225

Study of computer networks for technologists. Includes network wiring, connecters, repeaters, hubs, routers, bridges and their application to system specifications and their application to the OSI model and its protocols. Installation, troubleshooting, and maintenance of computer networks and network hardware are emphasized in the laboratory.

**EMERGENCY MEDICAL TECHNOLOGY**

**EMT 205** 6/5.5/1.5
**EMERGENCY MEDICAL TECHNICIAN PROCEDURES**

Limitation: 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** 1/1/.75
**REFRESHER COURSE FOR EMERGENCY MEDICAL CARE**

Limitation: 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. Supervised observation in emergency room and ambulance will be included. 

**EMT 218** 3/3/0
**INTRODUCTION TO ADVANCED PRE-HOSPITAL 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** 14/12/8
**PARAMEDICINE THEORY**

Prerequisite: 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 pre-hospital arena, and medical-surgical, pediatric, obstetric, psychiatric, geriatric, crisis intervention and medicolegal problems. 

**EMT 230** 6.5/0/20
**PARAMEDICAL CLINICAL EXPERIENCE**

Prerequisite: 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 techniques and advanced skills. 

**EMT 240** 9.5/0/29
**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 pre-hospital patient care experience and is the last course in the series preparing the student for licensure. 

**EMT 275** .5/5/0
**PARAMEDIC PRECEPTOR**

Designed to instruct the student in the role and responsibilities of the paramedic field preceptor. The student will develop skills in teaching paramedic students and in the evaluation process required for paramedic certification/authorization.

**ENGINEERING**

**ENGR 31** 3/3/0
**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.
### ENGLISH (READING LAB)

**ENG 221**  
**Reading Laboratory**  
Corequisite: ENG 220  
This lab is designed to complement the reading skills taught in ENG 220, Reading Skills for College. This 16-week lab includes work in reading comprehension, reading rate, vocabulary, study skills, and writing.  
**RE 1**

**ENG 232**  
**ESL Reading Laboratory**  
Emphasizes individualized instruction responding to diagnosed needs or problems and on practice to improve language-related skills. Areas covered include spelling, reading-comprehension, reading rate, textbook reading, vocabulary and phonics. Enrolled students must sign up for a particular section but may attend at any time during which the Reading Lab is open. May be offered as open-entry/open-exit. This course is offered on a credit/no-credit basis, and may be repeated three times.  
**RE 3**

**ENG 333**  
**Reading Skills Laboratory**  
Emphasizes individualized instruction and practical application in one or more of the following areas: spelling, reading comprehension, reading rate, vocabulary and study skills. Enrolled students must sign up for a particular section but may attend any time the Reading Lab is open. This is an open-entry/open-exit class. This course is offered on a credit/no credit basis and may be repeated three times.  
**RE 3**

**ENG 777**  
**Reading Lab**  
Reading Laboratory, the lab component of selected reading courses, offers individualized instruction in reading skills. Students take diagnostic tests and complete lab contracts designed to address specific needs.  
**0/0/1**
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
</tr>
</tbody>
</table>

**Creative Writing: Scriptwriting**

Prerequisite: Eligibility for ENG 1A
Recommended Preparation: ENG 3, 4, or 104
A course focusing on the specific requirements of dramatic writing for television, film, radio, and stage.

**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. RE 1

**Haiku, Sonnet, Free Verse and Other Poetic Forms**

Recommended Preparation: Eligibility for ENG 1A; ENG 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. This course may be repeated once. RE 1

**Nonfiction Fundamentals**

Recommended Preparation: Eligibility for ENG 1A; ENG 3
A course in writing, editing, and marketing nonfiction books and magazines.

**Writing the Fiction and/or Nonfiction Book**

Prerequisite: ENG 3 or 4 with a grade of “B” or better or submission of a manuscript at least one month prior to class.

This course is designed to assist students in the planning, development, and marketing of booklength fiction and nonfiction. RE 1

**Novel Workshop: Revising Manuscripts for Publication**

Recommended Preparation: ENG 3, 4, 104 or 107 with a grade of “B” or better of submission of manuscript
An intensive analysis of the elements of dramatic fictional structure through student examination of works in progress. Revision of manuscripts to meet contemporary publication standards. Students enrolled in this course should be presently working on a novel or story-based manuscript. RE 3

**English (Language Skills)**

**Building English Vocabulary Through Greek and Latin Roots**

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.

**Languages of the World - An Introduction to Linguistics**

Recommended Preparation: ENG 1A
An introductory study of the nature and history of language, including, but not limited to: animal language, psycholinguistics and language acquisition, phonology and sound change, morphology, syntax, semantics, sociolinguistics and dialects, world languages, diachronic language change, the history of English, and the history of writing. The emphasis in this course is on examining how languages function in cultural and historical contexts. Although English will be used to derive many examples, many other languages will be examined in order to compare and contrast. (Formerly ENG 10.)

**Introduction to the Structure of Standard American English**

This course offers a brief introduction to the study of the structure of modern English including its sound system, major word classes, sentence and phrase structure, and the difference between usage and standard edited English. Some historical background of contemporary English is included.

**English Mechanics and Grammar**

This course covers the mechanics of written English, including the major principles of punctuation, capitalization, grammar, possessives, usage, and style, and teaches students how to write clear, correct, and effective sentences and paragraphs. Some previous experience in reading and writing English is needed. This is not a composition course.

**English (Literature)**

**Survey of American Literature: 1620-1860**

Recommended Preparation: Eligibility for ENG 1A
A course emphasizing major ideas, authors, and forms in American literature during the 17th, 18th, and early 19th centuries.

**Survey of American Literature: 1860-Contemporary**

Recommended Preparation: Eligibility for ENG 1A
A course emphasizing major ideas, authors, and forms from the late 19th century to the present.

**Survey of English Literature: Beowulf to Romantic Movement**

Recommended Preparation: Eligibility for ENG 1A
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.

**Survey of English Literature: Romantic Movement to Modern Period**

Recommended Preparation: Eligibility for ENG 1A
Course covers 1796 to present: Romantic, Victorian, and Modern literature. Literature will be discussed in relation to social and political backgrounds.

**Shakespeare: The Tragedies**

Recommended Preparation: Eligibility for ENG 1A
A close reading in chronological order of composition of representative plays and criticism, illustrating Shakespeare’s developing mastery of poetic and theatrical techniques and psychological portrayal.
AFRICA & THE CARIBBEAN

WORLD LITERATURE: INTRODUCTION TO

ENG 21E 3/3/0

LATIN AMERICA

WORLD LITERATURE: INTRODUCTION TO

ENG 21D 3/3/0

ASIAN LITERATURE

WORLD LITERATURE: INTRODUCTION TO

ENG 21C 3/3/0

MODERN PERIOD

WORLD LITERATURE: 17TH CENTURY TO MODERN PERIOD

ENG 21B 3/3/0

WORLD LITERATURE: ANCIENT TO 17TH CENTURY

ENG 21A 3/3/0

SHAKESPEARE: THE COMEDIES

Recommended Preparation: Eligibility for ENG 1A
A close reading in chronological order of composition of plays illustrating the variety of Shakespearean comedy from farce to fantasy to the serious study of social problems.

ENG 19 3/3/0

SHAKESPEARE: THE HISTORIES

Recommended Preparation: Eligibility for ENG 1A
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.

ENG 20 3/3/0

AMERICAN ETHNIC WRITING: AFRICAN-AMERICAN LITERATURE

Recommended Preparation: Eligibility for ENG 1A
A course concerned with exploring the writing of African-Americans, their viewpoints, styles, forms, and themes.

ENG 23A 3/3/0

AMERICAN ETHNIC WRITING: CHICANO LITERATURE

Recommended Preparation: Eligibility for ENG 1A
A course concerned with exploring the position of Chicanos in American society, their viewpoints, styles, forms, and themes.

ENG 23B 3/3/0

ETHNIC VOICES IN LITERATURE: THE AMERICAN EXPERIENCE

Recommended Preparation: Eligibility for ENG 1A
Examines literary works of African-American, Native American, Asian-American, and Latino/Hispanic authors. Focuses on such themes 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.

ENG 24 3/3/0

INTRODUCTION TO LITERATURE

Recommended Preparation: Eligibility for ENG 1A
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 of literature. Course may be offered by mediated mode of instruction.

ENG 25 3/3/0

INTRODUCTION TO THE SHORT STORY

Recommended Preparation: Eligibility for ENG 1A
Surveys American short stories of the 19th and 20th centuries, emphasizing form, content, philosophical and historical perspectives, and criticism. Course may be offered by mediated mode of instruction.

ENG 27E 3/3/0

INTRODUCTION TO BIOGRAPHY AND ESSAY

Recommended Preparation: Eligibility for ENG 1A
A course exploring biography and the essay as literary forms.

ENG 27D 3/3/0

INTRODUCTION TO POETRY

Recommended Preparation: Eligibility for ENG 1A
A course exploring representative traditional and modern American and British poets, emphasizing form, content, philosophical and historical perspectives and criticism.

ENG 27C 3/3/0

INTRODUCTION TO THE NOVEL

Recommended Preparation: Eligibility for ENG 1A
Surveys American, British, French, and Russian short stories, emphasizing form, content, and historical perspectives, and criticism.

ENG 27B 3/3/0

INTRODUCTION TO LITERARY CRITICISM

Recommended Preparation: Eligibility for ENG 1A
A course exploring representative traditional and modern American and British poets, emphasizing form, content, philosophical and historical perspectives and criticism.

ENG 27A 3/3/0

MYTHS, TALES, AND LEGENDS

Recommended Preparation: Eligibility for ENG 1A
This course introduces the student to myths, tales, and legends of the world and their relationship to the culture from which they are derived.

ENG 29 3/3/0

THE HISTORICAL NOVEL

Recommended Preparation: Eligibility for ENG 1A
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.
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, initiative, 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 emphasizes 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, childbirth, 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
An examination of foreign and domestic film as a literary art form. The course focuses on the analysis of film techniques which convey standard literary conventions to an audience.

ENG 54
CONTEMPORARY LITERATURE
Recommended Preparation: Eligibility for ENG 1A
A course designed to acquaint the student with the most readily identifiable trends in literature, both poetry and prose.

ENG 131A
INTRODUCTION TO SCIENCE FICTION: THE FICTION
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.
### ENGLISH (READING: BASIC)

#### ENG 220  
**READING SKILLS FOR COLLEGE**  
Corequisite: ENG 221  
A course designed to prepare students for college-level work by bringing their reading abilities and study skills to college proficiency. Emphasis is on individual help and careful progress to develop reading confidence and ease.

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<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td>ENG 220</td>
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#### 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 toward reading college textbooks.

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<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td>ENG 315</td>
<td>1/1/0</td>
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#### 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.

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<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td>ENG 320</td>
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### ENGLISH (READING: INTERMEDIATE)

#### ENG 212  
**PRACTICAL VOCABULARY**  
Corequisite: ENG 777  
This introductory vocabulary course is designed to improve students’ abilities for college-level work by bringing their vocabulary to college-entry level. Through classroom instruction, lab use, and testing, students will gain an understanding of word meaning and facility of expression.

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<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td>ENG 212</td>
<td>2/2/0</td>
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</table>

### ENGLISH (SPECIAL TOPICS)

#### ENG 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 students interested in working as teachers or aides with preschool and elementary school children and potential librarians, bookstore owners, parents, and other adults caring for children.

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<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td>ENG 142</td>
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#### ENG 219  
**SPECIAL TOPICS: ENGLISH**  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field 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

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<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENG 219</td>
<td>4-5/4-5-9</td>
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</table>
ENGLISH (TECHNICAL/EXECUTIVE WRITING)

ENG 109 3/3/0
TECHNICAL AND EXECUTIVE WRITING
ENG 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 memos, 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.

ESL (BEGINNING LEVEL)

ESL 365A 0 or 1/2/0
BEGINNING PRONUNCIATION
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.

ESL 375A 0 or 2/3/0
BEGINNING CONVERSATION
This course initiates the ESL conversation series with emphasis on everyday conversation. 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.

ESL 380A 0 or 3/6/0
BEGINNING MULTISKILLS I
Corequisite: ESL 999
An introductory course in English for nonnative 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.

ESL 380B 0 or 3/6/0
BEGINNING MULTISKILLS II
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.

ESL (INTERMEDIATE LEVEL)

ESL 365B 0 or 2/3/0
INTERMEDIATE PRONUNCIATION
Corequisite: ESL 999
Recommended Preparation: ESL 365A
An intermediate-level ESL pronunciation course designed to enable students to recognize and produce the sounds and intonation patterns of American English. Through pronunciation drills based on more complex readings, in-class conversation, and listening activities (commercials, news stories and dialogues) students will develop self-confidence in all 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.

ESL 375B 0 or 2/3/0
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.
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 A 3

ESL 380D
INTERMEDIATE MULTISKILLS II
Recommended Preparation: 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 into 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 395A
INTERMEDIATE READING AND WRITING I
Prerequisite: ESL 380B
A course designed for the nonnative 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 395B
INTERMEDIATE READING AND WRITING II
Prerequisite: ESL 380C or 395A
Corequisite: ESL 88B
A course designed for the nonnative 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 225
ADVANCED VOCABULARY SKILLS
Prerequisite: ESL 380D
Recommended Preparation: ESL 380D
This advanced vocabulary class is designed to help nonnative speakers of English expand and acquire a college level vocabulary and idiomatic expressions necessary for academic and vocational courses. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course may be repeated once and is not open-entry/open-exit. The unit version of this course may not be applied toward the 60 units for graduation. R E 1

ESL 245A
ADVANCED GRAMMAR REVIEW I
Corequisite: ESL 999
Recommended Preparation: ESL 380D, 245A
ESL 245A is the first half of an advanced, rapidly-paced grammar class for nonnative speakers of English who have completed at least four semesters of ESL or its equivalent. Recommended for students progressing into ENG 200 and ENG 1A. Emphasis is on structures particularly difficult for nonnative speakers such as the verb system, prepositions, gerunds, and infinitives. 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 may be repeated twice and is not open-entry/open-exit. R E 2

ESL 245B
ADVANCED GRAMMAR REVIEW II
Corequisite: ESL 999
Recommended Preparation: ESL 380D
ESL 245B is the second half of an advanced, rapidly-paced grammar class for nonnative speakers of English who have completed at least four semesters of ESL or its equivalent. Recommended for students progressing into ENG 200 and ENG 1A. Emphasis is on structures particularly difficult for nonnative 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 may be repeated twice and is not open-entry/open-exit. The unit version of this course may not be open-entry/open-exit and may be repeated once. R E 1

ESL 255
ADVANCED WRITING FOR WORK
Prerequisite: ESL 380D or 395B
ESL Advanced Writing for Work is designed to improve nonnative speakers’ reading comprehension and written communication skills necessary for college-level work using “real world” copy. Students will regularly summarize examples of American business and technical communication. In addition, they will design, write, and analyze different communication examples of memos, letters, descriptions, instructions, and other reports, focusing on content, 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
### COURSES

<table>
<thead>
<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>
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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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#### ESL 265
**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**

<table>
<thead>
<tr>
<th>ESL 275</th>
<th>0 or 2/3/0</th>
<th>ADVANCED CONVERSATION</th>
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<td>Corequisite: ESL 380D or 375B</td>
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<td>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 twice and is not open-entry/open-exit.</td>
<td>R E 2</td>
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<thead>
<tr>
<th>ESL 280</th>
<th>0 or 3/6/0</th>
<th>ADVANCED MULTISKILLS</th>
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<td>Recommended Preparation: ESL 380D</td>
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<td>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 workforce. 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.</td>
<td>R E 1</td>
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#### ESL (COLLEGE LEVEL)

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<tr>
<th>ESL 89</th>
<th>0 or 3/6/0</th>
<th>ADVANCED ACADEMIC SKILLS</th>
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<tr>
<td></td>
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<td>An advanced course designed to improve nonnative speakers’ reading comprehension and written communication skills necessary for college-level work. Students will summarize college-level articles, take notes on lectures from a variety of academic disciplines, master specialized vocabulary, and discuss issues. They will develop fluency and confidence by writing and rewriting paragraphs and short essays. They will also master library and interviewing skills by writing a brief research paper. Grammar and sentence structure will be reviewed as needed. This is not an open-entry/open-exit course. It may be offered for zero units. Completion of this course with a &quot;C&quot; qualifies a student to enroll in ENG 200.</td>
<td>R E 1</td>
</tr>
</tbody>
</table>

#### ESL (LABS)

<table>
<thead>
<tr>
<th>ESL 310</th>
<th>.0 or 5/0/1</th>
<th>ESL WRITING LABORATORY</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>This is a tutorial lab and learning-center course designed to assist nonnative English speakers improve their personal, professional, and academic writing. Students will be introduced to rhetorical conventions in standard American English. Emphasis will be on helping students correct typical problems in ESL writing: choice of tense, gerund vs. infinitive form, correct part of speech, and appropriate vocabulary. Course content may vary with specific student need and ability. Students must sign up for a particular section but may attend any time ESL writing labs are scheduled. Class is offered on an open-entry/open-exit basis. The units earned for this course may not be applied toward the 60 units for graduation.</td>
<td>R E 3</td>
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</table>

<table>
<thead>
<tr>
<th>ESL 888</th>
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<tr>
<td></td>
<td></td>
<td>Corequisite: ESL 295, 395B</td>
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<td></td>
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<td>Requires concurrent enrollment in designated ESL reading courses. Enhances and provides practice in skills learned in ESL reading and writing courses. Minimum one hour per week required.</td>
<td>R E 3</td>
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<table>
<thead>
<tr>
<th>ESL 999</th>
<th>0 or 25/0/1</th>
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<tr>
<td></td>
<td></td>
<td>Requires concurrent enrollment in designated ESL courses. Enhances and provides practice in skills learned in ESL courses. Minimum one hour per week required.</td>
<td>R E 3</td>
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#### ENVIRONMENTAL STUDIES

<table>
<thead>
<tr>
<th>ENV 1</th>
<th>3/3/0</th>
<th>INTRODUCTION TO ENVIRONMENTAL STUDIES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>An interdisciplinary introduction to environmental science, including pertinent basics of biology, chemistry, geology, economics, health, and politics. Field trips will acquaint students with the local environment and the political process.</td>
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<table>
<thead>
<tr>
<th>ENV 6</th>
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<th>SCARCITY AND ENVIRONMENT</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Prerequisite: MATH 251</td>
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<td>Recommended Preparation: ENV 1</td>
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<td></td>
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<td>An introduction to environmental economics. Fociuses 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 ECON 6. Credit given in either area, not both.</td>
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</tbody>
</table>
ENV 18  
**INTRODUCTION TO ECOLOGY**  
Recommended Preparation: BIO 20  
Examines the relationships among organisms (including humans) and their environment, with an emphasis upon understanding the causal 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 BIO 18. Credit given in either area, not both.

ENV 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 BIO 19. Credit to be given in either area, not both.

ENV 23  
**ENVIRONMENTAL GEOLOGY**  
Principles of sound planning for the human use of the solid earth. Includes environmental studies of earthquakes, mineral and energy resources, floods, beach erosion, landslides, etc. Field trips may be required to fulfill the objectives of this course. Also listed as GEOL 23. Credit to be given in either area, not both.

ENV 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 BIO 24. Credit to be given in either area, not both.

ENV 25  
**ENVIRONMENTAL HAZARDS TO HEALTH**  
A study of environmental pollutants and their effect on the individual. A survey of local, state, and federal legislative safeguards designed to protect the public from recognized hazards. Also listed as BIO 25. Credit to be given in either area, not both.

ENV 30  
**ALTERNATIVE ENERGY TECHNOLOGIES**  
An introductory course presenting alternative energy policies and technologies. Specific technologies such as geothermal, ocean thermal energy conversion and wind power will be discussed. Problems of control (automation), costs, pollution, and potential health hazards will be presented from both a political and technical perspective.

ENV 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 flyfishing technique and practice. Also listed as PE 102. Credit to be given in either area, not both.

ENV 105  
**ENVIRONMENTAL STUDIES INTERNSHIP**  
Corequisite: CWE 168/169  
Recommended Preparation: ENV 1  
Internship designed to provide an opportunity for an in-depth experience with an environmental agency, local municipality, private agency, or student-initiated project. R E 3

ENV 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 utilizations, and contemporary natural resource use. The course will investigate contemporary conservation solutions. Also listed as BIO 106. Credit to be given in either area, not both.

ENV 107  
**PARK NATURALIST**  
A lecture course on the role of a Park Naturalist. Emphasis is placed on identifying the plants and animals found in the Southern California chaparral ecosystem. Field trips will be required to fulfill the objectives of this course.

ENV 120  
**CHEMISTRY OF EVERYDAY LIFE**  
A look at issues of contemporary interest to the layman from a chemical point of view. The chemistry employed is limited 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 CHEM 120. Credit to be given in either area, not both.

ENV 109  
**SP TOPICS ENV. STUDIES: ENVIRONMENTAL STUDIES**  
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of environmental studies. The topic will vary thematically each time the course is offered. R E 3

FCS 101  
**CAREERS IN FAMILY AND CONSUMER SCIENCES**  
A survey of the professional career opportunities, history, and development within the field of Family and Consumer Sciences. Areas to be investigated include employability, career goals, and career preparation. (Formerly CFR 101)

FCS 115  
**CONSUMER ISSUES**  
An applied approach to consumer issues and problems enabling one to become an informed consumer. Emphasis on developing skills in personal and family financial management. Topics will include: decision-making, consumer resources, resolving consumer complaints, psychology of the marketplace, financial planning, consumer credit, stretching your food dollars, housing, economics through the life cycle, clothing, appliances, energy conservation, transportation, insurance, and health care. (Formerly CFR 115)

FCS 134  
**CONSUMER BEHAVIOR**  
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**  
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)
**COURSES**

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<thead>
<tr>
<th>Course Prefix</th>
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<th>Lab Hours Per Week</th>
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<td>Introduction to Financial Planning</td>
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<tr>
<td>FCS</td>
<td>189</td>
<td>SPECIAL TOPICS: FAMILY &amp; CONSUMER SCIENCES</td>
<td>5-4/5-4/5-9</td>
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<tr>
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<td>FASH</td>
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<td>CONTEMPORARY CLOTHING CONSTRUCTION</td>
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<td>FASH</td>
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<tr>
<td>FASH</td>
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<tr>
<td>FASH</td>
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<td>TEXTILES</td>
<td>3/2/3</td>
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<tr>
<td>FASH</td>
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<td>DRAPING FASHION DESIGNS</td>
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<tr>
<td>FASH</td>
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<td>COUTURE SEWING</td>
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<tr>
<td>FASH</td>
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<td>APPAREL DESIGN</td>
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<td>FASH</td>
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<td>FASHION IMAGE</td>
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<tr>
<td>FASH</td>
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<td>WEARING ART</td>
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<td>TAILORING</td>
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<td>143</td>
<td>TAILORING</td>
<td>3/2/2</td>
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</table>

**FASH 100 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 four times: FASH 100, 111, 112, 113. R A 3

**FASH 109 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 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 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 FASHION SEWING-ADVANCED**

Recommended Preparation: FASH 111 or basic sewing skills

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, shearers, 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 COUTURE SEWING**

Recommended Preparation: FASH 111 or basic sewing skills

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 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 knitting and double-knits; 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 activewear. R E 3

**FASH 120 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 WEARABLE ART**

Recommended Preparation: FASH 100 or basic sewing skills

Incorporates student’s artistic abilities, cultural and ethnic sources, specialty fabrics, and needle arts to create an artistic wearable garment. Covers design methods, embellishment, surface patterns, and construction of clothing. R E 3

**FASH 130 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 136 APPAREL DESIGN**

Recommended Preparation: FASH 130 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 140 FASHION IMAGE**

Recommended Preparation: FASH 130 or basic sewing skills

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 garments. R E 3

Covered 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 lifestyles. Presents methods of project- ing 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 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 nontextile 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 the 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. 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

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 lifestyle 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  1/0/1.5 or 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  .5 or 1/1.5  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 their use 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 it emphasizes commercial aspects of the tailoring profession. R E 1
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
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<th>Lab Hours Per Week</th>
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<tr>
<td>FASH 229</td>
<td>1 or 2/5 or 1/1.5 or 3</td>
<td>SEWING ON SERGERS</td>
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<tr>
<td>FASH 230</td>
<td>2/1/3</td>
<td>ALTERATIONS AND FITTING</td>
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<tr>
<td>FASH 231</td>
<td>2/1/3</td>
<td>PROFESSIONAL ALTERATIONS AND PANTS FITTING</td>
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<td>FASH 234</td>
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<td>ADVANCED PATTERN AND DESIGN TECHNIQUES</td>
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<td>FASH 235</td>
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<td>DESIGNING FOR THE FASHION INDUSTRY</td>
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<td>PATTERN GRADING</td>
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<td>FASH 238</td>
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<td>ADVANCED DRAPING AND FASHION DESIGN</td>
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<td>DYE PROCESSES ON FABRICS</td>
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<td>SEWING HOME FURNISHINGS</td>
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<td>THE AMERICAN QUILT</td>
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<td>CREATING AND MARKETING QUILTED BOUTIQUE ITEMS</td>
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<td>FASH 245</td>
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<td>CREATING AND MARKETING FABRIC ART</td>
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<td>FASHION SHOW PARTICIPATION</td>
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<td>FASHION REPORTING</td>
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<td>FASH 256A</td>
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<td>FASHION MODELING</td>
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**COURSES**

**Introduction to Financial Planning**

Recommended Preparation: FASH 130

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, upholstery, and other related industries. R E 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

**SEWING ON SERGERS**

Recommended Preparation: FASH 100 or basic sewing skills

Includes training on a variety of machines: 5-, 4-, and 3-thread sergers, the blind hemmer, computerized machines, and the upholstery machines. This equipment is used in sample-making, garment construction, garment manufacture, upholstery, and other related industries. R E 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

**PATTERN GRADING**

Recommended Preparation: FASH 130 or commercial patternmaking

Instruction in developing different clothing pattern sizes through professional grading techniques. R E 2

**SEWING HOME FURNISHINGS**

Recommended Preparation: FASH 100 or basic sewing skills

Covers training in current methods of sewing for the home. Projects 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

**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

**FASHION IN SOUTHERN CALIFORNIA**

A course that introduces students to the fashion-industry environment in Southern California. Students will study such vital areas 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

**FASHION REPORTING**

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 copyrighting, fashion editorial reporting, and fashion trend information.

**FASHION MODELING**

Emphasizes all phases of modeling techniques designed to acquaint the student with the various media through which these techniques can be utilized in the fashion business.
FA 189 .5-4/.5-4/.5-9
SPECIAL TOPICS: FINE ARTS
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

FINE ARTS

FA 27 3/3/0
INTRODUCTION TO FINE ARTS
An introductory course to the discipline of fine arts, including art, theatre, and music. The course will explore various topics that unite all fine arts, including terminology, aesthetics, themes, objective and subjective analysis, and techniques of the critique. Applies toward the humanities requirement for all students. See Art, Music, Speech and Theatre for additional classes.

FA 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 database of fashion illustrations, computer-assisted apparel design, and pattern fitting. Word processing, spreadsheets, and computer presentation will also be used for both fashion merchandising and fashion design students. R E 3

FA 289 .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. 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

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 model at community sites on a regular basis.

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 database of fashion illustrations, computer-assisted apparel design, and pattern fitting. Word processing, spreadsheets, and computer presentation will also be used for both fashion merchandising and fashion design students. R E 3

FASH 289 .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. 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

FOODS AND NUTRITION

FN 50 3/3/0
FUNDAMENTALS OF NUTRITION
A comprehensive analysis of the principles of nutrition and their relationship to health. Essential nutrients and their functions and sources will be covered, as well as digestion, absorption, metabolism, and human needs during the life cycles.

FN 64 3/3/0
NUTRITION ISSUES & CONTROVERSIES
Stresses a topical approach to nutrition and related health conditions with emphasis on evaluation of controversial views and findings. Investigates problems related to food choices, energy balance, overweight, and obesity. Emphasis on nutrition education and its application.

FN 110 3/2/3
MODERN FOOD PREPARATION
Practical experience in food preparation and related health issues with emphasis on the application of scientific principles involved. Emphasis is placed on consumer-buying decisions and factors affecting nutritional value, quality, and aesthetic appeal of foods.

FN 120 3/2/3
CONTEMPORARY MEALS
Planning, organizing, preparing, and serving attractive, nutritionally balanced meals on the basis of time, energy, and money management. Laboratory experiences include microwave oven cookery, use of portable appliances, entertaining, and meals geared to a variety of lifestyles.

FN 140 2/1/3
INTERNATIONAL FOODS
This course emphasizes regional, ethnic, cultural, and religious influences on food patterns and cuisines. Laboratory experience with foods from many cultures will be stressed, as well as professional and commercial applications. R E 3

FN 142 2/1/3
CLASSICAL CUISINE
The course focuses on mastery of techniques in menu planning, preparation, presentation, and service of fine cuisine. Professional and commercial applications will be explored, as well as culinary careers. R E 3

FN 150 3/3/0
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 professionals in nutrition and eating disorder counseling utilize this information on the job.

FN 160 2/2/0
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 3/3/0
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 2/2/0
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 intake, hydration, specific activity recommendations, and applications. R E 3

FN 170 3/3/0
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 3/3/0
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 3/3/0
CATERING
This course includes preparation of food using advanced principles of catering and food service, estimating and controlling costs, 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 3/3/0
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 Hospitality 173. Credit given in either area, not both. R E 3

FN 174 3/3/0
PRINCIPLES OF QUANTITY FOOD PREPARATION
Primary emphasis will be placed on experience with recommended food preparation 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 3/3/0
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 189 1.5-4/1.5-4/1.5-9
SPECIAL TOPICS: FOODS AND NUTRITION
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of foods, nutrition, and food service. The topic will vary thematically each time the course is offered. R E 3

FN 220 3/3/0
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 221 3/3/0
FRENCH CUISINE
Focuses on the art of preparing and presenting elegant, classic French cuisine. Emphasis is on broadening one’s knowledge of and experience in preparing fine French foods for the culinary industry. R E 2

FN 222 3/3/0
CHINESE 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.

FN 223 3/3/0
ASIAN FOODS
Cuisine of the Philippines, Japan, China, Thailand, India, Vietnam, and Indonesia. Regional ethnic, religious, and geographic influences on food patterns and customs will be examined. Professional catering and restaurant applications are included. R E 3

FN 226 3/3/0
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 227 3/3/0
MEDITERRANEAN FOODS
A study of Mediterranean foods. The cuisines and cultures of the following countries are included: Spain, France, Italy, Morocco, Egypt, Greece, and Turkey. Laboratory experiences with food from the Mediterranean will be stressed as well as commercial applications. Included will be appetizers, soups, salads, main dishes, meat, game preparation, sauces, dressing, and desserts appropriate to the region. R E 3

FN 228 3/3/0
ITALIAN FOODS
This course covers the theory and study of Italian cuisine. Regional and cultural differences are explored as to how they are represented in traditional specialities. Students will gain practical experience in the techniques, preparation, and presentation of Italian cuisine. Development of professional skills for catering and the restaurant industry will be emphasized. R E 3

FN 230 3/3/0
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 3/3/0
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 3/3/0
AMERICAN REGIONAL FOODS
A culinary history and survey of major influences and origins of American foods. Regions covered include the Northeast, South, 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 3/3/0
INTRODUCTION TO CULINARY ART
An introduction to the professional field of culinary arts. Topics included are: 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 1/1.5/1.5
BREAKFASTS, LUNCHES AND GARDE-MANGER
Practical experience in breakfast, lunch, and cold food preparation for the culinary professional. Techniques, preparation, presentation, and service of identified foods will be explored. Purchasing 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 is 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 252 1/10
SERVING SAFE FOOD
Training in food safety and sanitation to meet certification requirements for food handlers. Topics include ways to prevent food-related illnesses through safe food handling. R E 3

FN 260 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 food professionals.

FN 272 .5-1/.5-1/.5-3
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 flexible seminars designed to provide students with the latest ideas in the field of foods, nutrition, and food service. The topic will vary thematically each time the course is offered. R E 3

FRENCH

FR 1
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
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 FR 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
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
ELEMENTARY FRENCH
Prerequisite: FR 1 or 1A and 1B
Corequisite: FR 999
This course is designed to further develop 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
INTRODUCTION TO BEGINNING FRENCH II
Prerequisite: FR 1
Corequisite: FR 999
This course is designed to further develop 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. 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 first half of FR 2. FR 2A and 2B, when taken together, are equivalent in units and content to FR 2.

FR 2B
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
INTERMEDIATE FRENCH
Prerequisite: FR 2
Corequisite: FR 999
Review of the fundamentals with further study of the French language and culture.

FR 4
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
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
FOREIGN LANGUAGE

**GENERAL**

**FL 189 SPECIAL TOPICS: FOREIGN LANGUAGE**

The Special Topics course is a group of flexible seminars designed to provide students with the latest ideas in the field of foreign language. The topic will vary thematically each time the course is offered. **R E 3**

**GEOGRAPHIC INFORMATION SYSTEMS**

**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. Coursework 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 to explore use of GIS in their fields. **R E 3**

**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. **R E 3**

**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. **R E 3**

**GIS 204 GEOGRAPHIC INFORMATION SYSTEMS: ADVANCED APPLICATIONS-INTERNSHIP & 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. **R E 3**

**GEOGRAPHY**

**GEOG 1 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. **R E 0**

**GEOG 1L 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. **R E 0**

**GEOG 2 CULTURAL GEOGRAPHY**

Introduction to social and political elements of geography and a survey of major cultural patterns. **R E 0**

**GEOG 3 WORLD REGIONAL GEOGRAPHY**

Introduction to the major regions and countries of the world with emphasis on population, place, location, environment, and economic development. **R E 0**

**GEOG 20 INTRODUCTION TO METEOROLOGY**

Introduction to meteorological phenomena, energy, atmosphere circulation, precipitation, storms, interrelationships between land, sea and atmosphere, meteorological instrumentation and reporting, interpretation of data, aviation weather, and weather modification. **R E 0**

**GEOG 38 CALIFORNIA GEOGRAPHY**

The natural and cultural environment of California with special emphasis on the effects of the climate, topography, resources and location upon the social, political, and economic development of the state. **R E 0**

**GEOG 102 GEOGRAPHY FIELD STUDIES**

A lecture and laboratory field course to study the physical and cultural geography of California. Thematic emphasis and course content will vary depending on location. **R E 3**
GEOLOGY

GEOL 1 4/3/3
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. Field trips may be required to fulfill the objectives of this course.

GEOL 2 4/3/3
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; and methods and concepts utilized in deciphering the geologic record. Field trips may be required to fulfill the objectives of this course.

GEOL 3 3/3/0
GEOLOGY OF CALIFORNIA
A study of California's geologic provinces and their direct affect on the human history of the state. The history of 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 the state. Field trips may be required to fulfill the objectives of this course.

GEOL 5 4/3/3
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.

GEOL 6 4/2/6
PRINCIPLES OF MINERALOGY
Prerequisite: GEOL 1 or 20
Recommended Preparation: CHEM 1A
The fundamental physical and chemical properties of minerals and basic crystallography. Includes identification of minerals by physical and chemical methods. Field trips may be required to fulfill the objectives of this course.

GEOL 20 4/3/3
INTRODUCTION TO EARTH SCIENCE
Introduces and brings together geology, oceanography, meteorology, and astronomy. Study of the universe, solar system, solid earth (rocks, minerals, plate tectonics, mountain-building, and earthquakes), oceans, shorelines, the atmosphere, and life, past and present. Field trips may be required to fulfill the objectives of this course.

GEOL 23 4/3/3
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 Environmental Studies 23. Credit to be given in either area, not both.

GEOL 101 3/3/0
GEOLOGY OF THE NATIONAL PARKS
GEOL 110 is a survey course of the National Parks in the United States. It is an introduction to the geology of the United States with emphasis on how the geology of each park reflects the geologic growth and development of the North American continent. This course will use plate tectonics and other theories to explain geologic phenomena seen in National Parks. It will also focus on the geologic growth as development of North America using the National Parks and Monuments as examples.

GEOL 180 3/3/0
PROSPECTING
A course in elementary geology designed for those interested in locating and developing mineral properties. Subject areas include common rocks and minerals, ore minerals, earth processes, mineral deposits, prospecting procedures, elementary mining methods, and claiming procedures.

GEOL 162 2/1/3
GEMS AND MINERALS
Course is designed for the beginning rockhound or amateur mineral collector who wants to become familiar with gems and minerals. Includes the fundamentals of mineralization and use of mineral keys. Simple physical and chemical tests are introduced along with a demonstration of chemical and spectroscopic analysis. (Not open to students with credit in GEOL 6 for major requirements.)

GEOL 170, A, B 2 or 4/24 or 39/32 or 73
GEOLOGY 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 National Parks to be visited will vary. Students in geology and earth sciences are encouraged to enroll.

GEOL 172, A, B 1 or 2/12 or 24/16 or 32
GEOLOGY 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 173, A, B 1 or 2/12 or 24/16 or 32
GEOLOGY 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 174, A, B 1 or 2/12 or 24/16 or 32
GEOLOGY 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 175, A 1 or 2/12 or 24/16 or 32
GEOLOGY FIELD STUDIES: SAN ANDREAS FAULT
A lecture and laboratory field course is offered to study 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.
**Course Prefix** | **Course Number** | **Course Title** | **No. of Units** | **Lecture Hours Per Week** | **Lab Hours Per Week**
---|---|---|---|---|---
ACCT 220 | | Introduction to Financial Planning | 3/3/0 | |

**GEOL 176, A, B** 1 or 2/12 or 24/16 or 32
**GEOLGY 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 177, A, B** 1 or 2/12 or 24/16 or 32
**GEOLGY 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 179, A** 1 or 2/12 or 24/16 or 32
**GEOLGY FIELD STUDIES: KING'S CANYON-SEQUOIA**
A lecture and laboratory field course is offered to study 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 182, A** 1 or 2/12 or 24/16 or 32
**GEOLGY 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 183, A, B** 1 or 2/12 or 24/16 or 32
**GEOLGY 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 185, A, B, C** 1 or 2/12 or 24/16 or 32
**GEOLGY FIELD STUDIES: YOSEMITE**
A lecture and laboratory field course is offered to study the origin, evolution, and geology of the Yosemite Valley National Park and surrounding 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 187, A, B** 1 or 2/12 or 24/16 or 32
**GEOLGY 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 188, A, B** 1 or 2/12 or 24/16 or 32
**GEOLGY 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 189** .5-4/.5-4/.5-9
**GEOLGY 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 190** .5-9/4/.5-4/.5-9
**GEOLGY 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.

**GERMAN**

**GER 1** 5/5/0
**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** 2.5/3/0
**INTRODUCTORY ELEMENTARY GERMAN**
Corequisite: GER 999
Recommended Preparation: College-level reading ability
This course is designed to develop the fundamentals of communicative competence in daily spoken German. Elementary reading and writing will be introduced, as well as 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** 2.5/3/0
**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 GER 2.

**GER 2** 5/5/0
**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.

**GER 2A** 2.5/3/0
**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. 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 and GER 2B, when taken together, are equivalent in units and content to GER 2.

**GER 2B** 2.5/3/0
**CONTINUATION OF BEGINNING GERMAN II**
Prerequisite: GER 2A
Corequisite: GER 999
This course is designed to further develop the fundamentals of communicative competence in daily spoken German. Elementary reading and writing will be introduced, as well as 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 3** 5/5/0
**INTERMEDIATE GERMAN**
Prerequisite: GER 2
Corequisite: GER 999
Review of the fundamentals with further study of the German language and culture.
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
GER 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
Recommended Preparation: GER 1 and 2
GER 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 GER 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

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

GER 101
FUNDAMENTALS OF AGING
1/72/.96
A multidisciplinary introduction to aging with emphasis on the adaptive behaviors of the normal aging process. Focuses on physical changes and psychosocial changes such as self-concept, role function, and interdependence, viewing man as a biopsychosocial being. Consideration given to financial, environmental, legal, health, and socialization needs of the older individual. Includes an investigation of application of basic theory in relationship to current issues involving the older adult. Provides 20 CEUs for Administrators of Residential Care Facilities for the elderly. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 24 contact hours.

GER 110
PSYCHOLOGY OF AGING
1/72/.96
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. This course will provide 20 CEUs for Administrators of Residential Care Facilities for the elderly. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 24 contact hours.

GER 115
SOCIOLOGY OF AGING
1/72/.96
This course examines the changes in social roles and situations that occur as a result of the aging process. Attitudes of society toward aging and the aged will be examined. Investigation will be made into changing patterns in family roles and relationships affecting the older adult. This course will provide 20 CEUs for Administrators of Residential Care Facilities for the elderly. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 24 contact hours.

GER 145
ACTIVITY LEADERSHIP
3/3/0
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 36-hour Activity Leader Course. Students completing this course will be eligible for employment as Activity Director in Skilled Nursing Facilities or Intermediate Care Facilities. This course will provide 20 CEUs for Administrators of Residential Care Facilities for the elderly. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

GER 201
CAREGIVER TRAINING I
3/3/0
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, recording, and communication, and psychosocial issues.

GER 202
CAREGIVER TRAINING II
3/3/0
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.
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<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>GC</td>
<td>101</td>
<td>INTRODUCTION TO GRAPHIC COMMUNICATION</td>
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<td>GC</td>
<td>102</td>
<td>INTRODUCTION TO OFFSET LITHOGRAPHY</td>
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<td>103</td>
<td>CAREGIVER CLINICAL TRAINING</td>
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<td>104</td>
<td>INTRODUCTION TO GRAPHIC COMMUNICA-</td>
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<td>GC</td>
<td>152</td>
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<td>153</td>
<td>DESKTOP ELECTRONIC PUBLISHING</td>
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<td>GC</td>
<td>154</td>
<td>DESKTOP PRE-PRESS</td>
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<td>GC</td>
<td>156</td>
<td>PRINTING PAPER AND INK</td>
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**GC 101: Introduction to Graphic Communication**
This course is designed to introduce the graphic major as well as the nonmajor 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 screenprinting.

**GC 102: Introduction to Offset Lithography**
Fundamental instruction is given in the theory of offset lithography, the use of the process camera, darkroom procedures, chemicals and films, practices in stripping, opaquing, proofing, and plate-making. Emphasis is placed on fundamental pressroom procedures, press chemistry, paper, inks, and the use of offset duplicators.

**GC 152: Advanced Desktop Electronic Publishing**
Recommended Preparation: GD 147, GC 151
This course provides further information and hands-on training with various word processing, graphic and desktop electronic publishing software. The student will use microcomputers, printers, and typesetters emphasizing electronic publishing from concept to camera-ready copy. **R E 2**

**GC 153: Desktop Multimedia Production**
Recommended Preparation: GC 147, GC 151
An introductory course in multipurpose presentation programs for the Macintosh. Techniques using HyperCard and HyperMedia 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 155: 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 156: Introduction to Screen Printing**
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 157: Introduction to Commercial Screenprinting**
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 screenprinting unit.

**GC 158: Advanced Commercial Screenprinting**
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 screenprinting technology.

**GC 159: 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 160: Special Topics: Graphic Communications**
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of graphic communications. The topic will vary each time the course is offered. **R E 3**

**GC 161: 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.
PRINTING PRODUCTION AND ESTIMATING
GD 192  2/2/0
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.

GRAPHICS PRODUCTION
GC 195  3/1/4
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

SPECIAL TOPICS: GRAPHICS COMMUNICATIONS
GC 289  .5-4/.5-4/.5-9
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of graphic communications. The topic will vary thematically each time the course is offered. R E 3

GRAPHIC DESIGN
GD 140  3/2/3
GRAPHIC DESIGN A
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 in the graphic design field. Also listed as ART 140. Credit given in either area, not both.

GD 141  3/2/3
GRAPHIC RENDERING TECHNIQUES
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. Recognition and choice of techniques in translating ideas. Also listed as ART 141. Credit to be given in either area, not both. R E 3

GD 142  3/2/3
PACKAGE DESIGN
Designed to train students in the traditional and computer-generated construction and design of three-dimensional packaging, including labels, overwraps, printed cartons, and point-of-purchase displays. Also listed as ART 142. Credit given in either area, not both.

GD 144  3/2/3
HANDLETTERING AND TYPOGRAPHY
Basic principles of various kinds of handlettering, illumination, and typesetting. 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  3/2/3
GRAPHIC ILLUSTRATION
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  3/2/3
CALLIGRAPHY
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  3/2/3
INTRODUCTION TO COMPUTER GRAPHICS
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 softwares applicable today for use in graphics. R E 2

GD 148  3/2/3
DESKTOP GRAPHIC DESIGN
Recommended Preparation: GD or ART 140, GD 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  3/2/3
DESKTOP PAINT & ILLUSTRATION
Recommended Preparation: GD or ART 141, 145, GD 147
An introduction to 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  3/2/3
DESKTOP VIDEO AND ANIMATION
Recommended Preparation: GD or ART 141, 147, 149
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  3/2/3
COMMERCIAL ART PRODUCTION
Recommended Preparation: GD or ART 140
The further study of design concepts to introduce the students to the methodologies and equipment used in the modern commercial art production lab. Techniques traditional and computer-generated pasting, 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  3/2/3
GRAPHIC DESIGN B
Recommended Preparation: GD or ART 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, logos, TV storyboards, newspapers) 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  3/2/3
AIRBRUSH TECHNIQUES
Recommended Preparation: GD or ART 140, GD 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.
HEALTH

HLTH 1

HEALTH EDUCATION

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

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

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

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.

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

Recommended Preparation: 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. Provider approved by the California Board of Registered Nursing. Provider Number CEP 60, for 30 contact hours.

HSC 105

AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES

An overview of AIDS and sexually transmitted diseases as related to each other. 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 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—to 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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, 30 contact hours.

HSC 184

MEDICAL ASPECTS OF EATING DISORDERS

Recommended Preparation: N 152 and BIO 12

Focuses on classifying eating disorders, including anorexia 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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

HSC 189

SPECIAL TOPICS: HEALTH SCIENCE

The Special Topics course is a grouping thematically each time the course is offered. Provider approved by the California Board of Registered Nursing. Provider Number CEP60, for 30 contact hours.

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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

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.
BASIC CARDIAC ARRHYTHMIAS
HSC 217 2/2/0
Recommended Preparation: N 152
Emphasizes basic cardiac function, normal and abnormal heart rhythms, causes of arrhythmias and interpretation of monitoring equipment printouts. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, 30 contact hours.

INTERMEDIATE CARDIAC ARRHYTHMIAS
HSC 218 2/2/0
Recommended Preparation: HSC 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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

BASIC LIFE SUPPORT/CPR FOR LAYPERSONS
HSC 220 .5/.5/0
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-and two-rescuer CPR and obstructed airway management. Satisfactory completion of course provides American Heart Association Healthcare Provider Basic Life Support course completion card.

BASIC LIFE SUPPORT/CPR FOR LAYPERSONS RENEWAL
HSC 221 .25/.25/0
Limitation: 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 CPR and foreign body airway management. Satisfactory completion of the course will provide American Heart Association Heartsaver course participation card.

BASIC LIFE SUPPORT/CPR FOR HEALTH CARE PROVIDERS
HSC 222 .75/.75/0
Recommended Preparation: MA 200
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.

BASIC LIFE SUPPORT/CPR FOR HEALTH CARE PROVIDERS RENEWAL
HSC 223 .25/.25/0
Limitation: 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.

PEDIATRIC BASIC LIFE SUPPORT/CPR
HSC 224 .5/.5/0
Recommended Preparation: Current American Heart Association BLS Healthcare Provider course completion card or current BLS Healthcare Provider Basic Life Support course completion card.
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 completion card.

PEDIATRIC BASIC LIFE SUPPORT/CPR RENEWAL
HSC 225 .25/.25/0
Limitation: Current American Heart Association Healthcare Provider course completion card or current BLS course
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 completion card.

ADVANCED CARDIAC LIFE SUPPORT
HSC 226 2/2/0
Recommended Preparation: Current 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.

PEDIATRIC ADVANCED LIFE SUPPORT
HSC 227 2/2/0
Recommended Preparation: Current American Heart Association Pediatric Basic Life Support course completion card or equivalent with American Heart Association criteria
Designed for health care providers previously educated in one and two rescuer adult, child, and infant CPR and foreign body airway obstruction. Includes demonstration and practice in adult, child, and infant one and two-rescuer CPR and airway management. Satisfactory completion of course provides American Heart Association Pediatric Basic Life Support course completion card.

DIMENSIONAL ANALYSIS IN PHARMACOLOGY
HSC 228 1/1/0
Recommended Preparation: CWE 168 or 169
Basic concepts for problem-solving in pharmacology. Stresses equivalencies and unit conversions. Letter grade only.

FIRST AID & HEALTH FOR EARLY CHILDHOOD TEACHERS
HSC 229 1/1/0
Recommended Preparation: MA 200
Overview of health for young children. Also includes instruction in first aid and CPR for early childhood educators who work with young children.

PHLEBOTOMIST/LABORATORY ASSISTANT PROCEDES
HSC 240 4/4/0
Recommended Preparation: CWE 168 or 169
Basic course in phlebotomy and laboratory assistant procedures giving students knowledge of venipuncture/skin puncture, specimen collection and handling, universal precautions, laboratory safety, and basic medical terminology. Certificate awarded upon completion of course with grade of C or better and all required venipuncture/skin punctures.
HSC 242  1.5/1.5/0  BASIC LIFE SUPPORT INSTRUCTOR
Limitation: 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
Limitation: 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 Spanish 252. Credit given in either area, not both. This course may be taken four times for credit. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.  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 for 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, LVNs, 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
Limitation: 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). Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 15 contact hours.

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 colloquial Hebrew. 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.
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 HEBR 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. HEBR 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in HEBR 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.

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 3/3/0
WORLD CIVILIZATION SINCE 1648
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 3/3/0
SOCIAL AND ECONOMIC HISTORY OF THE U.S. TO 1876
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 U.S. 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 U.S. 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 3/3/0
SOCIAL AND ECONOMIC HISTORY OF THE U.S., 1877 TO THE PRESENT
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 captain 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 3/3/0
DIPLOMATIC HISTORY OF THE UNITED STATES
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 3/3/0
THE UNITED STATES IN THE FAR EAST
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 3/3/0
PERSPECTIVES OF PEACE STUDIES
A comprehensive study of the social ecology of peace and national security. Describes 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 3/3/0
THE VIETNAM WAR
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 3/3/0
HISTORY OF THE UNITED STATES TO 1876
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 3/3/0
HISTORY OF THE UNITED STATES SINCE 1876
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 other foreign and domestic issues since World War II. Course may be offered by mediated mode of instruction.

HIST 19 3/3/0
UNITED STATES SINCE 1945
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.
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<th>Course Prefix</th>
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<td>HIST 20</td>
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<td>ETHNIC CULTURE OF THE UNITED STATES</td>
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<td>HIST 22</td>
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<td>HIST 25</td>
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<td>HIST 27</td>
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<td>LATIN AMERICA: PRE-EUROPEAN TO INDEPENDENT NATIONHOOD</td>
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<td>HIST 28</td>
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<td>HIST 31</td>
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<td>HIST 33</td>
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<td>THE POLITICAL/SOCIAL HISTORY OF THE CHICANAS/OS</td>
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<td>HIST 35</td>
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<td>HISTORY OF CHINA</td>
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<td>HIST 36</td>
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<td>HISTORY OF ASIA SINCE 1800</td>
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<td>HIST 37</td>
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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.

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.

A survey of the heritage of Latin America with nations of the Western Hemisphere. 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.

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 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 16th 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 3/3/0
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 Africa-Americans. It will cover factors that influenced the changes of attitudes of and toward the African-American.

HIST 130 1/1/0
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 and 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, and methods of dating the finds. Identifies, and 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 .5-4/.5-4/.5-9
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 thematic in nature and each seminar within the course differs from the other offerings of the same course. R E 3

HORTCULTURE
HORT 10 3/3/0
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 3/3/0
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 4/3/3
INTRODUCTION TO HORTICULTURAL SCIENCE
An introductory course in ornamental horticulture. Plant structure, growth and development, pests, soils, fertilization, propagation, pruning, diseases, planting, greenhouse techniques, and landscaping principles will be studied. Extensive hands-on greenhouse work will be involved. Field trips may be required to fulfill the objectives of this class.

HORT 106 3/2/3
LANDSCAPE CADD
Recommended Preparation: HORT 130
Introduction to the use of computer-aided drafting 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 3/2/3
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 112 3/2/3
PLANT PROPAGATION
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 3/2/3
SOILS AND FERTILIZERS
An introductory course in soils and fertilizers. Soil development, texture, aeration, cation exchange and other physical and chemical properties will be studied. Attention will be paid to the characteristics, uses, and methods of application of fertilizers and soil amendments in practical applications.
HORT 115  
HISTORY OF LANDSCAPE DESIGN  
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  
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  
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  
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.

HORT 131  
WEED IDENTIFICATION  
A series on the common weeds found in Southern California, their growth pattern identification and how to control them.

HORT 160  
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.

HORT 189  
SPECIAL TOPICS: HORTICULTURE  
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. The topic will vary each time the course is offered. R E 3

HORT 208  
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.

HORT 299  
ADVANCED FLORAL DESIGN  
Recommended Preparation: HORT 209  
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 the execution of take-home projects. HORT 299 may be repeated twice. R E 2

HOSPITALITY  
HOSP 100  
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 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 the execution of take-home projects. HORT 299 may be repeated twice. R E 2

HOSP 173  
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 CN 173. Credit given in either area, not both. R E 3

HUMAN DEVELOPMENT  
HD 101  
OBSERVATIONS OF YOUNG CHILDREN  
Recommended Preparation: PSYC 7  
Developmental Psychology-Childhood and Adolescence  
Introduction to the skills and methods used to observe preschool children in various settings. Emphasis will be on recording and interpreting child behaviors and teaching strategies within a developmental perspective. (DS 3)

HD 103  
FAMILY DEVELOPMENT  
A course dealing with the child-rearing stage of the family life cycle. Examination of the changing nature of parental roles and family developmental tasks in contemporary society.

HD 104  
INFANT AND TODDLER DEVELOPMENT  
Development and behavior from conception to age three. Characteristic social, physical, and sensorimotor behavior patterns of infants and toddlers in relation to the environment will be explored through theory and direct observation. (DS 4)

HD 105  
INFANT TODDLER PROGRAMS  
Program models for children from birth to three years of age. Includes: goals, philosophies, infant and family needs, curriculum, nutrition, safety, routines, physical space, and equipment. Emphasis is upon group settings which provide quality care for infants. (DS 4)

HD 106  
TEACHING CULTURALLY DIVERSE CHILDREN  
A course to develop an understanding of a child’s linguistic and cultural background and how it relates to his/her physical, social, emotional, and intellectual growth.

HD 110  
PRINCIPLES AND PROGRAMS FOR YOUNG CHILDREN  
An introduction to early childhood studies’ programs. Emphasis will be on programs for the child from infancy to age 5. 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)

HD 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 Special Education 112. Credit given in either area, not both.
HD 120 CHILD GUIDANCE
Introduction to the study of developmentally appropriate child guidance skills. Emphasis will be on communicating effectively with children, guiding children of varying ages, promoting self-control, and enhancing self-esteem. (DS 3)

HD 131 CREATIVE ACTIVITIES IN CHILD DEVELOPMENT
This course presents the techniques and application of music and art media used in the creative development of the young child. (DS 3)

HD 145 YOUNG CHILDREN, LANGUAGE ARTS AND LITERATURE
An exploration of the techniques, materials, and environments used in presenting a language arts program. Emphasis will be on developing materials and acquiring knowledge of children’s literature. (DS 3)

HD 150 SCIENCE, SAFETY AND NUTRITION
A course which gives an overview of science, safety, and nutrition for young children. Methods for implementing a safe environment, stimulating curiosity and developing skills of investigation, and facilitating nutritional education for young children will be emphasized. Students will develop educational activities to use with children. (DS 3)

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 Special Education 156. 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, and 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 Special Education 170. Credit to be given in either area, not both.

HD 175 ADULT SUPERVISION IN EARLY CHILDHOOD/SCHOOL-AGE CENTERS
A study of the methods and principles of supervising student teachers, assistants, teachers, parents and volunteers in early childhood or school-age centers. Emphasis is on the role of a mentor who functions to guide the teaching team while simultaneously addressing the needs of children, parents, and their staff. Satisfies the adult supervision requirement for the Child Development Permit and eligibility to apply for the California Mentor Teacher Program.

HD 177 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 student 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 offering in the same course. RE 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, and 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 enjoyments. RE 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)
HUM 2
ORIGINS OF WESTERN CULTURE IN LITERATURE
Recommended Preparation: Eligibility for ENG 1A
This 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.

HUM 3
THE CULTURE OF MEDIEVAL AND RENAISSANCE EUROPE
Recommended Preparation: Eligibility for ENG 1A
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.

HUM 4
CULTURE OF THE MODERN WORLD: 1700 TO THE PRESENT
Recommended Preparation: Eligibility for ENG 1A
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.

HUM 10A
CULTURE, SCIENCE AND SOCIETY I
Recommended Preparation: Admission to the Honors Program.
The first course in a cross-disciplinary Honors sequence organized around a single theme or topic. Designed to explore the continuity of cultural traditions through a study of major works of history, literature, philosophy, social thought, fine arts and the sciences, and to compare and contrast the modes of inquiry characteristic of those disciplines. Topics may vary from year to year. Taught seminar-style by a team of at least two instructors from two separate disciplines. Required of all students enrolled in the Honors Program.

HUM 10B
CULTURE, SCIENCE AND SOCIETY II
Recommended Preparation: Admission to the Honors Program.
The second part of the cross-disciplinary Honors sequence organized around 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 22
GODS, CLOCKS, AND VISIONS
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.
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.

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.

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.

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.

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 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.

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.

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.
ACCT 220  3/3/0  Introduction to Financial Planning

HS 171  3/3/0  ALCOHOLISM: INTERVENTION, TREATMENT AND RECOVERY

The treatment of dependency disorders and recovery from them will be explored from two divergent perspectives: the reformatory and the transformative. Current treatment modalities will be compared and contrasted in terms of their view of the individual in the social and medical contexts. Class experience itself will serve as an intervention by challenging students to examine their existing ideas about treatment and recovery from dependency disorders. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

HS 172  3/3/0  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—studies 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 Health Science 172. Credit to be given in either area, not both. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

HS 173  3/3/0  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 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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours.

HS 174  3/3/0  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  3/3/0  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 culture-specific approaches, environmental risk reduction and healthy alternatives to substance abuse will be presented and discussed.

HS 176  3/3/0  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 Business 180. Credit to be given in either area, not both.

HS 177  3/3/0  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 178  3/3/0  SUBSTANCE ABUSE: ADOLESCENT TREATMENT AND 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 179  3/3/0  MEDICAL ASPECTS OF EATING DISORDERS

This course identifies the 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 Health Science 184. Credit given in either area, not both. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

HS 180  3/3/0  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 181  3/3/0  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 the other offerings of the same course. R E 3

HS 182  3/3/0  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.
VIOLENCE IN THE FAMILY

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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

CLIENT RECORD DOCUMENTATION

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.

GANGS, GRAFFITI AND VICTIM ISSUES

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 services provided by community service programs of Orange County.

MARKETING HEALTH CARE

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.

CONFLICT RESOLUTION AND MEDIATION TRAINING

Background, development, and methodology of nonviolent, nonlitigious 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.

DYSFUNCTIONAL FAMILIES/ACA ISSUES

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 facilitation techniques that will assist the recovery process of persons who have grown up in a dysfunctional family system.

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 Health Science 286. Credit given in either area, not both. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 15 contact hours.

STUDIES

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

INDEPENDENT STUDIES

Prerequisite: Approval of learning-contract proposal

Independent study (individual project) may be pursued in any division subject area. Approval of learning-contract proposal ("proposal for learning") in cooperation with the division dean and the Office of Instruction. Credit given in either area, not both.

ID 1

1-5/TBA

PLANET EARTH: CONTEMPORARY ISSUES AND CONTROVERSIES

Recommended Preparation: Eligibility for ENG 1A

An examination of issues confronting humanity on a global scale at present and into the foreseeable future. Social, educational, biological, economic, political, and other contemporary perspectives will be treated. Topics developed may include group issues such as population growth, food supplies, energy and resources, terrorism and world order, racism and sexism, and international affairs; and individual issues such as sex roles, power and powerlessness, individual life cycles, and psychology and metaphysics. Also listed as HUM 25. Credit given in either area, not both.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>ACCT 220</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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<tr>
<td>IOS 101</td>
<td>101</td>
<td>INTRODUCTION TO THE CULTURE OF ORANGE COUNTY</td>
<td>3/3/0</td>
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<td>Recommended Preparation: Eligibility for ENG 1A</td>
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<tr>
<td>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 HUM 101. Credit to be given in either area, not both.</td>
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<tr>
<td>IOS 189</td>
<td>189</td>
<td>SPECIAL TOPICS: INTERDISCIPLINARY STUDIES</td>
<td>5-4/4-5-9</td>
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<tr>
<td>The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of interdisciplinary studies. The topic will vary thematically each time the course is offered. R E 3</td>
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<tr>
<td>ID 110</td>
<td>110</td>
<td>FUNDAMENTALS OF INTERIOR DESIGN</td>
<td>3/3/0</td>
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<tr>
<td>A study of the design elements and principles 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 of the aesthetic and functional assessment of interior furniture, floor, wall, window, illumination and accessory treatments. (ID Regional Program #ID 100)</td>
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<tr>
<td>ID 111</td>
<td>111</td>
<td>INTERIOR DESIGN STUDIO I</td>
<td>2/1/3</td>
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<tr>
<td>Recommended Preparation: Completion of/or concurrent enrollment in ID 110</td>
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<td>This studio course is designed to apply concepts and theories presented in the lecture course, ID 110, Fundamentals of Interior Design. Emphasis is placed on the design process in developing solutions for design projects. (ID Regional Program #ID 105)</td>
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<tr>
<td>ID 112</td>
<td>112</td>
<td>BEGINNING DRAFTING FOR INTERIORS</td>
<td>3/2/3</td>
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<td>Applications of methods and theory used for architectural drawings, including basic graphics and projections for design and working drawings. (ID Regional Program #ID 110)</td>
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<tr>
<td>ID 113</td>
<td>113</td>
<td>INTERIOR DESIGN CAREERS</td>
<td>2/2/0</td>
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<tr>
<td>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)</td>
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<td>ID 114</td>
<td>114</td>
<td>APPLIED COLOR AND DESIGN THEORY FOR INTERIOR DESIGN</td>
<td>3/3/0</td>
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<tr>
<td>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)</td>
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<tr>
<td>ID 115</td>
<td>115</td>
<td>COMPUTER-AIDED DESIGN/DRAFTING FOR INTERIOR DESIGN</td>
<td>4/3/3</td>
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<td>Recommended Preparation: ID 112</td>
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<td>Introduces the basic skills, techniques, and uses for computer-aided design and drafting. (ID Regional Program #ID 140)</td>
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<tr>
<td>ID 116</td>
<td>116</td>
<td>INTERIOR MATERIALS AND PRODUCTS</td>
<td>4/4/0</td>
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<tr>
<td>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)</td>
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<tr>
<td>ID 117</td>
<td>117</td>
<td>FUNDAMENTALS OF LIGHTING</td>
<td>3/3/0</td>
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<td>Recommended Preparation: ID 110 and 112</td>
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<td>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)</td>
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<td>ID 118</td>
<td>118</td>
<td>BUSINESS AND PROFESSIONAL PRACTICE FOR INTERIOR DESIGN</td>
<td>3/3/0</td>
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<td>Recommended Preparation: ID 113</td>
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<td>The business and professional management of an interior design practice, including legal issues, project management and business practices. (ID Regional Program #ID 220)</td>
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<td>ID 119</td>
<td>119</td>
<td>INTERIOR DESIGN INTERNSHIP</td>
<td>1/1/0</td>
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<td>Corequisite: CWE 168/169</td>
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<td>Supervised and educationally directed internship. Weekly lectures will relate on-the-job experiences to academic program. To be taken in the final semester of program. (ID Regional Program #ID 240)</td>
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<td>ID 120</td>
<td>120</td>
<td>INTERIOR DESIGN ILLUSTRATION</td>
<td>2/1/3</td>
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<td>Recommended Preparation: ID 112</td>
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<td>Application of the methods, techniques, and tools used for illustrating interior spaces and products. (ID Regional Program #ID 200)</td>
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<tr>
<td>ID 121</td>
<td>121</td>
<td>HISTORY OF INTERIOR ARCHITECTURE AND FURNISHINGS I</td>
<td>3/3/0</td>
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<tr>
<td>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)</td>
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<tr>
<td>ID 122</td>
<td>122</td>
<td>HISTORY OF INTERIOR ARCHITECTURE AND FURNISHINGS II</td>
<td>3/3/0</td>
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<tr>
<td>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)</td>
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<td>ID 123</td>
<td>123</td>
<td>RENDERING AND RAPID VISUALIZATION FOR INTERIOR DESIGN</td>
<td>2/1/3</td>
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<td>Recommended Preparation: ID 123</td>
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<td>Application of the methods, techniques, and tools used for illustrating interior spaces and products with an emphasis on rapid production. (ID Regional Program #ID 133)</td>
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<tr>
<td>ID 124</td>
<td>124</td>
<td>FURNISHINGS I</td>
<td>3/3/0</td>
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<tr>
<td>Recommended Preparation: ID 121</td>
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<tr>
<td>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)</td>
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<tr>
<td>ID 125</td>
<td>125</td>
<td>FURNISHINGS II</td>
<td>3/3/0</td>
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<tr>
<td>Recommended Preparation: ID 124</td>
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<tr>
<td>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)</td>
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<tr>
<td>ID 126</td>
<td>126</td>
<td>INTERIOR DESIGN STUDIO II</td>
<td>3/3/0</td>
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<tr>
<td>Recommended Preparation: ID 114 and 121</td>
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<tr>
<td>Develops, analyzes and applies 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)</td>
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<tr>
<td>ID 127</td>
<td>127</td>
<td>INTERIOR DESIGN STUDIO III</td>
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<td>Recommended Preparation: ID 114 and 121</td>
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<td>Develops, analyzes and applies 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)</td>
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<tr>
<td>ID 128</td>
<td>128</td>
<td>INTERIOR DESIGN STUDIO IV</td>
<td>3/3/0</td>
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<tr>
<td>Recommended Preparation: ID 114 and 121</td>
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<tr>
<td>Develops, analyzes and applies 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)</td>
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</tbody>
</table>
ITIAN

ITA 1
ELEMENTARY ITIAN
Corequisite: ITA 999
Recommended Preparation: College level reading ability
This course is designed to develop the 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.

ITA 2
CONTINUING ITIAN
Corequisite: ITA 1
Prerequisite: ITA 2
This course reviews and expands the fundamentals of communicative competence in daily spoken Italian. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. Introductory Elementary ITA 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.

ITA 3
INTERMEDIATE ITIAN
Corequisite: ITA 2
Recommended Preparation: College level reading ability
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.

ITA 4
INTERMEDIATE ITIAN
Corequisite: ITA 3
Prerequisite: ITA 4
Concentration in the development of fluency in the skills needed to communicate in Italian. Further study of cultural topics.

JAPANESE

JA 1
ELEMENTARY JAPANESE
Corequisite: JA 999
Recommended Preparation: College-level reading ability
A basic course in Japanese 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.

ITA 999
ITALIAN LANGUAGE LAB
Corequisite: ITA 1, 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.

IDA 2
SPECIAL TOPICS: INTERIOR DESIGN
Recommended Preparation: ID 210 and 211
Analysis and application of the design process to the space planning, materials and finishes, codes application, and selection of specialized equipment unique to the planning of hospitality spaces. Design solutions to hospitality will be developed in the studio. (ID Regional Program # IDSN 270)
JA 1A  INTRODUCTORY ELEMENTARY JAPANESE  2.5/3/0
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 JA 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 2  ELEMENTARY JAPANESE  5/5/0
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  INTERMEDIATE JAPANESE  5/5/0
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  INTERMEDIATE JAPANESE  5/5/0
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 1B  CONTINUING ELEMENTARY JAPANESE  2.5/3/0
Prerequisite: JA 2
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 JA 2.

JA 21  INTRODUCTION TO JAPANESE CULTURE  3/3/0
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  PRACTICAL JAPANESE  1/3/0
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  JAPANESE LANGUAGE LAB  .25/0/1
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  MASS MEDIA AND SOCIETY  3/3/0
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 CA 1. Credit given in either area, not both. Course may be offered by mediated mode of instruction.

JRN 2  NEWS WRITING  3/3/0
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  COPYREADING  3/3/0
A course emphasizing copyreading, copy editing, 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  PRINT MEDIA DESIGN  3/3/0
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  FEATURE WRITING  3/3/0
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  NEWSPAPER PUBLICATION  3/3/3
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  MAGAZINE JOURNALISM  3/3/2
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  INTRODUCTION TO PUBLIC RELATIONS  3/3/0
An introduction to the profession of public relations, including business, industry, government and the nonprofit sector. The course will study the processes, practices, techniques, and opportunities in public relations, especially in connection with writing of advertising campaigns.
<p>| COURSES |
|-------------------|---------------------|---------------------|---------------------|
| <strong>KOREAN</strong>        | <strong>LATIN</strong>           | <strong>LEGAL</strong>           |
| <strong>KOR 1A</strong>        | <strong>LAT 1</strong>           | <strong>LGL 12</strong>          |
| <strong>INTRODUCTORY ELEMENTARY KOREAN</strong> | <strong>ELEMENTARY LATIN</strong> | <strong>INTRODUCTION TO LAW FOR THE PARALEGAL</strong> |
| Corequisite: KOR 999 | Recommended Preparation: College-level reading ability | An overview of the role of the paralegal. |
| 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. | Introduction to administrative, civil, criminal, and business law; the court system; with emphasis on legal terminology. (Formerly LGL 220) |
| This course is designed to develop fundamentals of communicative competence in daily spoken Korean. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. KOR 1A is equivalent to the first half of a regular elementary language course. | 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. | <strong>LGL 124</strong> |
| <strong>KOR 1B</strong>        | <strong>LAT 1B</strong>          | <strong>LEGAL ANALYSIS AND WRITING</strong> |
| <strong>CONTINUING ELEMENTARY KOREAN</strong> | <strong>CONTINUING ELEMENTARY LATIN</strong> | Prerequisite: LGL 128A |
| Prerequisite: KOR 1A | Prerequisite: LAT 1A | Recommended Preparation: LGL 128B |
| Corequisite: KOR 999 | Corequisite: KOR 1A | 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. Presented in context of paralegal's role. (Formerly LGL 224) |</p>
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<td>126</td>
<td>INTRODUCTION TO LEGAL RESEARCH</td>
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<tr>
<td>LGL</td>
<td>128A</td>
<td>CIVIL LITIGATION—PART 1</td>
<td>3/3/1</td>
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<tr>
<td>LGL</td>
<td>128B</td>
<td>CIVIL LITIGATION—PART 2</td>
<td>3/3/0</td>
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<tr>
<td>LGL</td>
<td>130</td>
<td>FAMILY LAW AND PROCEDURES</td>
<td>3/3/1</td>
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<td>LGL</td>
<td>150</td>
<td>ESTATE PLANNING</td>
<td>3/3/0</td>
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<tr>
<td>LGL</td>
<td>151</td>
<td>PROBATE PROCEDURES</td>
<td>3/3/0</td>
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<tr>
<td>LGL</td>
<td>152</td>
<td>BANKRUPTCY LAW AND PROCEDURES</td>
<td>3/3/1</td>
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<tr>
<td>LGL</td>
<td>153</td>
<td>ESTATE PLANNING</td>
<td>3/3/0</td>
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<tr>
<td>LGL</td>
<td>154</td>
<td>BUSINESS AND PROPERTY LAW PROCEDURES—PART 1</td>
<td>3/3/0</td>
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<tr>
<td>LGL</td>
<td>155</td>
<td>BUSINESS AND PROPERTY LAW PROCEDURES—PART 2</td>
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<td>LGL</td>
<td>156</td>
<td>LAW OFFICE ORGANIZATION AND ETHICS</td>
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<td>LAW OFFICE ADMINISTRATION</td>
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<td>LGL</td>
<td>158</td>
<td>LAW OFFICE COMPUTER APPLICATIONS</td>
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<td>LGL</td>
<td>159</td>
<td>SPECIAL TOPICS: LEGAL</td>
<td>5.4/5.4/5.9</td>
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<tr>
<td>LGL</td>
<td>160</td>
<td>INTERNSHIP</td>
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EVALUATING ONLINE INFORMATION

LIBRARY RESEARCH ON THE NET: LOCATING/RESEARCHING
LIB 100 1/0/2
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. (Formerly LIB 2)

LIBRARY RESEARCH SKILLS
LIB 102 2/1/2
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. (Formerly LIB 2)

LIBRARY RESEARCH ON THE NET: LOCATING/RESEARCHING
LIB 100 1/0/2
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. (Formerly LIB 2)

ESTATE PLANNING: REVOCABLE TRUST
LGL 450 .5/.5/0
Familiarizes students with revocable living trusts as used in estate planning. Emphasis will be on the distinction between revocable and irrevocable trusts and the use of revocable trusts to accomplish estate planning objectives and minimize estate taxes. An overview of various types of irrevocable trusts will be provided. R E 1

ESTATE PLANNING: REVOCABLE LIVING TRUSTS
LGL 451 .5/.5/0
Familiarizes students with revocable living trusts as used in estate planning. Emphasis will be on the advantages of living trusts as a vehicle to avoid probate and minimize taxation of estates. R E 1

COURSES

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; and 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 and 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 flexible seminars designed to provide students with the latest ideas in the field of marine science. The topic will vary thematically each time the course is offered. R E 3

MS 201 2/1/2
MARLINSPIKE SEAMANSHIP
This course will develop self-reliance and seamanship by teaching the fundamentals of knotting, splicing, sail repair, deck seamanship, emergency repair, rigging, and 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

MS 202 2/2/0
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 3

MS 210 3/2/2
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

MS 211 3/2/2
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, and at-sea navigational cruises. R E 2

MST 201 3/2/2
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 14s. Course not intended to meet natural science general education requirements. R E 3
MST 215 3/2/2
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 planned response to local weather conditions. Also reviews practical application of rules of the road, piloting, and navigational skills. R E 3

MST 216 3/2/2
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 how to select the appropriate license grade and scope and how to document the sea time (experience) the USCG requires. R E 2

MST 230 2/1.5/1.5
Introduction to Scuba: Diving in Confined Water
Limitation: Intermediate swimming skills
Provides student with the academic preparation and confined water SCUBA skills practice and evaluation required for participation in open-water dives. Students successfully completing the course will be eligible to take a private open-water certification course at their own expense. Fees do not include costs for personal equipment (mask, snorkel, fins, booties, gloves, equipment bag) nor SCUBA equipment (tank, regulator, belt or weights, and buoyancy-compensating device). R E 3

MST 289 .5-4/.5-4/.5-9
Special Topics: Marine Science Technology
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of marine science technology. The topic will vary thematically each time the course is offered. R E 3

GUIDELINES FOR ENROLLMENT IN MATHEMATICS

MAThematics Course Sequence

Pre-Algebra
Math 351

Beginning Algebra
Math 251

Intermediate Algebra
Math 253

College Algebra
Math 7

Coll. Alg. for Calc.
Math 8

Brief Course in Calculus
Math 11

Finite Math
Math 9

Statistics
Math 10

Trig
Math 124

Trig/Geom.
Math 128

Pre-Calculus
Math 2

Calculus
Math 3a

Linear Algebra
Math 26

Calculus
Math 3b

Elem. Differential Equations
Math 24

Calculus
Math 3c
MATH 2
PRE-CALCULUS MATHEMATICS
Prerequisite: MATH 251 or 128
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 maximum 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 derivatives, vector fields, surface and line integrals, theorems of Green and Stokes, the divergence theorem.

MATH 7
COLLEGE ALGEBRA
Prerequisite: MATH 253
Polynomial, exponential, and logarithmic functions. Polynomial equations, matrices, determinants, and systems of linear equations. Sequences, series, mathematical induction, permutations, combinations, the binomial theorem, and conic sections.

MATH 8
COLLEGE ALGEBRA FOR BRIEF CALCULUS
Prerequisite: MATH 253

MATH 9
FINITE MATHEMATICS
Prerequisite: MATH 253
The study of linear functions, matrices, vectors and those 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, and differential equations as applied to one or more variable functions will be studied. Applications of these topics to the fields of business, economics, and the 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 25
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 128
TRIGONOMETRY WITH A GEOMETRY REVIEW
Prerequisite: MATH 253
The development of the trigonometric functions and their inverses. Emphasis on the unit circle definitions, solving trigonometric equations, verifying identities, and graphing these functions. A review of congruence, parallelism, and similarity. The right triangle definition of the trigonometric functions is studied, along with the law of sines and the law of cosines.

MATH 189
SPECIAL TOPICS: MATH
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of math. The topic will vary thematically each time the course is offered. R E 3

MATH 219
SPECIAL TOPICS: MATH
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of math. The topic will vary thematically each time the course is offered. 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 253
INTERMEDIATE ALGEBRA
Prerequisite: MATH 219
Further study of the real-number system, open sentences in one variable, polynomials and factoring, systems of linear equations, functions and sequences, rational numbers and functions, irrational and complex numbers, quadratic equations and functions, exponential and logarithmic functions, quadratic relations and systems.

MATH 289
SPECIAL TOPICS: MATH
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of math. The topic will vary thematically each time the course is offered. R E 3
<table>
<thead>
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<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>
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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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<td>MATH</td>
<td>310</td>
<td>BRIDGING THE GAP INTO COLLEGE: MATH</td>
<td>1/1/0</td>
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<td>MA</td>
<td>351</td>
<td>PRE-ALGEBRA MATHEMATICS</td>
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<td>MATH</td>
<td>924</td>
<td>DIFFERENTIAL EQUATIONS LABORATORY</td>
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<td>MA</td>
<td>200</td>
<td>MEDICAL TERMINOLOGY</td>
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<td>MA</td>
<td>210</td>
<td>INTRODUCTION TO MEDICAL OR LABORATORY ASSISTING</td>
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<tr>
<td>MA</td>
<td>211A</td>
<td>MEDICAL RECEPTION TECHNIQUES</td>
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<tr>
<td>MA</td>
<td>211B</td>
<td>PHYSICAL EXAMINATION PROCEDURES</td>
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<tr>
<td>MA</td>
<td>213B</td>
<td>MEDICAL ASEPSIS AND SURGICAL PROCEDURES</td>
<td>3/2/3</td>
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<tr>
<td>MA</td>
<td>214A</td>
<td>BASICS IN MEDICAL INSURANCE</td>
<td>2.5/2.5/0</td>
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<tr>
<td>MA</td>
<td>214B</td>
<td>MEDICATION ADMINISTRATION FOR MEDICAL ASSISTANTS</td>
<td>3/2/3</td>
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<tr>
<td>MA</td>
<td>215A</td>
<td>CPT-4 AND ICD-9-CM MEDICAL INSURANCE CODING</td>
<td>3/3/0</td>
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<tr>
<td>MA</td>
<td>215B</td>
<td>MEDICAL ASSISTING CLINICAL EXPERIENCE—ADMINISTRATIVE</td>
<td>3/0/9</td>
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<tr>
<td>MA</td>
<td>217A</td>
<td>MEDICAL ASSISTING CLINICAL EXPERIENCE—CLINICAL</td>
<td>3/0/9</td>
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**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

**MATH 924 DIFFERENTIAL EQUATIONS LABORATORY**

Corequisite: MATH 24

An investigation of the characteristics of the solutions of ordinary differential equations using a computerized solver.

**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 Office 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 RECEPTION 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 clinical skills. Instruction is given in the techniques of physical measurements, recording medical histories, and assisting with physical and specialty examinations.

**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 office 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 requirements for medical assistant phlebotomy certificate.

**MA 213A MEDICAL RECORDS MANAGEMENT**

Provides 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 ASEPSIS 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 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 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 in oral and injectable medication administration. Meets state requirement for medical assistant injections. Certificate awarded for intramuscular, subcutaneous, and intradermal injections.

**MA 215A CPT-4 AND 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 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 or allied health facility. This experience will emphasize development of medical front-office skills with consideration for ethical and legal concepts. Scheduled class sessions will assist students in dealing with problems encountered in the work experience setting.

**MA 217B MEDICAL ASSISTING CLINICAL EXPERIENCE—CLINICAL**

Prerequisite: Enrollment in Medical Assistant Program and completion of MA 210, 211B, 212B, 213B, 214B, 215B and HSC 222

Provides supervised, directed practice in a physician’s office or medical clinic. This experience will emphasize development of 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 217C 3/0/9
MEDICAL ASSISTING CLINICAL EXPERIENCE—COMPREHENSIVE

Prerequisite: Enrollment in Medical Assistant Program and completion of HSC 222, 266; MA 200, 210, 211A, 211B, 212A, 212B, 213A, 213B, 214A, 214B, 215A, and 218B

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 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 and 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 biotechnical and doctor/patient confidentiality issues.

MA 250 1/1/0
COMPUTER APPLICATIONS FOR HEALTH CARE PERSONNEL

Prepares health science and nursing students to perform patient simulation using microcomputers. Provides orientation to hospital and office-based applications, including word processing, database systems, electronic spreadsheets, and hospital information systems. Also listed as HSC 260. Credit given in either area, not both.

MA 289 .5-4/.5-4/.5-9
SPECIAL TOPICS: MEDICAL ASSISTING

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in the field of medical assisting. 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

MILLWORK CABINETRY

MCT 110 3/2/2
BASIC HAND TOOL WOODWORKING AND DESIGN

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.

MCT 115 3/2/2
BASIC MACHINE WOODWORKING PROCESSES AND MATERIALS

Recommended Preparation: MCT 110
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.

MCT 120 2/1/3
ADVANCED MACHINE WOODWORKING

Recommended Preparation: MCT 110 and 115
This course is designed to provide information related to the woodworking industry. The development of basic safety in the use of hand and machine tools is stressed. Basic designing, planning, and construction of a wood project are included.

MCT 125 3/2/2
FURNITURE AND CABINETMAKING

Recommended Preparation: MCT 120
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, storage fixtures, and commercial display modules using industrial materials, tools, and processes. Production management and operation are used to develop functional projects.

MCT 200 2/1/3
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 2/1/3
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 woodworking to the presently accepted industrial levels and standards. Individualized instruction in manufacturing processes is provided. R E 3

MUSIC APPRECIATION AND HISTORY

MUS 20 3/3/0
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. Applications toward the humanities requirement. Course may be offered by mediated mode of instruction.

MUS 21 3/3/0
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 3/3/0
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 musics. This course will also cover basic ethnomusicological research skills.
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<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
<th>Lecture Hours</th>
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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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<tr>
<td>MUS</td>
<td>24</td>
<td>MUSIC OF OUR CENTURY</td>
<td>3/3/0</td>
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<td>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 classical, 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.</td>
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<tr>
<td>MUS</td>
<td>25</td>
<td>MUSIC HISTORY: TO MOZART</td>
<td>3/3/0</td>
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<td>A study of musical styles and forms found in Western music from the beginning of the Christian era to the time of Mozart (ca. 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; applies toward humanities requirement for all students.</td>
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<tr>
<td>MUS</td>
<td>26</td>
<td>MUSIC HISTORY: SINCE MOZART</td>
<td>3/3/0</td>
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<td>A study of musical styles and forms found in Western music from the time of Mozart (ca. 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.</td>
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<tr>
<td>MUS</td>
<td>27</td>
<td>HISTORY OF JAZZ</td>
<td>3/3/0</td>
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<td>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.</td>
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<tr>
<td>MUS</td>
<td>28</td>
<td>HISTORY OF ROCK</td>
<td>3/3/0</td>
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<td>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.</td>
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### MUSIC COMPOSITION AND THEORY

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<tr>
<th>Course Prefix</th>
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<th>Lab Hours</th>
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<tr>
<td>MUS</td>
<td>1</td>
<td>THE BASICS OF MUSIC</td>
<td>3/3/0</td>
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<td></td>
<td>Emphasizes 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.</td>
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<tr>
<td>MUS</td>
<td>10</td>
<td>HARMONY I</td>
<td>5/5/0</td>
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<td></td>
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<td>Recommended Preparation: MUS 1 or Proficiency Exam</td>
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<td>An intensive study of diatonic harmony in major and minor modes; harmonization of a given melody; nonharmonic tones; dominant seventh chords; cadential tonic six-four chord; simple form; and analysis. Writing, singing, and the recognition of diatonic melodies and harmonies; rhythmic recognition and dictation; and keyboard harmony. Required of all music majors.</td>
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<tr>
<td>MUS</td>
<td>11</td>
<td>HARMONY II</td>
<td>5/5/0</td>
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<td>Recommended Preparation: MUS 10</td>
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<td>Study of diatonic harmony in major and minor modes, linear six-four chords, diatonic seventh chords, modal interchange, secondary dominants, modulation, form, analysis, and composition. Sight-singing and dictation of diatonic melodies in two-parts, harmonic and rhythmic dictation, recognition of altered chords, and keyboard harmony. Required of all music majors.</td>
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<tr>
<td>MUS</td>
<td>12</td>
<td>HARMONY III</td>
<td>5/5/0</td>
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<td>Recommended Preparation: MUS 11</td>
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<td>Study of chromatic harmony as practiced in the 19th century. Includes 9th, 11th, and 13th chords, altered chords, mode mixture, modulation, and 19th-century formal models. Sight-singing and dictation of chromatic and modulating melodies; harmonic dictation in three and four-part textures with chromaticism; rhythmic dictation; and keyboard harmony. Required of all music majors.</td>
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<tr>
<td>MUS</td>
<td>13</td>
<td>HARMONY IV</td>
<td>5/5/0</td>
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<td>Recommended Preparation: MUS 11</td>
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<td>Study of 20th-century harmony and compositional processes. Includes quartal, secundal, and polychordal constructions, twelve-tone and serial techniques, set theory and other analytical systems. Sight-singing and dictation of atonal melodies; dictation of atonal counterpoint and nontertian sonorities; rhythmic dictation. Required of all music majors.</td>
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<tr>
<td>MUS</td>
<td>14</td>
<td>COMMERCIAL HARMONY</td>
<td>3/3/0</td>
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<td>A study of the traditional and popular use of intervals, modes, rhythms, meters, notation of scales, structure notation, and use of traditional and popular chords and progressions. Emphasis will be placed on the traditional and popular concepts of melodic writing.</td>
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<tr>
<td>MUS</td>
<td>15</td>
<td>MUSIC COMPOSITION</td>
<td>3/3/0</td>
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<td>Recommended Preparation: MUS 1 or by audition</td>
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<td>The emphasis in this course is on original composition. Study of instrumenta- tion and orchestration will also be included, as analysis of applicable literature.</td>
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<tr>
<td>MUS</td>
<td>16</td>
<td>RENAISSANCE COUNTERPOINT</td>
<td>3/3/0</td>
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<td>Recommended Preparation: MUS 11</td>
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<td>A study of Renaissance contrapuntal forms and styles, including species counterpoint, two-, three-, and four-part motets, mass movements, and madrigals. Extensive writing required.</td>
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</table>
MUS 211  .5/0/1  
MUSIC HARMONY LABORATORY  
Recommneded Preparation: Recommended for all students registered in MUS 10, 11, 12, 13  
Designed to complement musicianship skills taught in MUS 10, 11, 12, and 13. Diatonic and chromatic and 20th-century harmony, Formal and harmonic analysis, Rhythmic, harmonic, and melodic dictation. Keyboard and sight-singing skills.  
R E 3

MUS 50  2/1.5/5  
APPLIED MUSIC: INSTRUMENTAL  
Limitation: 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 15 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  2/1.5/5  
APPLIED MUSIC: KEYBOARD  
Limitation: 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 15 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 54  1/2/1  
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 nonmusic majors at a first-year level. A student can take a maximum of 4 units in combination from MUS 54, 55, 56.  
R A 3

MUS 55  1/2/1  
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, 56 may be taken a maximum of four times.  
R A 3

MUS 56  2/2/2  
ADVANCED PIANO  
Recommended Preparation: MUS 55  
This course is of a "master class" or a workshop character, for the student interested in furthering his or her understanding of musical styles through careful study and performance of baroque, classic romantic, 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, 56 may be taken a maximum of four times.  
R E 3

MUS 250  1/1/5  
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 15 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.  
R E 1
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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</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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<td>MUS 57</td>
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<td>INTRODUCTION TO ORGAN TECHNIQUE (CLASSICAL)</td>
<td>1/1/2</td>
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<td>Recommended Preparation: MUS 55 or demonstrated proficiency</td>
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<td>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.</td>
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<td>R E 3</td>
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<tr>
<td>MUS 58</td>
<td></td>
<td>PIANO REPETOIRE AND PERFORMANCE PROCEDURES</td>
<td>2/2/2</td>
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<td>Recommended Preparation: MUS 55 or demonstrated proficiency</td>
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<tr>
<td></td>
<td></td>
<td>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.</td>
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<tr>
<td>MUS 60</td>
<td></td>
<td>BEGINNING CLASSICAL GUITAR</td>
<td>1.5/1/1</td>
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<td>Emphasizes solo fingerstyle guitar playing on 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.</td>
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<td>R A 3</td>
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<tr>
<td>MUS 61</td>
<td></td>
<td>INTERMEDIATE CLASSICAL GUITAR</td>
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<td>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.</td>
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<td>R A 3</td>
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<tr>
<td>MUS 62</td>
<td></td>
<td>ADVANCED CLASSICAL GUITAR</td>
<td>2/2/2</td>
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<td></td>
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<td>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.</td>
<td></td>
<td>R A 3</td>
<td></td>
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<tr>
<td>MUS 70</td>
<td></td>
<td>WOODWIND CLASS</td>
<td>1/1/2</td>
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<td></td>
<td></td>
<td>Introduction and study of woodwind instruments with special emphasis on individual development of tone, range, flexibility, and endurance.</td>
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<td>R E 3</td>
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<tr>
<td>MUS 72</td>
<td></td>
<td>BRASS CLASS</td>
<td>1/1/2</td>
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<td></td>
<td>Introduction and study of brass instruments with special emphasis on individual development of tone, range, flexibility, and endurance.</td>
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<td>R E 3</td>
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<tr>
<td>MUS 74</td>
<td></td>
<td>STRING CLASS</td>
<td>1/1/2</td>
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<td></td>
<td></td>
<td>The study of string instruments with special emphasis on individual development of bowing, tone, and flexibility.</td>
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<td>R E 3</td>
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<tr>
<td>MUS 76</td>
<td></td>
<td>PERCUSSION CLASS</td>
<td>1/1/2</td>
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<td>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.</td>
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<td>R E 3</td>
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<tr>
<td>MUS 77</td>
<td></td>
<td>MALLET PERCUSSION CLASS</td>
<td>1/1/2</td>
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<td></td>
<td></td>
<td>Recommended Preparation: MUS 76 Performance aspects of melodic percussion instruments including the tympani.</td>
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<td>R E 3</td>
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<tr>
<td>MUS 80</td>
<td></td>
<td>BEGINNING PIANO TEACHING METHODS</td>
<td>3/3/0</td>
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<tr>
<td></td>
<td></td>
<td>Recommended Preparation: Two years of piano study</td>
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<td>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.</td>
<td></td>
<td>R A 3</td>
<td></td>
</tr>
<tr>
<td>MUS 85</td>
<td></td>
<td>ORGAN REPERTOIRE AND PERFORMANCE PROCEDURES</td>
<td>2/2/2</td>
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<td></td>
<td>Recommended Preparation: MUS 57 or demonstrated proficiency</td>
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<td>The study of important organ solo literature from Bach to contemporary with emphasis on organ registration, technique, and procedures in solo-performance preparation. Qualified students will participate in college recitals and public performances.</td>
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<td>R E 3</td>
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<tr>
<td>MUS 87</td>
<td></td>
<td>MUSIC LESSONS (VOCAL)</td>
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<tr>
<td>MUS 80</td>
<td></td>
<td>BEGINNING VOICE</td>
<td>1/1/2</td>
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<td>A course emphasizing vocal techniques, including tone production, breath control, and pronunciation, as well as music literature. Class designed for music majors, but nonmusic major may enroll. A combination of Music 80 or 81 may be taken a maximum of four times.</td>
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<td>R A 3</td>
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<tr>
<td>MUS 81</td>
<td></td>
<td>INTERMEDIATE VOICE</td>
<td>1/1/2</td>
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<td>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 Music 80 or 81 may be taken a maximum of four times.</td>
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<td>R A 3</td>
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<tr>
<td>MUS 82</td>
<td></td>
<td>VOCAL REPETOIRE AND PERFORMANCE PROCEDURES</td>
<td>1/1/2</td>
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<td>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.</td>
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<td>R E 3</td>
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</tbody>
</table>
MUS 30 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 for nonmusic majors.  R E 3

MUS 31 BAROQUE SOCIETY
Limitation: 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 for nonmusic majors.  R E 3

MUS 32 ORATORIO SOCIETY
Limitation: 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 for nonmusic majors.  R E 3

MUS 33 MODERN MASTERWORKS CHORALE
Limitation: Audition with college staff. This course 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 textual vocabulary as seen in this repertoire. No more than four units apply toward AA degree for nonmusic majors.  R E 3

MUS 34 EARLY MUSIC ENSEMBLE
Limitation: Audition with college staff. This course 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 of styles within the Renaissance and early Baroque era. No more than four units apply toward AA degree for nonmusic majors.  R E 3

MUS 35 CONTEMPORARY VOCAL ENSEMBLE
Limitation: 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 instrumental 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 for nonmusic majors.  R E 3

MUS 36 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 37 GOSPEL CHOIR
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 38 VOCAL JAZZ 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 39 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 340 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 341 SYMPHONIC WIND ENSEMBLE
Recommended Preparation: Previous experience in an instrumental group. 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 342 SYMPHONIC ORCHESTRA
Recommended Preparation: Previous experience in an instrumental group. Studies and performance of standard orchestral literature. Public performance required for credit. This course may be offered as open-entry/open-exit.  R E 3

MUS 343 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 344 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
Limitation: Enrollment by audition only
Provides for the performance of Big Band music by members of the community above sophomore high-school level. Very high standards of instrumental 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
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, techniques of ensemble playing, and sight-reading. R E 3

MUS 65
PIANO ACCOMPANYING
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
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
BRASS ENSEMBLE
Recommended Preparation: Previous two years of instrumental training and 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 all brass instruments and advanced pianists. R E 3

MUS 69
PERCUSSION ENSEMBLE
Recommended Preparation: Previous two years of instrumental training and 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 all percussion instruments and advanced pianists. R E 3

MUS 75
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
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
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
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 sophomore high-school 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
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
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
MUSIC (COMMERCIAL/STUDIO)

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 MUS 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

NURSING

N 108  2/2/0
INTRODUCTION TO CRITICAL CARE NURSING
Recommended Preparation: N 152
Provides nurses with theoretical base needed to care for patients in critical care units with emphasis on alterations in the cardiovascular, pulmonary, neurological, renal, gastrointestinal, endocrine, and immunologic systems. Intended for skills-upgrading or cross-training. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

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  3.5/3.5/0
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  3/3/0
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  2.5/2.5/0
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 the 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  3/3/0
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 and the 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  2.75/2.75/0
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 ethicolegal 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  1/0/3.37
MEDICAL-SURGICAL NURSING IN THE COMMUNITY
Prerequisite: N 152 with a grade of "C" or better
Corequisite: N 156 Lab
Provides supervised clinical practice for the application of the nursing process and the Roy Adaptation Model in caring for medical-surgical patients in various clinical settings. Emphasis is on the practice of nursing in nontraditional settings.

N 160  2/2/0
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  1.25/1.25/0
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.
<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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<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
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<td>3/3/0</td>
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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 189
**SPECIAL TOPICS: NURSING**
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of graphic communications. The topic will vary thematically each time the course is offered. 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 operating room, obstetrics, ICU/CCU, pediatrics, emergency room, 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
Assists newly graduated nurses or inactive nurses in the transition from student/inactive nurse to staff nurse. Builds upon basic knowledge learned in a basic RN program and further prepares graduates/inactive nurses for employment in acute or long-term facilities.

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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60. Providers CPE 30 contact hours.

N 240
**EMERGENCY-ROOM NURSING THEORY**
Recommended Preparation: N 155
Presents nursing theory related to specialization in emergency nursing. Includes an introduction to the roles of the emergency nurse. Emphasis is on the specific knowledge and skill required for the beginning emergency nurse practitioner. Concurrent enrollment in N 241 recommended to provide actual clinical experience. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

N 241
**EMERGENCY-ROOM NURSING PRACTICE**
Recommended Preparation: N 155 and 240
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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 15 contact hours.

N 244
**I.V. THERAPY TECHNIQUES FOR LICENSED VOCATIONAL NURSES**
Limitation: Current California LVN/RN License
Prepares students for initiating and/or maintaining common intravenous therapies (I.V.). Includes nursing assessments and special patient care. Although focused on the hospitalized patient, knowledge can easily be transferred to the home care setting. Covers insertion techniques, administration of I.V. solutions, TPN, blood and blood products, piggybacks, intermittent infusion sets, infusion pumps, and common I.V. drugs. Provides state certification for LVNs. (30 hours LVN CE credit, BRN #00060) R E 3

N 245
**I.V. THERAPY TECHNIQUES FOR NURSES**
Recommended Preparation: N 151
Prepares students for initiating and/or maintaining common intravenous therapies (I.V.). Nursing assessments and special patient care are included. Although course focuses 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 hours LVN CE credit, BRN #00060) R E 3

N 246
**ADVANCED I.V. THERAPY TECHNIQUES FOR NURSES**
Prerequisite: N 154
Prepares students for initiating and/or maintaining complex intravenous therapies (I.V.). Nursing assessments and special patient care are included. Although course focuses 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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, 30 contact hours. R E 3

N 251
**NURSING CARE OF THE FAMILY IN LABOR AND DELIVERY**
Recommended Preparation: N 155
Provides students with obstetrical theory in the areas of labor and delivery services including immediate care of the newborn. Provides family-centered nursing care for the family experiencing the birth of a new child. Includes nursing theory necessary to work in labor and delivery areas. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, 30 contact hours.

N 252
**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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.
MOBILE INTENSIVE CARE NURSING
Recommended Preparation: N 217 and N 240 or emergency room nursing experience
Prepares registered nurses to work in base hospitals and to provide medical direction to field paramedics under supervision of base hospital physician. Upon completion, nurses shall be qualified to be authorized as Mobile Intensive Care Nurses per California Health and Safety Code.  R E 3

N 275
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.  R E 1

INTERCOLLEGIATE ATHLETICS

IA 1
VARSITY FOOTBALL—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Football—Men.  R E 2

IA 2
VARSITY BASKETBALL—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Basketball—Men.  R E 3

IA 3
VARSITY BASEBALL—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Baseball—Men.  R E 2

IA 4
VARSITY TRACK—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Track—Men.  R E 2

IA 5
VARSITY CROSS COUNTRY—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Cross Country—Men.  R E 2

IA 6
VARSITY GOLF—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Golf—Men.  R E 2

VARSITY WATER POLO—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Water Polo—Men.  R E 2

IA 8
VARSITY SWIMMING—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Swimming—Men.  R E 2

IA 9
VARSITY TENNIS—MEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Tennis—Men.  R E 2

IA 10
VARSITY VOLLEYBALL—WOMEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Volleyball—Women.  R E 2

IA 11
VARSITY SOFTBALL—WOMEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Softball—Women.  R E 2

IA 12
VARSITY TENNIS—WOMEN
Limitation: Pass physical examination Provides an opportunity for students to properly train themselves for participation in Intercollegiate Tennis—Women.  R E 3
PHIL 3  HISTORICAL ANCESTRY OF PHILOSOPHY
Recommended Preparation: Proficiency in English; ENG 1A
A 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  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. Investigates the evolving theories concerning man’s nature, value systems, views of the social order, the nature of knowledge, and the universe and our place within it. The student will be encouraged to formulate his own critically 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 rationale 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 the 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 students’ appreciation of the issues and to stimulate active formulation of their resolutions.
PHIL 15  3/3/0
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, appraisals 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. Applies 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.

PHOTOGRAPHY
PHOT 25  3/3/0
HISTORY OF PHOTOGRAPHY
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  3/2/2
INTRODUCTION TO PHOTOGRAPHY
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, lighting, 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  3/2/3
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  3/2/2
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 postprinting 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 156  3/2/2
ADVANCED 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. R A 3

PHOT 158  3/3/0
INTRODUCTION TO COLOR PHOTOGRAPHY
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 Photo 158 or 159 may be taken a maximum of four times. R A 3

PHOT 159  3/3/0
ADVANCED COLOR PHOTOGRAPHY
Recommended Preparation: PHOT 50 or 158
Continuation of PHOT 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  3/2/3
THE ART OF COLOR PHOTOGRAPHY
Recommended Preparation: PHOT 50
Introduction to color photography to cover exposing and printing various color films (negative and transparency slides) and papers in present use. Both technical and aesthetic concerns are explored. A combination of PHOT 160 or 161 may be taken a maximum of four times. R A 3

PHOT 161  3/2/3
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 setups, lighting, multiple imagery, and sabotti effect. A combination of PHOT 160 or 161 may be taken a maximum of four times. R A 3

PHOT 189  5-4/5-4/5-9
SPECIAL TOPICS: PHOTOGRAPHY
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of photography. The topic will vary thematically each time the course is offered. R E 3

PHOT 190  3/2/2
SPECIAL PROBLEMS IN PHOTOGRAPHY
Continued exploration of advanced photographic concepts and their development through various processes. R E 3

PHYS 2A  4/3/3
INTRODUCTION TO PHYSICS
Prerequisite: PHYS 2A
Continuation of PHYS 2A. Study of electrostatics, electromagnetism, optics, and 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 2B  4/3/3
INTRODUCTION TO PHYSICS
Prerequisite: PHYS 2A
Continuation of PHYS 2A. Study of electrostatics, electromagnetism, optics, and 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.
COURSES

**PHYS 3B**  
**FUNDAMENTAL PHYSICS**  
Prerequisite: PHYS 3A  
A continuation course from PHYS 3A. Study of electrostatics, electromagnetism, optics, and 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. Recommended Preparation: CS 1A  
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 noninertial 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; and interaction of radiation and matter are studied.

**PHYS 4C**  
**GENERAL PHYSICS**  
Prerequisite: PHYS 4B  
A calculus-based introduction to modern physics, including thermodynamics, 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**  
4/3/3  
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**  
.5-4/.5-4/.5-9  
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of physics. The topic will vary thematically each time the course is offered.  

**PHYSICAL EDUCATION**  

**PE 41**  
**SWIMMING FOR NONSWIMMERS**  
1 or 1.5/.67 or 1/1.33 or 2  
A beginning course in the instruction and practice of the most fundamental elements of swimming and diving and safety skills. A combination of PE 41, 42, 43 may be taken four times.  

**PE 42**  
**INTERMEDIATE SWIMMING**  
1 or 1.5/.67 or 1/1.33 or 2  
Recommended Preparation: PE 41  
Designed to teach the more-advanced strokes between beginner and advanced swimmer. Includes instruction in crawl stroke, breaststroke, side stroke, back crawl and elementary backstroke, treading, and safety skills. A combination of PE 41, 42, 43 may be taken four times.  

**PE 43**  
**ADVANCED SWIMMING AND DIVING**  
1 or 1.5/.67 or 1/1.33 or 2  
Recommended Preparation: PE 42  
Designed to teach students advanced swimming and diving skills. Safety in regard to lifesaving and elementary forms of rescue will be stressed. Field trips may be required. A combination of PE 41, 42, 43 may be taken four times.  

**PE 44**  
**AQUATIC CONDITIONING**  
1 or 1.5/.67 or 1/1.33 or 2  
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.  

**PE 45**  
**ADVANCED WATER POLO**  
1 or 1.5/.67 or 1/1.33 or 2  
Recommended Preparation: Participation on Interscholastic Swimming or Water Polo Team  
Designed for those students of advanced ability in water polo who have competed on an interscholastic water polo team or equivalent. Fundamentals in all aspects of play will be stressed. Recommended for PE majors and those interested in intercollegiate competition.

**PHYSICAL EDUCATION (COMBATIVE SKILLS)**

**PE 90**  
**SELF-DEFENSE (COED)**  
1 or 1.5/.67 or 1/1.33 or 2  
A course studying and practicing techniques of basic self-defense recommended for both men and women.  

**PE 93**  
**KARATE**  
1 or 1.5/.67 or 1/1.33 or 2  
Designed to teach the basic art of Karate. Emphasizes mental and physical conditioning to develop coordination, balance, strength, speed, and power. Instruction in the history, philosophy, and psychology of Karate and the martial arts.  

**PE 94**  
**AIKIDO**  
1 or 1.5/.67 or 1/1.33 or 2  
Aikido is a relatively modern Japanese martial art based upon nonresistance rather than strength. It is a nonaggressive, noncompetitive art based upon a philosophy that stresses harmony with nature and control of body and mind. In 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.  

**PHYSICAL EDUCATION (DANCE)**

**PE 50**  
**AEROBIC DANCE**  
1 or 1.5/.67 or 1/1.33 or 2  
Aerobic dance is a fitness program which combines vigorous aerobic dance with a variety of musical rhythms.
PE 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 PE/TA 51, 52, 53 may be taken four times. Also listed as TA 51. Credit to be given in either area, not both.  R A 3

PE 52 1 or 1.5/.67 or 1/1.33 or 2  BALLET DANCING LEVEL I  
Recommended Preparation: PE 51 or TA 51  
Designed to teach the fundamentals of ballet. Technical work at the ballet barre, center- floor exercises, adagio, and allegro work. 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.  R A 3

PE 53 1 or 1.5/.67 or 1/1.33 or 2  INTERMEDIATE BALLET  
Recommended Preparation: PE 52 or TA 52  
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 53. Credit to be given in either area, not both.  R A 3

PE 54 1 or 1.5/.67 or 1/1.33 or 2  INTRODUCTION TO MODERN DANCE  
Recommended Preparation: PE 54 or TA 54  
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 54. Credit to be given in either area, not both.  R A 3

PE 55 1 or 1.5/.67 or 1/1.33 or 2  MODERN DANCE LEVEL I  
Recommended Preparation: PE 54 or TA 54

PE 56 1 or 1.5/.67 or 1/1.33 or 2  INTERMEDIATE MODERN DANCE  
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.  R A 3

PE 57 1 or 1.5/.67 or 1/1.33 or 2  INTRODUCTION TO JAZZ DANCING  
Recommended Preparation: PE 55 or TA 55  
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 PE/TA 57, 58, 59 may be taken four times. Also listed as TA 57. Credit to be given in either area, not both.  R A 3

PE 58 1 or 1.5/.67 or 1/1.33 or 2  JAZZ DANCING LEVEL I  
Recommended Preparation: PE 57 or TA 57  
Basic jazz techniques, center and locomotor combinations, and original routines set to 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.  R A 3

PE 59 1 or 1.5/.67 or 1/1.33 or 2  INTERMEDIATE JAZZ DANCING  
Recommended Preparation: PE 58 or TA 58  
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 58, 59, 60 may be taken four times. Also listed as TA 59. Credit to be given in either area, not both.  R A 3

PE 60 1 or 1.5/.67 or 1/1.33 or 2  INTRODUCTION TO TAP DANCING  
Recommended Preparation: PE 59 or TA 59  
Aerobic Conditioning

PE 61 1 or 1.5/.67 or 1/1.33 or 2  TAP DANCING LEVEL I  
Recommended Preparation: PE 60 or TA 60  
Basic tap dance techniques, tap dance combinations, and original tap dances. 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

PE 62 1 or 1.5/.67 or 1/1.33 or 2  INTERMEDIATE TAP DANCING  
Recommended Preparation: PE 61 or TA 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 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

PE 63 1 or 1.5/.67 or 1/1.33 or 2  EXERCISE FOR DANCERS  
Recommended Preparation: PE 62 or TA 62  
A combination of PE/TA 57, 58, 59, 60, 61, 62 may be taken four times. Also listed as TA 63. Credit to be given in either area, not both.  R A 3

PE 64 3/3/0  HISTORY OF DANCE  
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 include some reference to other art forms and the humanities. Videotapes and slides will be integrated as visual aids. Also listed as TA 64. Credit to be given in either area, not both.  R E 3

COURSES  3/3/0

PE 1 1 or 1.5/.67 or 1/1.33 or 2  AEROBIC CONDITIONING  
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 need of the individual student, considering age, sex and general health.  R E 3

PHYSICAL EDUCATION  (FITNESS)
Course Prefix  Course Number  Course Title  No. of Units  Lecture Hours Per Week  Lab Hours Per Week
ACGT 220  Introduction to Financial Planning  3/3/0

PE 2  FITNESS TESTING AND CIRCUIT TRAINING
Designed for normal, healthy persons of any age, regardless of their fitness level, inactive to very fit, and will give the student an overview of the basic concepts that affect total fitness. Each person will be evaluated to determine his or her level of physical fitness. A program of exercise will be developed based upon the results of the evaluations. The concept that fitness is a process leading to a total active life will be stressed throughout the course.

PE 3  CIRCUIT WEIGHT TRAINING
1-2/.67-1.33/1-2
Supervised fitness training will continue on a personal basis. Modifications of original programs may be needed based upon the results of fitness appraisals at the beginning and conclusion of the semester and the evaluation of various media presentations to the student population. R E 2

PE 4  WEIGHT TRAINING AND PHYSICAL FITNESS
1 or 1.5/.67 or 1/1.33 or 2
Designed to teach the basic skills and methods used in calisthenics, isokinetic, and isotonic exercise. A combination of PE 4 and 5 may be taken four times. R A 3

PE 5  ADVANCED WEIGHT LIFTING
1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: PE 4
A course designed for students interested in competing in intercollegiate athletics. Advanced methods and techniques in weight lifting. A combination of PE 4 and 5 may be taken four times. R A 3

PE 6  CONDITIONING
1 or 1.5/.67 or 1/1.33 or 2
Instruction and supervised practice in the techniques of developing and maintaining physical fitness. R E 3

PE 7  Step Training
1 or 1.5/.67 or 1/1.33 or 2
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 and balanced, and works every major muscle group. R E 3

PE 8  POWER AEROBICS
1 or 1.5/.67 or 1/1.33 or 2

POWER AEROBICS
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

PE 9  Stretching, Flexibility and Conditioning
1 or 1.5/.67 or 1/1.33 or 2
A course emphasizing proper techniques of movement, breathing, and body alignment for postural integration. R E 3

PE 28  YOGA
1 or 1.5/.67 or 1/1.33 or 2
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

PE 29  TAI CHI CH’UAN
1 or 1.5/.67 or 1/1.33 or 2
Introduction to fundamental principles and basic movements in the ancient taoist art. Special emphasis is given to the development of balance, harmony, and physical strength through the discipline of slow, fluid movements. Course may be offered by mediated mode of instruction. R E 3

PE 107  SURVEY AND ASSESSMENT OF FITNESS
1/1/0
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.

PE 189  SPECIAL TOPICS: PHYSICAL EDUCATION
.5/.4-5/.4/.5-9
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of physical education. The topic will vary thematically each time the course is offered. R E 3

PHYSICAL EDUCATION (INDIVIDUAL SPORTS)

PE 11  BEGINNING BADMINTON
1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: PE 11
Emphasis on individual stroke analysis, scoring, strategy, rules, and tournament play. A combination of PE 14, 15, and 16 may be taken four times. R A 3

PE 12  INTERMEDIATE BADMINTON
1 or 1.5/.67 or 1/1.33 or 2
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 13  ADVANCED BADMINTON
1 or 1.5/.67 or 1/1.33 or 2
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 14  BEGINNING RACQUETBALL
1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: PE 14
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
1 or 1.5/.67 or 1/1.33 or 2
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 16  ADVANCED RACQUETBALL
1 or 1.5/.67 or 1/1.33 or 2
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
1 or 1.5/.67 or 1/1.33 or 2
Designed to increase the student’s knowledge of skill in bicycling and 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
1 or 1.5/.67 or 1/1.33 or 2
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
BEGINNING GOLF

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

INTERMEDIATE GOLF

Recommended Preparation: PE 21
Designed for those students who are not 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 techniques (chipping, putting, sand shots, and wood shots) that should enable the student to play a successful round of golf. Golfing strategy will also be covered. A combination of PE 20, 21, 22, 23 may be taken four times. R A 3

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

BEGINNING TENNIS I

Presentation of the official doubles and singles games, including tennis strokes, serve, basic strategy, footwork, and etiquette. A combination of PE 24, 25, 26, 27 may be taken four times. R A 3

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

INTERMEDIATE TENNIS

Recommended Preparation: PE 25
Emphasis on individual stroke analysis, playing strategy and match play, singles and doubles. A combination of PE 24, 25, 26, 27 may be taken four times. R A 3

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

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

INTRAMURAL ACTIVITIES

Participation in individual and team sports, including coeducational. Sports offered may include volleyball, racquetball, tennis, basketball, weight lifting, archery, golf. R E 3

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. R A 3

COED SOFTBALL SLO-PITCH

Recommended Preparation: Participation on interscholastic team
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. R A 3

ADVANCED SOFTBALL FOR WOMEN

Recommended Preparation: Participation on interscholastic team
Designed for students of advanced ability in competitive fast-pitch softball. Skills and mechanics include throwing, fielding, batting, bunting, base-running, sliding, positioning, and offensive and defensive team strategy. Recommended for physical education majors and those interested in intercollegiate competition. A combination of PE 74, 75 may be taken four times. R A 3

BEGINNING SOCCER

Recommended Preparation: PE 76
The basic skills and rules of volleyball are introduced. Rules, strategy, skill practice, and class competition are included. Course is oriented to the beginning volleyball student. A combination of PE 76, 77, 78 may be taken four times. R A 3

INTERMEDIATE VOLLEYBALL

Recommended Preparation: PE 76
Designed to give the intermediate student the opportunity to improve the basic skills of volleyball. Rules, strategy, skill practice in passing, setting, hitting, serving, and 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

ADVANCED VOLLEYBALL

Recommended Preparation: PE 77
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. R A 3
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<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
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</tbody>
</table>

**COURSES**

**PE 79**  
**ADVANCED BASEBALL**  
Recommended Preparation: Participation on interscholastic baseball 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 competition.  

**PE 80**  
**ADVANCED FOOTBALL**  
Recommended Preparation: Participation on interscholastic team  
Designed for those students of advanced ability in football skills who have competed on an interscholastic team or equivalent. Fundamentals of offensive, defensive, and kicking skills as well as advanced strategies will be stressed. Recommended for physical education majors and those interested in intercollegiate competition.  

**PHYSICAL EDUCATION PREPROFESSIONAL**

**PPE 1**  
**INTRODUCTION TO PHYSICAL EDUCATION AND ATHLETICS**  
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 3**  
**PREVENTION AND CARE OF ATHLETIC INJURIES**  
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 4**  
**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 9**  
**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 10**  
**DANCE PRODUCTION**  
Analysis of the elements of choreography, development of solo and group choreographic composition; staging dances and performances.  

**PPE 11**  
**DANCE REHEARSAL AND PERFORMANCE**  
Emphasizing the preparation and rehearsal of choreographic composition for public performance.  

**PPE 13**  
**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 14**  
**ARC WATER SAFETY INSTRUCTOR/INSTRUCTOR CANDIDATE TRAINING**  
Recommended Preparation: Advanced swimming skills evidenced by passing grade on written exam and demonstration of advanced skills or PE 43.  
American Red Cross course designed to train instructor candidates to teach a variety of American Red Cross swimming and water safety courses to individuals of all ages. Upon satisfactory completion, the student will receive both an Instructor Candidate Training certificate and a Water Safety Instructor certificate.  

**PPE 105**  
**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 well as 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**  
**SKILLS, TECHNIQUES AND THEORY OF SONGLEADING AND 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.  

**PPE 200**  
**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.  

**PHYSICAL EDUCATION - SPECIAL SERVICES**

**PESS 1**  
**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.  

**PESS 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.  

**PESS 5**  
**WHEELCHAIR TENNIS**  
Designed to incorporate the use of a wheelchair in tennis. Basic fundamentals, rules, skills, and strategies will be covered in the course.
COURSES

PESS 107
INTRODUCTION TO POLITICAL THEORY
3/3/0
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
3/3/0
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.

PESS 300
ADAPTED PERSONALIZED FITNESS
0/1/2
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
ADAPTED WATER EXERCISE AND SWIMMING
0/1/2
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

POLITICAL SCIENCE

PS 1
AMERICAN GOVERNMENT
3/3/0
Survey of principles, personalities, problems and issues of government. Emphasis on developing trends of the U.S. 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
3/3/0
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
3/3/0
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 61
HISTORY & POLITICS OF RUSSIA: THE SOVIET PERIOD TO THE PRESENT
3/3/0
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
3/3/0
A survey of the major political, economical, 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 History 75. Credit to be given in either area, not both.

PS 80
INTRODUCTION TO CONTEMPORARY AFRICA
3/3/0
A survey of Africa from the tribal period through 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 History 80. Credit to be given in either area, not both.

PS 140
INTRODUCTION TO PUBLIC ADMINISTRATION
3/3/0
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
2/2/0
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
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<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
<th>Lecture Hours</th>
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<td>PSYC</td>
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<td>PSYC</td>
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<td>PHYSIOLOGICAL PSYCHOLOGY</td>
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<td>PSYC</td>
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<td>PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY</td>
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<td>PSYC</td>
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<td>THE PSYCHOLOGY OF WOMEN</td>
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<td>PT 102</td>
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<td>PHARMACIST IN HEALTH OCCUPATIONS &lt;br&gt;Recommended Preparation: PT 100 and HS 101 &lt;br&gt;Studies principles of therapeutic pharmacology, pharmacological calculations, drug names and classifications, drug actions and interactions, and routes and methods of drug administration.</td>
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<tr>
<td>PT 103</td>
<td>1/1/0</td>
<td>PSYCHODYNAMICS OF PATIENT CARE &lt;br&gt;Surveys socio-cultural, psychological, and emotional components involved in health and illness throughout the life cycle. Focuses on thoughts and feelings of patients and health care workers. Emphasis is placed on communication skills, interpersonal interactions, and the therapeutic use of self. Letter grade only.</td>
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<tr>
<td>PT 201</td>
<td>2/2/0</td>
<td>INTRODUCTION TO THE DEVELOPMENTALLY DISABLED PERSON &lt;br&gt;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.</td>
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<tr>
<td>PT 205</td>
<td>3/3/0</td>
<td>CARE OF THE PERSON WITH DEVELOPMENTAL DISABILITIES &lt;br&gt;Recommended Preparation: PT 201 &lt;br&gt;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.</td>
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<td>PT 216</td>
<td>4/0/12</td>
<td>CARE OF THE MODERATELY DEVELOPMENTALLY DISABLED &lt;br&gt;Prerequisite: Admission to the Psychiatric Technician Program clinical sequence and completion of or concurrent enrollment in PT 201. &lt;br&gt;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.</td>
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<tr>
<td>PT 217</td>
<td>2.5/0/7.5</td>
<td>CARE OF THE SEVERELY DEVELOPMENTALLY DISABLED &lt;br&gt;Prerequisite: Admission to the Psychiatric Technician Program clinical sequence and completion of or concurrent enrollment in PT 201. &lt;br&gt;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.</td>
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<tr>
<td>PT 218</td>
<td>4/0/12</td>
<td>CARE OF THE MENTALLY ILL &lt;br&gt;Prerequisite: Admission to the Psychiatric Technician Program clinical sequence and completion of or concurrent enrollment in PT 228 &lt;br&gt;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.</td>
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<tr>
<td>PT 219</td>
<td>2.5/0/7.5</td>
<td>CARE OF THE MENTALLY ILL IN THE COMMUNITY &lt;br&gt;Prerequisite: Admission to the Psychiatric Technician Program clinical sequence and completion of or concurrent enrollment in PT 228 &lt;br&gt;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.</td>
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<tr>
<td>PT 221</td>
<td>6.5/2.5/12</td>
<td>FUNDAMENTALS OF NURSING FOR PSYCHIATRIC TECHNICIANS &lt;br&gt;Prerequisite: Admission to the Psychiatric Technician Program &lt;br&gt;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. Focuses on the utilization of medical asepsis and other principles of safe practice in the performance of manual skills and procedures. Introduces theories and principles of pain management.</td>
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<tr>
<td>PT 222</td>
<td>7/3/12</td>
<td>MEDICAL-SURGICAL NURSING FOR PSYCHIATRIC TECHNICIANS &lt;br&gt;Prerequisite: PT 221, 221L, and 221C with grades of &quot;C&quot; or better. &lt;br&gt;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.</td>
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<tr>
<td>RE 122</td>
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<td>REAL ESTATE&lt;br&gt;COURSES&lt;br&gt;Recommended Preparation: Admission to the Psychiatric Technician Program &lt;br&gt;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.</td>
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<tr>
<td>RE 122</td>
<td>3/3/0</td>
<td>REAL ESTATE OFFICE ADMINISTRATION &lt;br&gt;Recommended Preparation: RE 170 or a Real Estate Salesperson License &lt;br&gt;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.</td>
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### 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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<tr>
<td>RE 176A</td>
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</table>

### REAL ESTATE APPRAISAL II

**Recommended Preparation:** RE 176A

An advanced course in real estate appraisal with emphasis on investment properly 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.

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<tr>
<th>Course</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
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<tr>
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</table>

### REAL ESTATE ECONOMICS

**Recommended Preparation:** RE 170

An introductory course covering 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.

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<tr>
<th>Course</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
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<tr>
<td>RE 178</td>
<td>3/3/0</td>
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### ESCROW I

**Recommended Preparation:** RE 191

Provides primary information about escrow. Topics will include terminology, documentation, related service fields, fiduciary and ethical responsibilities and 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.

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<thead>
<tr>
<th>Course</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
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<tr>
<td>RE 190</td>
<td>1/1/0</td>
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### 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.

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<thead>
<tr>
<th>Course</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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<tr>
<td>RE 191</td>
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### ESCROW III

**Recommended Preparation:** RE 191

Case study of in-depth escrow. This course will provide the student with actual escrow case studies that are commonly found throughout the escrow profession. Additional study is planned for specialized transactions applying escrow office techniques to the classroom situations.

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<tr>
<th>Course</th>
<th>No. of Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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<td>RE 192</td>
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### 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.

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<th>No. of Units</th>
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</table>
**RUSSIAN**

**RUS 1**
**ELEMENTARY RUSSIAN**
Recommended Preparation: College-level reading ability
This course is designed to develop the fundamentals of communicative competence in daily spoken Russian. 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 is strongly recommended.

**RUS 1A**
**INTRODUCTORY ELEMENTARY RUSSIAN**
Recommended Preparation: College-level reading ability
This course is designed to develop fundamentals of communicative competence in daily spoken Russian. Elementary reading and writing will be introduced, as well as aspects of culture. Introductory Elementary RUS 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 is strongly recommended.

**RUS 1B**
**CONTINUING ELEMENTARY RUSSIAN**
Prerequisite: RUS 1A
This course reviews and expands the fundamentals of communicative competence in daily spoken Russian. 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 RUS 2. Use of Language Lab is strongly recommended.

**RUS 2**
**ELEMENTARY RUSSIAN**
Prerequisite: RUS 1 or 1A and 1B
This course is designed to further the fundamentals of communicative competence in daily spoken Russian. 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 is strongly recommended.

**RUS 21**
**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 is required.

**SIGN LANGUAGES**

**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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

**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 are increased. Focuses on both receptive and expressive sign language. Continues the study of deaf culture, customs, and contributions of the deaf. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

**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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

**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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.
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<th>Course Title</th>
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<tr>
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<td>SL 149</td>
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</table>

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 a beginning sign language course. R E 3

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. R E 3

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. R E 3

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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

SL 137
IMPLICATIONS OF DEAFNESS
Gives students a view of deafness as it relates to the deaf person’s language development, education, and personal and social development. Directed toward students interested in special education and interpreting, as well as for hearing-impaired persons who desire more information. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60, for 30 contact hours.

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. R E 3

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. R E 3

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
Prerequisite: SL 140
Provides students with advanced interpreting skills, utilizing a demonstration lecture format. Emphasizes reverse interpreting.

SL 142
INTERPRETING SIGN TO VOICE
Prerequisite: SL 140
Provides students with advanced interpreting skills, utilizing a demonstration lecture format. Emphasizes reverse interpreting.

SL 143
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 of the same course. R E 3

SL 144
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 of the same course. R E 3

SL 145
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 of the same course. R E 3

SL 146
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 of the same course. R E 3

SL 147
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 of the same course. R E 3

SL 148
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 of the same course. R E 3

SL 149
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 of the same course. R E 3

SL 150
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 of the same course. R E 3

SL 151
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 of the same course. R E 3

SL 152
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 of the same course. R E 3

SL 153
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 of the same course. R E 3

SL 154
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 of the same course. R E 3

SL 155
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 of the same course. R E 3

SL 156
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 of the same course. R E 3

SL 157
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 of the same course. R E 3

SL 158
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 of the same course. R E 3

SL 159
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 of the same course. R E 3

SL 160
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 of the same course. R E 3

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 SOC 1, the utilization of selected writings and papers of sociological impact. Interrelated relationships will be applied to selected areas of sociology.

SOC 4
INTRO 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 Chicana/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 analysis of 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.
SPANISH

SPAN 1
ELEMENTARY SPANISH
Corequisite: SPAN 999
Recommended Preparation: College-level reading ability
This course is designed to develop the fundamentals of communicative competence in colloquial Spanish. The emphasis is on listening, comprehending, and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture.

SPAN 2
ELEMENTARY SPANISH
Corequisite: SPAN 999
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 of its continuation, 1B, students may enroll in the second semester of a normally paced language program.

SPAN 1A
INTRODUCTORY ELEMENTARY SPANISH
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 SPAN 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
CONTINUING ELEMENTARY SPANISH
Prerequisite: SPAN 1A
Corequisite: SPAN 999
This course continues the familiarization with customs and cultural achievements begun in the previous semester.

SPAN 3
INTERMEDIATE SPANISH
Prerequisite: SPAN 2
Corequisite: SPAN 999
Review of the fundamentals with further study of the Spanish language and culture.

SPAN 4
INTERMEDIATE SPANISH
Prerequisite: SPAN 3
Corequisite: SPAN 999
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.

SPAN 5
SPANISH FOR SPANISH SPEAKERS
Prerequisite: Knowledge of Spanish at SPAN 4 level
Designed for students of Hispanic background who speak Spanish and want to improve their formal knowledge of the language. 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.

SPAN 6
INTERMEDIATE SPANISH GRAMMAR AND COMPOSITION
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.

SPAN 10
INTERMEDIATE CONVERSATIONAL SPANISH
Prerequisite: SPAN 2
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 is recommended.

SPAN 20
CIVILIZATION OF SPAIN
Prerequisite: SPAN 2
Lecture and discussions of the geography, history, and institutions of Spain, the life and customs of the people, literature, music, and art. Conducted in Spanish.

SPAN 21
CIVILIZATION OF LATIN AMERICA
Prerequisite: SPAN 2
Lecture and discussions of the geography, history, and institutions of Latin America, the life and customs of the people, literature, music, and art. Conducted in Spanish.

SPAN 107
SPANISH PRONUNCIATION/PHONETICS
Prerequisite: SPAN 4
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.
### COURSES

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<td>SPAN</td>
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<td>Spanish for Hotels and Restaurants</td>
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### 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
**Adapted 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.

#### SE 112
**Exceptional Children**
- An introduction to special education. This course offers a survey and study of various characteristics of exceptional children. R E 3

#### SE 114
**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, preschool gifted and those with leadership potential will also be studied. Also listed as HD 155. Credit given in either area, not both.
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<td>SPS 315</td>
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<td>SPS 355</td>
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**Recommended Preparation:**
- Confer-ence with College Special Services Counselor or College Diagnostic Learning Specialist
- Diagnosis of disability
- Verifica- tion of disability
- Applica-tion of disability and/or diagnostic assessment
- Verification of disability and/or diagnostic assessment
- Application for special services and verification of disability

**Description:**
- 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.
- Offered on an open-entry/open-exit basis.
- Designed as specialized prescriptive instruction based on diagnosis of individual need. Instruction focuses on remediation of basic skills. This course is structured for the student with learning disabilities and is offered on an open-entry/open-exit, credit/no-credit basis. The units earned for this course may not be applied toward the 60 units for graduation. R E 3
- Designed as a curriculum of arithmetic skills for students with learning disabilities. Instruction focuses on computation and problem solving of whole numbers, fractions, decimals, ratio and proportions, percents, and real numbers. Emphasis is given to problem-solving strategies and techniques. R E 1
- Designed as specialized prescriptive instruction based on diagnosis of individual need in the specific area of written communication. This course is structured for the student with specific learning disabilities. R E 1
- Designed as specialized prescriptive instruction based on diagnosis of individual need in the specific areas of spelling and reading. Structured for the student with learning disabilities. R E 3
- Designed as specialized prescriptive instruction based on diagnosis of individual need in the specific areas of spelling and reading. Structured for the student with learning disabilities. R E 3
<table>
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<td>Introduction to Financial Planning</td>
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**SPECIAL STUDIES WORKSHOP**

**SPSW 1 1 or 2 or 3/TBA**
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, 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**

**SP 1 COMMUNICATION FUNDAMENTALS** 3/3/0
Designed to enable the student to understand and use the processes of communication in the making of personal and social decisions in everyday life, including an understanding of problems and propositions; organization and development of thought processes; support of ideas; and methods of research, criticism, and evaluation. Platform experience required.

**SP 2 PERSUASION** 3/3/0
Recommended Preparation: SP 1 and ENG 1A with a grade of "C" or better
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** 3/3/0
Recommended Preparation: SP 1 and ENG 1A with a grade of "C" or better
Focuses 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** 3/3/0
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** 3/3/0
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, and nonverbal and verbal communication. (Formerly SP 106.)

**SP 6 GENDER COMMUNICATION** 3/3/0
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 7 INTERCULTURAL COMMUNICATIONS** 3/3/0
Designed to reveal how culture influences interaction patterns. As people from different communication climates 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 ANTH 20. Credit in either area, not both. (Formerly SP 109)

**SP 8 ADVANCED ORAL INTERPRETATION** 3/3/0
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 Theatre 30. Credit to be given in either area, not both.

**SP 9 SPEECH SPECIAL TOPICS: SPEECH**

**SP 10 FORENSICS ACTIVITY** 1 or 2 or 3/1 or 2 or 3/1 or 2 or 3
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 Theatre 30. Credit to be given in either area, not both.

**SP 11 VOICE AND DICTION** 3/3/0
Emphasizes 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 TA 35. Credit to be given in either area, not both.

**SP 12 READING'S THEATRE** 3/3/2
Recommended Preparation: SP 30, 31 or TA 30, 31
Stresses 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 13 INTERPERSONAL COMMUNICATION** 3/3/0
Emphasizes preparation and presentation of materials for college-sponsored speech and forensics 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.

**SP 14 SPECIAL TOPICS: SPEECH**
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of speech. The topic will vary thematically each time the course is offered.
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<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td><strong>THEATRE (ACTING)</strong></td>
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<tr>
<td><strong>ACTING</strong></td>
</tr>
<tr>
<td>Emphasizes the form and content of the art of acting, including pantomime, action, motivation beginning scene study, and improvisation.</td>
</tr>
<tr>
<td><strong>BEGINNING SCENE STUDY</strong></td>
</tr>
<tr>
<td>Recommended Preparation: TA 1</td>
</tr>
<tr>
<td>Continues the emphasis of TA 1 with concentration on scene study, characterization, and ensemble performance, working toward a realization of method of approach.</td>
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<tr>
<td><strong>ACTING STYLES: CLASSICAL</strong></td>
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<tr>
<td>Recommended Preparation: TA 2</td>
</tr>
<tr>
<td>Devoted to the actor's problems in performing period styles, with emphasis on the Classic Greek and Elizabethan.</td>
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<tr>
<td><strong>EXPERIMENTAL THEATRE</strong></td>
</tr>
<tr>
<td>Recommended Preparation: TA 1</td>
</tr>
<tr>
<td>Emphasizes application of acting, directing, and production techniques, including presentations for class and public audience.</td>
</tr>
<tr>
<td><strong>ACTING FOR TELEVISION AND FILM</strong></td>
</tr>
<tr>
<td>Recommended Preparation: TA 2</td>
</tr>
<tr>
<td>Principles and techniques of various performance methods involved in acting for television and motion pictures. Directed exercises and dramatic scenes.</td>
</tr>
<tr>
<td><strong>AUDITION TECHNIQUES</strong></td>
</tr>
<tr>
<td>A course in auditioning emphasizing cold readings, monologues, and instruction for employment as an actor. Includes resume-writing techniques, interview techniques, and casting instruction for the actor.</td>
</tr>
<tr>
<td><strong>SPECIAL TOPICS: THEATRE ARTS</strong></td>
</tr>
<tr>
<td>The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of theatre arts. The topic will vary thematically each time the course is offered. RE 3</td>
</tr>
<tr>
<td><strong>THEATRE APPRECIATION AND HISTORY</strong></td>
</tr>
<tr>
<td><strong>THEATRE APPRECIATION</strong></td>
</tr>
<tr>
<td>Examines 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.</td>
</tr>
<tr>
<td><strong>THEATRE HISTORY: PRIMITIVE TO RENAISSANCE</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>THEATRE HISTORY: RENAISSANCE TO CONTEMPORARY</strong></td>
</tr>
<tr>
<td>Reading and discussion of significant plays selected from the major forms of world drama since the Renaissance. Emphasis on themes, characterization, and philosophical and cultural influences on content and production styles.</td>
</tr>
<tr>
<td><strong>THEATRE HISTORY: RENAISSANCE</strong></td>
</tr>
<tr>
<td>Focusing on the evolution of Chicano/Latino dramatic literature, course will analyze playwrights and theatre groups that express the Chicano/Latino experiences in the United States, examining relevant &quot;actos,&quot; plays and documentaries to their contributions in the development of the Chicano/Latino Theatre movement.</td>
</tr>
<tr>
<td><strong>THEATRE (DIRECTING)</strong></td>
</tr>
<tr>
<td><strong>MUSICAL THEATRE TECHNIQUES</strong></td>
</tr>
<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>
</tr>
<tr>
<td><strong>MUSICAL THEATRE HISTORY AND APPRECIATION</strong></td>
</tr>
<tr>
<td>Introduces the student to the history and literature of the musical theatre from mid-19th century to present day. Explores the stylistic distinctions found in the musical, as well as its social and cultural significance. Emphasis is placed on the contributions and influence of the individual writer, composer, or lyricist.</td>
</tr>
<tr>
<td><strong>THEATRE (READERS’ THEATRE)</strong></td>
</tr>
<tr>
<td><strong>INTRODUCTION TO ORAL INTERPRETATION</strong></td>
</tr>
<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>
</tr>
<tr>
<td><strong>ADVANCED ORAL INTERPRETATION</strong></td>
</tr>
<tr>
<td>Intensive study of the performance of the short story and of poetry. Students will be taught literacy 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>
</tr>
<tr>
<td><strong>THEATRE HISTORY: RITE TO RENAISSANCE</strong></td>
</tr>
<tr>
<td>Focusing on the evolution of Chicano/Latino dramatic literature, course will analyze playwrights and theatre groups that express the Chicano/Latino experiences in the United States, examining relevant &quot;actos,&quot; plays and documentaries to their contributions in the development of the Chicano/Latino Theatre movement.</td>
</tr>
<tr>
<td>Course Prefix</td>
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<tr>
<td>ACCT 220</td>
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**COURSES**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course No. of Hours</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
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</thead>
</table>

**TA 19 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE**

A course emphasizing the preparation of musical theatre productions comprised of mixed genres for public performance, including acting, and technical and production management. TA 19 is an open-entry/open-exit course. 

Recommended Preparation: TA 54 or PE 54.

**TA 51 INTRODUCTION TO BALLET**

A course emphasizing the preparation of ballet. Technical work at the ballet barre, center-floor exercises, and adagio and allegro work. 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.

Recommended Preparation: TA 51 or PE 51.

**TA 52 BALLET DANCING LEVEL I**

Recommended Preparation: TA 51 or PE 51.

Designed to teach the fundamentals of ballet. Technical work at the ballet barre, center-floor exercises, and 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.

Recommended Preparation: TA 52 or PE 52.

**TA 53 INTERMEDIATE BALLET**

Recommended Preparation: TA 52 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.

Recommended Preparation: TA 53 or PE 53.

**TA 54 INTRODUCTION TO MODERN DANCE**

A course emphasizing the preparation of modern dance techniques. 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 with presentation of historical and stylistic perspectives of this dance form. Emphasis is 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.

Recommended Preparation: TA 54 or PE 54.

**TA 55 MODERN DANCE LEVEL I**

Recommended Preparation: TA 54 or PE 54.

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.

Recommended Preparation: TA 55 or PE 55.

**TA 56 INTERMEDIATE MODERN DANCE**

Recommended Preparation: TA 55 or PE 55.

A course stressing the techniques of modern dance. 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.

Recommended Preparation: TA 56 or PE 56.

**TA 57 INTRODUCTION TO JAZZ DANCING**

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. This course parallels SP 36, it is geared toward the needs of the theatre major. Credit to be given in either area, not both.

Recommended Preparation: TA 57 or PE 57.

**TA 58 JAZZ DANCING LEVEL I**

Recommended Preparation: TA 57 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.

Recommended Preparation: TA 58 or PE 58.

**TA 59 INTERMEDIATE JAZZ DANCING**

Recommended Preparation: TA 58 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 58, 59, 60 may be taken four times. Also listed as PE 59. Credit to be given in either area, not both.

Recommended Preparation: TA 59 or PE 59.
**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-dance techniques are presented and practiced in class, and presentations of the historical and stylistic perspectives of this dance form. Emphasizes 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

**TAP DANCING LEVEL I**

Recommended Preparation: PE 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

**INTERMEDIATE TAP DANCING**

Recommended Preparation: TA 61 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

**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 A 3

**REHEARSAL AND PERFORMANCE: CHILDREN’S THEATRE**

A course emphasizing the preparation of play production for the child audience for public performance, and including acting, technical and production management. TA 113 is an open-entry/open-exit course. R E 3

**THEATRE (TECHNICAL PRODUCTION)**

**STAGE LIGHTING**

A study of stage lighting dealing with the role of the lighting designer in a theatrical production team. A historical background and technical mechanics of theatrical lighting are included. R A 3

**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 a study of textiles will be included in the lectures. Crew assignments for major productions will provide instruction in construction techniques. R A 3

**THEATRE SCENERY PAINTING**

An introduction to the art of scene painting, including historical and present-day methods with practical applications through class efforts of scenery painting and as individual scene-painting projects. R A 3

**STAGE MAKEUP**

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 makeup techniques. R A 3

**THEATRE COMPANY THEATRE CONSERVATORY:**

**ACTING**

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

**COMPANY THEATRE CONSERVATORY: MOVEMENT**

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 students in a continuing program of rehearsal, self-analysis, discussion, lecture, and performance. R E 3

**COMPANY THEATRE CONSERVATORY: MUSICAL THEATRE**

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours/Week</th>
<th>Lab Hours/Week</th>
<th>Hours/Week</th>
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<tbody>
<tr>
<td>ACCT 220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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<tr>
<td>TA 233</td>
<td>COMPANY THEATRE CONSERVATORY: MANAGEMENT AND DESIGN</td>
<td>5.5/-0/1.5-18</td>
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<tr>
<td>TM 250</td>
<td>DOMESTIC AIRLINE TICKETING AND RESERVATIONS</td>
<td>3/3/0</td>
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<tr>
<td>TM 251</td>
<td>INTERNATIONAL TICKETING AND RESERVATIONS</td>
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<tr>
<td>TM 252</td>
<td>WORLD DESTINATIONS AND RESORTS--WESTERN HEMISPHERE</td>
<td>3/3/0</td>
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<tr>
<td>TM 253</td>
<td>WORLD DESTINATIONS AND RESORTS--EUROPE</td>
<td>3/3/0</td>
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<tr>
<td>TM 254</td>
<td>WORLD DESTINATIONS AND RESORTS--PACIFIC, ASIA, AFRICA</td>
<td>3/3/0</td>
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<tr>
<td>TM 255</td>
<td>TRAVEL SALES AND MARKETING</td>
<td>3/3/0</td>
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<tr>
<td>TM 256</td>
<td>CRUISES AND CRUISING</td>
<td>1.5/1.5/0</td>
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<tr>
<td>TM 257</td>
<td>CRUISE MANAGEMENT</td>
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<tr>
<td>TM 258</td>
<td>DOMESTIC AIRLINE TICKETING AND RESERVATIONS</td>
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<tr>
<td>TM 259</td>
<td>AIRLINE COMPUTER TRAINING</td>
<td>2/1/2</td>
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<tr>
<td>TM 260</td>
<td>FUNDAMENTALS OF PEER TUTORING</td>
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<tr>
<td>TM 261</td>
<td>SUPERVISED TUTORING</td>
<td>0/0/1 or 6 or 12</td>
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<tr>
<td>VIET 21</td>
<td>INTRODUCTION TO VIETNAMESE CULTURE</td>
<td>3/3/0</td>
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<tr>
<td>TU 000</td>
<td>FUNDAMENTALS OF PEER TUTORING</td>
<td>2/1/2</td>
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<tr>
<td>TU 300</td>
<td>SUPERVISED TUTORING</td>
<td>0/0/1 or 6 or 12</td>
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### WOMEN'S STUDIES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 10</td>
<td>INTRODUCTION TO WOMEN'S STUDIES</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WS 21</td>
<td>ETHNIC WOMEN'S ISSUES IN CONTEMPORARY AMERICAN SOCIETY</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WS 30</td>
<td>WOMEN'S DEVELOPMENT</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WS 40</td>
<td>WOMEN AND RELIGION: A GLOBAL PERSPECTIVE</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WS 100</td>
<td>IDENTITY FEMALE</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WS 120</td>
<td>WOMEN AND CAREERS</td>
<td>3/3/0</td>
</tr>
<tr>
<td>WS 189</td>
<td>SPECIAL TOPICS: WOMEN'S STUDIES</td>
<td>.5-4/.5-4/.5-9</td>
</tr>
</tbody>
</table>

#### WS 10 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 21 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 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; and the ways women know about themselves and the world.

#### WS 40 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 religions writings when appropriate.

#### WS 100 IDENTITY FEMALE
This course is designed to assist women in self-awareness, enhancement of confidence, and 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 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 189 SPECIAL TOPICS: WOMEN'S STUDIES
The Special Topics course is a grouping of flexible seminars designed to provide students with the latest ideas in the field of women’s studies. The topic will vary thematically each time the course is offered. R E 3

#### 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
- ENG 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
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
</tr>
</tbody>
</table>
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

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)

Recommended Preparation: ART 14XA

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 includes theory and technique 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 ceramicware; 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, and 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 nonrepresentational 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 roles of famous collectors. Individuals from 1880-1980 will include sculptors, architects, and painters. R 99

ART 30XA 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 channelwork 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 channelwork and how it is used by the intarsist. R 99

ART 32X 0/1/2
NON-LOOM WEAVING A-D (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 32Y 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 33XA 0/1/2
ENAMELING, BEGINNING A-D (EI)
Recommended Preparation: ART 33X
An introductory studio course on basic enameling techniques for the beginner. Repetition of this course may be indicated to develop skills for advancement to intermediate work. R 99

ART 33XB 0/1/2
ENAMELING, INTERMEDIATE A-D (EI)
Recommended Preparation: ART 33XA
A studio course emphasizing traditional and contemporary concepts, processes, and techniques in enameling at an intermediate level. Repetition of this course will allow increased skill and creativity. R 99

ART 33XC 0/1/2
ENAMELING, ADVANCED (EI)
Recommended Preparation: ART 33XB
A studio course emphasizing traditional and contemporary concepts, processes, and techniques in making enameled ornaments. R 99

ART 34X 0/1/2
CHINA PAINT-COLOR AND DESIGN A-D (EI)
This course is designed to explore and practice techniques of stained and leaded glass art and/or copper-foil technique in Tiffany lampshades or panel projects. Repetition of this course will allow increased skill and expression. R 99

ART 34X 0/1/2
CHINA PAINTING FLORA AND FAUNA A-D (EI)
This course will explore the theory and techniques of china painting with emphasis on the flora and fauna of California. It will include some portraiture, and forms of decoration such as inking, enamel, lustre, and ground. China painting will allow a wide opportunity for creative expression. Repetition of this course will promote greater skills and mastery of the art. R 99

ART 34X 0/1/2
CHINA PAINTING BORDERS A-D (EI)
This course will explore the theory and practice of china bands and borders. It will include advanced etching, inking, lustre, and painting. Practice will allow wide opportunity for creative expression. Repetition will promote greater skills and mastery of the art. R 99

ART 35X 0/1/2
ENAMELING, INTERMEDIATE A-D (EI)
Recommended Preparation: ART 33XA
A studio course emphasizing traditional and contemporary concepts, processes, and techniques in enameling at an intermediate level. Repetition of this course will allow increased skill and creativity. R 99
ART 36XB
JEWELRY METAL FABRICATION, INTERMEDIATE (EI)

Recommended Preparation: ART 36XA

An introduction to intermediate methods, materials, and practices 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
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 meta-chains, construction, stone mountings, box construction, fringes, repousse, milling, 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
ENAMELING INTERPRETATIONS A-D (EI)

Recommended Preparation: ART 33XB

A studio course emphasizing in-depth study of individual enameling techniques. Including 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 39XA
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
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
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, pseudogranulation, carving hard wax, forming soft wax, and 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
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
OIL PAINTING, BEGINNING (EI)

Recommended Preparation: ART 50X

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
OIL PAINTING, INTERMEDIATE (EI)

Recommended Preparation: ART 51X

Intermediate/advanced students will utilize and incorporate color mixing in a spontaneous manner. An increasing emphasis will be placed on individual exploration with spontaneous interpretation of the subject. R 99

ART 52X
OIL PAINTING, ADVANCED (EI)

Recommended Preparation: ART 52X

This course is designed for students who have a working knowledge of painting principles and wish to proceed in their understanding of individual application of their skills. Learning objectives will be achieved through active participatory experience in individual study and/or group assignments. R 99

ART 53X
PAINTING IN SUBJECT AREAS (EI)

Recommended Preparation: ART 53X

This course provides theory and demonstration of material, applications, and techniques in landscape painting in oils. Various exercises in the use of material, composition, perspective, and values. R 99

ART 55XA
CHINESE BRUSH PAINTING BEGINNING A-D (EI)

Recommended Preparation: ART 55XB

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
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 at this level. R 99

ART 55XC
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 and white and color. Repetition of this course will allow increased skills in this subject. R 99

ART 58X
WATERCOLOR, BEGINNING (EI)

The course will present basic methods of applying watercolor in washes, color mixing, and brush technique. The spontaneity of transparent watercolor will be stressed and explored. R 99

ART 59X
WATERCOLOR, INTERMEDIATE/ADVANCED (EI)

Recommended Preparation: ART 59X

Intermediate/advanced students will utilize and incorporate color mixing in a broader palette for washes, glazing, and spontaneous interpretation of the subject matter. An increasing emphasis will be placed on individual exploration with the medium. R 99

ART 61XA
LAPIARY, BEGINNING (EI)

Lapidary machines for cutting and polishing gemstones: slabsaw, trim saw, grinders, sanders, lapping wheels, polishers and drills. Study of agate, jasper and 31 special stones: their occurrence, hardness, luster and toughness; how to cut, trim, grind, dop, sand, polish, and set gemstones. Description of channelwork 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
LAPIDARY, INTERMEDIATE (EI) 0/1/2
Recommended Preparation: ART 61XA
Includes 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 channelwork and intarsia and how it is used by the lapidist. R 99

ART 70X
SCULPTURE, BEGINNING (EI) 0/.5 or 1/1 or 2
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
SCULPTURE, INTERMEDIATE (EI) 0/.5 or 1/1 or 2
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
SCULPTURE, ADVANCED (EI) 0/.5 or 1/1 or 2
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
SCULPTURE METAL CASTING (EI) 0/1/2
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
LIFE SCULPTURE, BEGINNING (EI) 0/1/2
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
LIFE SCULPTURE, ADVANCED (EI) 0/1/2
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
SKETCHING, BEGINNING (EI) 0/.5 or 1/1 or 2
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
SKETCHING, INTERMEDIATE (EI) 0/.5 or 1/1 or 2
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
SKETCHING, ADVANCED (EI) 0/.5 or 1/1 or 2
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 85X
LIFE DRAWING, BEGINNING (EI) 0/1/2
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. Sketching and drawing exercises will be used to allow students maximum practice in achieving an ability to portray the body with reasonable accuracy, using line as practical exposition. R 99

ART 86X
LIFE DRAWING, INTERMEDIATE (EI) 0/.5 or 1/1 or 2
Recommended Preparation: ART 85X
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. Sketching and drawing exercises from the nude model will be practiced in techniques which will show form, color, and light and dark. R 99

ART 144X
CALLIGRAPHY, BEGINNING (EI) 0/.5 or 1/1 or 2
Recommended Preparation: ART 144X
This is an introductory course relating to the basic principles of various kinds of calligraphy and chancery cursive writing. The course will include spacing techniques and relationships, tools, and terminology. R 99

ART 144X
HANDLETTERING AND TYPOGRAPHY (EI) 0/.5 or 1/1 or 2
Recommended Preparation: ART 144X
This is an introductory course relating to the basic principles of various kinds of handlettering. Discussion and practice of type styles and characteristics, with construction and development of type styles. The course will include spacing techniques and relationships, tools, and terminology. R 99

ART 146X
CALLIGRAPHY, INTERMEDIATE A-D (EI) 0/1/1
Recommended Preparation: ART 144X
Designed for those having a basic knowledge of calligraphy and chancery cursive writing. Students will advance to other calligraphic hands and learn the basics of layout and manuscript decoration. Each repetition of this course is expected to result in increased skill and performance level. R 99

ART 146XB
CALLIGRAPHY, ADVANCED A-D (EI) 0/1/1
Recommended Preparation: ART 144X
This course will assist the student in developing more sophisticated skills in calligraphy. Students will study the copperplate hand, gilding, rubrication, versals, foliation, quill cutting, and other arts necessary to an expanded knowledge of handlettering. Emphasis will be on demonstrations and projects including lightboxes, pasteup, simple bookbinding, scroll design, layout, shortcuts, color and experimental design. R 99

ART 221
ART APPRECIATION (EI) .5 or 1/1 or 2/0
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

ART 225
SURVEY OF ART HISTORY: ANCIENT WORLDS TO GOTHIC (EI) .5 or 1/1 or 2/0
A course emphasizing the historical development of painting, sculpture, and architecture, including philosophical and cultural perspectives. R E 3

ART 226
SURVEY OF ART HISTORY: RENAISSANCE TO MODERN (EI) .5 or 1/1 or 2/0
A course emphasizing the historical development of painting, sculpture, and architecture, including philosophical and cultural perspectives. R E 3
ART 228  CONTEMPORARY ART HISTORY (EI)
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

ART 251  CERAMIC INTERPRETATIONS (EI)
Recommended Preparation: Art 13X
Trends in ceramics, focusing on design and decorative techniques. The student is encouraged to explore individual creative expression. R E 3

ART 252  INTRODUCTION TO ART MEDIA (EI)
A course emphasizing introductory activities in drawing, painting, printmaking, and related processes. Designed for non-art majors. R E 3

ART 254  EXPRESSION THROUGH DRAWING (EI)
Recommended Preparation: Art 82X
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

ART 255  ARTIST IN RESIDENCE (EI)
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

ART 256  PAPERMAKING AND BOOKBINDING (EI)
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 stationary, 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

ART 257  PAPER MARBLING (EI)
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, handbound 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

ART 258  TOUR-ART HISTORY APPRECIATION (EI)
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

ART 259  GRAPHIC RENDERING TECHNIQUES (EI)
This course will explore two-dimensional media for graphics: pencil, ink, and felt-tip pens, with an emphasis in air brush. It is designed to encourage exploration and control on a variety of design applications. A variety and choice of techniques in translating ideas into visual experience will be explored. R E 3

ART 260  ART APPRECIATION: SURVEY OF CHINESE CULTURE (EI)
Recommended Preparation: ART 55XA
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

ART 297  SPECIAL TOPICS: ART HISTORY
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. R E 3

ART 298  SPECIAL TOPICS: CERAMICS (EI)
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

ART 299  SPECIAL TOPICS: DRAWING (EI)
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

EMERITUS ASTRONOMY
ASTR 201  EXPANDING UNIVERSE (EI)
A review of astronomy from ancient times. The study of the solar system focuses on the expanding universe of galaxies and projections for future exploration. R E 3

ASTR 202  CONDITIONS FOR LIFE IN THE UNIVERSE (EI)
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

ASTR 203  OBSERVATIONAL ASTRONOMY—HALLEY’S COMET (EI)
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 suns 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)
An introductory, nonmathematical 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 roles in the evolving universe. R E 3

ASTR 205  PROJECT UNIVERSE: ASTRONOMY (EI)
Comprehensive introduction to the evolving science of astronomy. Includes the origin, characteristics, and evolution of the solar system, the stars, the galaxies, and 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 AUTO TECHNOLOGY**

**AUTO 222**  
1/1.5/.5  
**BASIC AUTOMOTIVES FOR CONSUMERS (EI)**  
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 nonmechanical, non-automotive and is not majoring in automotives. R A 3

**EMERITUS BANKING**

**BANK 134X**  
0/2/0  
**ANALYSIS OF FINANCIAL STATEMENTS (EI)**  
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 BIOLOGY**

**BIO 25X**  
0/2/0  
**ENVIRONMENTAL HAZARD/HEALTH**  
A course study of environmental pollutants and their effects on the individual. A survey of local, state, and federal legislative safeguards designed to protect the public from recognized hazards. R 99

**BIO 224**  
1/1/2  
**NATURAL HISTORY OF SOUTHERN CALIFORNIA (EI)**  
This course 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 Southern California. Field trips may be required to fulfill the objectives of this course. R E 3

**BIO 225**  
1/2/0  
**MARINE LIFE (EI)**  
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**  
1/1/2  
**BIRDS OF SOUTHERN CALIFORNIA (EI)**  
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

**BIO 299**  
.5-4/.5-4/.5-9  
**SPECIAL TOPICS: BIOLOGY**  
The Special Topics course is a grouping of short seminars designed to provide students with the latest interpretations and discoveries in the field of biology. The content of Special Topics in biology is thematic in nature and each seminar within the course differs from other offerings of the same course. R E 3

**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

**CT 110X**  
0/1/2  
**CLOTHING CONSTRUCTION, BEGINNING A-D (EI)**  
This class is for those with little or no sewing experience. Learn to operate a sewing machine, read a pattern, and construct a garment. Class members will learn all the basic sewing techniques needed to construct a blouse, skirt, or simple dress. Repetition of this course will allow increased skill in clothing construction. R 99

**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 110X  
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, manmade 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, and lining. 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, and for woven nonstretch and napped fabrics. The top “8” of a basic skirt pattern becomes the student’s guide for a basic pant pattern. R 99

**CT 210X**  
0/1/2  
**PANTS FOR WOMEN A-D (EI)**  
Recommended Preparation: CT 111X  
This course is designed for the intermediate or advanced clothing construction student who wishes to develop a basic pants pattern to fit her individual figure. During the course the basic pants pattern will be used to construct pants. Repetition of this course will allow further development in skill. R 99

**CT 230X**  
0/1.5 or 1/1 or 2  
**ALTERATIONS AND FITTINGS (EI)**  
Recommended Preparation: CT 111X  
Included are basic procedures involved in altering readymade garments, fitting patterns and clothing, power sewing machine operation, and garment production techniques. R 99
Introduction to Financial Planning

**Course Title**: Introduction to Financial Planning

**Course Number**: ACCT 220

**Week**: 3/3/0

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**Course Prefix**: CT

**Course Number**: 234X

**Course Title**: Pattern Drafting A-D (EI)

**Hours**: 0/1.5/1.5

**Units**: 0/1.5/1.5

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 130X

A basic pattern is transferred to a box. This is called a SLOPER, and is used for individual pattern drafting. Any style ideas may be carried out with the use of the SLOPER. The student is no longer tied down to a commercial pattern. All practice work is done with a sample 1/2" scale SLOPER, provided in the textbook. These sample designs are kept in the notebook for future reference. Repetition allows the student to perfect and upgrade skills. R 99

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**Course Prefix**: CT

**Course Number**: 236X

**Course Title**: Pattern Fitting: Dresses A-D (EI)

**Hours**: 0/1/2

**Units**: 0/1/2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 110X

This course will emphasize what constitutes good fit and how to attain it. The student will construct a basic dress and develop a pattern using basic construction techniques. Introduction to the flat pattern design will be included. Repetition of this course will allow increased proficiency. R 99

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**Course Prefix**: CT

**Course Number**: 239

**Course Title**: Apparel Design (EI)

**Hours**: 1/1/2

**Units**: 1/1/2

**Lecture Hours Per Week**: 1

**Lab Hours Per Week**: 1

**Recommended Preparation**: CT 120X

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

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**Course Prefix**: CT

**Course Number**: 280X

**Course Title**: Needlepoint, Beginning A-D (EI)

**Hours**: 0/1/2

**Units**: 0/1/2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 280XA

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

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**Course Prefix**: CT

**Course Number**: 280XB

**Course Title**: Needlepoint, Intermediate, A-D (EI)

**Hours**: 0/1/1

**Units**: 0/1/1

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**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 99

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**Course Prefix**: CT

**Course Number**: 281X

**Course Title**: Needlepoint, Advanced A-D (EI)

**Hours**: 0/1/1

**Units**: 0/1/1

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**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

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**Course Prefix**: CT

**Course Number**: 282X

**Course Title**: Crocheting, Beginning A-D (EI)

**Hours**: 0/1/1

**Units**: 0/1/1

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 282XB

Introduction to crochet, including color design, types of yarn and crochet thread, and terms used in reading and following patterns. Crochet techniques for projects used in the home and for wearing apparel will be included. Repetition of class affords opportunity for increased competency. R 99

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**Course Prefix**: CT

**Course Number**: 282XC

**Course Title**: Crocheting, Advanced A-D (EI)

**Hours**: 0/1/2

**Units**: 0/1/2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 282XB

Review of crochet fibers and techniques. Presents advanced techniques of stitches used in garments and in household and boutique items. Beginning charting symbols and design of a personal garment; emphasis on fit and finishing. Repetition of class affords the student the opportunity to increase creative skills in pattern reading and design. R 99

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**Course Prefix**: CT

**Course Number**: 283X

**Course Title**: Knitting, Beginning (EI)

**Hours**: 0/5 or 1/1 or 2

**Units**: 0/5 or 1/1 or 2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 283X

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

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**Course Prefix**: CT

**Course Number**: 284X

**Course Title**: Knitting, Intermediate A-D (EI)

**Hours**: 0/1/2

**Units**: 0/1/2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 283X

This course is for the development of knitting skills (and crocheting skills for finishings) at intermediate and advanced levels. Included are understanding of terminology and ability to accomplish all stitches and techniques of this upper level. Repetition of this course will permit increased efficiency. R 99

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**Course Prefix**: CT

**Course Number**: 286X

**Course Title**: Quilting and Patchwork (EI)

**Hours**: 0/5 or 1/1 or 2

**Units**: 0/5 or 1/1 or 2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 283X

Fundamental quilting and patchwork techniques and include: appliqueing, cathedral windows, crazy quilting, fabric selection, pattern drafting, piecing, reverse applique, and trapunto. R 99

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**Course Prefix**: CA

**Course Number**: 70X

**Course Title**: Video Production

**Hours**: 0/2/0

**Units**: 0/2/0

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

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 stills or original footage. Pre-production, production, and post-production editing will be taught to optimize the student’s output.

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**Course Prefix**: CA

**Course Number**: 232

**Course Title**: Electronic Cinematography (EI)

**Hours**: 1/2/1

**Units**: 1/2/1

**Lecture Hours Per Week**: 1

**Lab Hours Per Week**: 2

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 techniques. Students will be involved in extensive laboratory experience in planning, production, and post-production editing. R A 3

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**Course Prefix**: CT

**Course Number**: 280X

**Course Title**: Introduction to Financial Planning

**Hours**: 3/3/0

**Units**: 3/3/0

**Lecture Hours Per Week**: 3

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 280XA

A course designed to introduce students to the basic principles of financial management. The course will cover the following topics: financial statements, time value of money, investment analysis, and financial forecasting. R 99

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**Course Prefix**: CT

**Course Number**: 282X

**Course Title**: Crocheting, Intermediate A-D (EI)

**Hours**: 0/1/2

**Units**: 0/1/2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 282XB

Intermediate crocheting techniques will be taught to prepare students for advanced levels. Students will learn to select and prepare yarns, read patterns, and perform basic stitches. R 99

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**Course Prefix**: CT

**Course Number**: 283X

**Course Title**: Knitting, Intermediate A-D (EI)

**Hours**: 0/1/2

**Units**: 0/1/2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 283X

Intermediate knitting techniques will be taught to prepare students for advanced levels. Students will learn to select and prepare yarns, read patterns, and perform basic stitches. R 99

---

**Course Prefix**: CT

**Course Number**: 284X

**Course Title**: Quilting and Patchwork (EI)

**Hours**: 0/5 or 1/1 or 2

**Units**: 0/5 or 1/1 or 2

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

**Recommended Preparation**: CT 283X

Students will be taught the techniques of quilting and patchwork, including selecting fabrics, cutting and piecing, and finishing techniques. R 99

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**Course Prefix**: CA

**Course Number**: 70X

**Course Title**: Video Production

**Hours**: 0/2/0

**Units**: 0/2/0

**Lecture Hours Per Week**: 0

**Lab Hours Per Week**: 0

This course will give students the skills and knowledge needed to produce video presentations that will place emphasis upon production skills. R A 3

---

**Course Prefix**: CA

**Course Number**: 232

**Course Title**: Electronic Cinematography (EI)

**Hours**: 1/2/1

**Units**: 1/2/1

**Lecture Hours Per Week**: 1

**Lab Hours Per Week**: 2

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 techniques. R A 3
EMERITUS COMPUTER FUNDAMENTALS (EI)

CH 207X 1/2/0

NUTRITION HEALTH AND DISEASE (EI)

Practical information relating to nutritional needs, menu planning, cost savings, and simplified preparation of meals for the older adult. Methods of application will be a major part of the course. Emphasis will be placed on nutrition for maintaining wellness. R 99

CH 211X 0/2/0

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 support 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 0/1/1

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

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

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 prewritten application software packages, including word processing and spell-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 208 1/2/1

MICROCOMPUTER SOFTWARE: WORD PROCESSING (EI)

This course introduces the student to PC DOS (IBM Personal Computer Disk Operating Systems) as a required prelude to Wordstar, a word processing software package. It will include the various functions performed by Wordstar and other word processing packages. 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 SuperCalc-3 and other spreadsheet software packages. It will include preparation of reports containing numeric data and interpretation of that data; and database capabilities such as sorting data and extracting information from the data. R A 3

EMERITUS CONSTRUCTION

CON 260 1/2/2

CARPENTRY RESIDENTIAL (EI)

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, and concrete forming. R E 3

CON 265 1/2/2

ADVANCED CARPENTRY (EI)

Recommended Preparation: CON 260

This course is designed to provide students with the technical knowledge and skills to perform roof designs and roof cutting. The following aspects will be stressed: the framing square in roof layout; prefabrication techniques, the application of various roofing materials, and estimating. R E 3

CON 267 1/2/2

MASONRY CONSTRUCTION (EI)

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. R E 3

CON 275 1/2/2

PRINCIPLES OF CONSTRUCTION FINISHING (EI)

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. R E 3

CON 280 1/2/2

BLUEPRINT PLANS AND SPECIFICATION READING (EI)

This course is 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 to become familiar with symbols. They will develop skills in drafting, diagramming, and depicting ideas for better communications among persons in the construction field. R E 3
EMERITUS CONSUMER AND FAMILY RESOURCES

CFR 215 1/3/0
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 marketplace, financial planning, consumer credit, management of food dollars, housing, economics through the life cycle, clothing, appliances, energy conservation, transportation, insurance, and health care.  R E 3

EMERITUS EARTH SCIENCE

ERT 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

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 A 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 nonfiction, 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 nonfiction and for fiction. Point of view, plot description, characterization, dialogue, narration, 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
NONFICTION WRITING (EI)
Course will include techniques and practice in writing nonfiction 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 17XA 0/1.5 or 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 0/1.5 or 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

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 LITERATURE (EI)
A course surveying American, British, French, and Russian novels, emphasizing form, content, philosophical and historical perspectives, and criticism.  R 99
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<th>Course Code</th>
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<th>Credits</th>
<th>Restrictions</th>
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<td>ENG 27XB</td>
<td>INTRODUCTION TO DRAMA (EI)</td>
<td>0/1.5 or 3/0</td>
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<td>ENG 27XC</td>
<td>INTRODUCTION TO POETRY (EI)</td>
<td>0/1.5 or 3/0</td>
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<td>ENG 27XD</td>
<td>INTRODUCTION TO BIOGRAPHY AND ESSAY (EI)</td>
<td>0/1.5 or 3/0</td>
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<td>ENG 27XE</td>
<td>INTRODUCTION TO THE SHORT STORY (EI)</td>
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<tr>
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<td>THE AMERICAN SHORT STORY (EI)</td>
<td>0/1.5 or 3/0</td>
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<td>ENG 29X</td>
<td>MYTHS, TALES, AND LEGENDS (EI)</td>
<td>0/1.5 or 3/0</td>
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<td>INTRODUCTION TO SCIENCE FICTION (EI)</td>
<td>0/1.5 or 3/0</td>
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<td>ENG 32X</td>
<td>DETECTIVE AND MYSTERY FICTION (EI)</td>
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<td>ENG 33X</td>
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<td>ENG 35X</td>
<td>AMERICAN WEST/FICTION (EI)</td>
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<td>ENG 40XA</td>
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<td>0/1 or 2/0</td>
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<td>ENG 40XB</td>
<td>THE BIBLE AS LITERATURE: GOSPELS TO GOSPELS (EI)</td>
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<td>ENG 40XD</td>
<td>THE BIBLE AS LITERATURE: BIBLE/ HISTORICAL LITERATURE (EI)</td>
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<td>ENG 44X</td>
<td>CLASSICAL MYTHOLOGY (EI)</td>
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<td>ENG 50X</td>
<td>WOMEN AUTHORS (EI)</td>
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<td>ENG 52X</td>
<td>FILM AS LITERATURE (EI)</td>
<td>0/1.5 or 3/0</td>
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<td>ENG 109X</td>
<td>CURRENT BOOK REVIEW (EI)</td>
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<td>ENG 204</td>
<td>WRITING SHORT STORIES (EI)</td>
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<td>ENG 205</td>
<td>HAIKU, SONNET, FREE VERSE, AND OTHER POETIC FORMS (EI)</td>
<td>.5-1/1.5-3/0</td>
<td>R E 3</td>
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<td>ENG 207</td>
<td>CREATIVE WRITING: SCRIPTWRITING (EI)</td>
<td>.5-1/1.5-3/0</td>
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**Course Prefix** | **Number** | **Title** | **Units** | **Lecture** | **Hours Per Week** | **Lab** | **Hours Per Week**
--- | --- | --- | --- | --- | --- | --- | ---
ENG 208 | .5-1.5-3/0 | INTRODUCTION TO CREATIVE WRITING (EI) | | | | | 
ENG 209 | .5-1-1.5-3/0 | FICTION FUNDAMENTALS (EI) | | | | | 
ENG 215A | .5 or 1/1.5 or 3/0 | SURVEY OF AMERICAN LITERATURE: 1620-1860 (EI) | | | | | 
ENG 215B | .5 or 1/1.5 or 3/0 | SURVEY OF AMERICAN LITERATURE: 1620-1860-CONTEMPORARY (EI) | | | | | 
ENG 217 | .5 or 1/1.5 or 3/0 | WRITING THE FICTION AND/OR NONFICTION BOOK (EI) | | | | | 
ENG 217A | .5 or 1/1.5 or 3/0 | SURVEY OF ENGLISH LITERATURE: BEOWULF TO ROMANTIC MOVEMENT (EI) | | | | | 
ENG 217B | .5 or 1/1.5 or 3/0 | SURVEY OF ENGLISH LITERATURE: ROMANTIC MOVEMENT TO MODERN PERIOD (EI) | | | | | 
ENG 218 | .5 or 1/1.5 or 3/0 | SHAKESPEARE: THE TRAGEDIES (EI) | | | | | 
ENG 219A | .5 or 1/1.5 or 3/0 | WORLD LITERATURE: CLASSICAL TO RENAISSANCE (EI) | | | | | 
ENG 221A | .5 or 1/1.5 or 3/0 | WORLD LITERATURE: RENAISSANCE TO MODERN (EI) | | | | | 
ENG 225 | .5 or 1/1.5 or 3/0 | INTRODUCTION TO LITERATURE (EI) | | | | | 
ENG 227A | .5 or 1/1.5 or 3/0 | INTRODUCTION TO THE NOVEL (EI) | | | | | 
ENG 227B | .5 or 1/1.5 or 3/0 | INTRODUCTION TO DRAMA (EI) | | | | | 
ENG 227C | .5 or 1/1.5 or 3/0 | INTRODUCTION TO POETRY (EI) | | | | | 
ENG 227D | .5 or 1/1.5 or 3/0 | INTRODUCTION TO BIOGRAPHY AND ESSAY (EI) | | | | | 
ENG 227E | .5 or 1/1.5 or 3/0 | INTRODUCTION TO THE SHORT STORY (EI) | | | | | 
ENG 227F | .5 or 1/1.5 or 3/0 | INTRODUCTION TO THE AMERICAN SHORT STORY (EI) | | | | | 
ENG 228 | .5 or 1/1.5 or 3/0 | IMAGES OF WOMEN IN LITERATURE (EI) | | | | | 
ENG 233 | .5 or 1/1.5 or 3/0 | INTRODUCTION TO EAST ASIAN LITERATURE (EI) | | | | | 
ENG 234 | .5 or 1/1.5 or 3/0 | LITERATURE OF THE THIRD WORLD (EI) | | | | | 
ENG 235 | .5 or 1/1.5 or 3/0 | THE FILM AS LITERATURE (EI) | | | | | 
ENG 236 | .5 or 1/1.5 or 3/0 | CONTEMPORARY LITERATURE (EI) | | | | |
CURRENT BOOK REVIEW (EI)

This course will include a critical review of current literature recognized as best-sellers including fiction, nonfiction, biography, and history. Discussions of representative works will include theme, characters, and plot. R E 3

CRITICAL READING (EI)

A course designed to aid students from all academic disciplines in becoming more critical and perceptive in what they read. Emphasis is on the development of an understanding of literal as well as implied content of both general and technical readings. R E 3

SPECIAL TOPICS: ENGLISH LITERATURE (EI)

The Special Topics course is a grouping of short seminars designed to provide students with the latest literary works in the field of English Literature. The content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

EMERITUS ENVIRONMENTAL STUDIES

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

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

NATURAL HISTORY OF SOUTHERN CALIFORNIA (EI)

Aquaints the non-biology major with the basic physical and biological aspects of the coastal, valley, mountain, and desert environments of Southern California. R E 3

EMERITUS FOODS AND NUTRITION

FN 162X 0/1.5/1.5
NUTRITION/COOKING FOR ONE OR TWO (EI)

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

EMERITUS FRENCH

FR 202 1/2/0
PRACTICAL FRENCH 2 (EI)
Recommended Preparation: FR 201B

Designed to further the fundamentals of communicative competence in practical French. Although the focus is on listening, comprehension, and speaking, reading and writing skills will be expanded. R E 3

FR 203 1/2/0
PRACTICAL FRENCH 3 (EI)
Recommended Preparation: FR 202

This course will concentrate on vocabulary and speaking with more-complex grammatical construction. Includes selected literature and practical situational application. R E 3

FR 204 1/2/0
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 210 1/2/0
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 GEOLOGY

GEOL 203 1/3/0
GEOLGY 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

GER 210 1/2/0
PRACTICAL CONVERSATIONAL GERMAN (EI)
Recommended Preparation: GER 204

Designed for conversational skill development for more effective communication in German for practical application. Emphasis will be placed on situational dialogue. R E 3

GER 221 1/2/0
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 0/1 or 2/0
HEALTH LEGAL AND 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 these 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

GERO 120X 0/.75 or 1.5 or 3/0
PHYSICAL FITNESS/WEIGHT CONTROL (EI)

Designed to inform students about the risk factors contributing to cardiovascular disease. Each student will develop an individual program of weight control, including measures for blood pressure control; caloric intake and energy expenditure; body composition; lipid analysis, aerobic conditioning, and nutritional analysis. R 99
**Course Prefix** | **Number** | **Title** | **Units** | **Lecture Hours** | **Lab Hours**
--- | --- | --- | --- | --- | ---
ACCT 220 | | Introduction to Financial Planning | | 3/0 | 3/0

**GERO 150X**
0/0.75 or 1.5 or 3
PHYSICAL FITNESS WEIGHT MAINTENANCE (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

**GERO 155X**
0/1 or 2/0
SUCCESS IN RETIREMENT (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

**GERO 205**
1/2/0
CURRENT ISSUES ADULTS 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 E 3

**GERO 223**
1/2/0
SCIENTIFIC BASIS OF CONDITIONING AND AGING (EI)

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 E 3

**GERO 250**
1/0/2
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 experientially discover increased flexibility in their own bodies. R E 3

**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
LOSS AND COPING (EI)

This course will look at the psychological, sociological, and economic aspects of adaptation in various areas of loss, such as health, body function, and body image and significant others. The cultural differences in the grief process will be explored. R 99

**HSC 210**
1/2/0
HEALTH AND MEDICATIONS (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 E 3

**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 E 3

**HSC 220**
0/5/0
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 227X**
0/1 or 2/0
MEDICATIONS: RESPIRATORY SYSTEM, ALLERGIES, AND ANALGESICS (EI)

A course that deals with pertinent and timely topics presented to introduce the actions of drugs used in diseases of the lung, with emphasis on drug products used in coughs and colds, allergies, and infections, selected pathological conditions of the respiratory tract and specifically drugs used in conditions of asthma and emphysema. Anti-allergy drugs reviews. R 99

**HSC 227X**
0/1 or 2/0
MEDICATIONS: CARDIOVASCULAR (EI)

A study of drugs used in treating disorders of the heart and circulatory system, including emphasis on the role of stress and hypertension in cardiovascular disease and the interactions, risks, and benefits of these drugs. R 99

**HSC 227X**
0/1 or 2/0
MEDICATIONS: CENTRAL NERVOUS SYSTEM—PSYCHOTROPIC DRUGS (EI)

A beginning course in pharmacology dealing with prescription and over-the-counter drugs used in the treatment of the central nervous system. Disorders and the application of psychoactive drugs, which include drug safety, use and abuse, drug interaction, and untoward responses, as well as a study of current research and development in the field of pharmacy. R 99

**HSC 232X**
0/5 or 1/5 or 1
HOLISTIC HEALTH APPLICATIONS (EI)

This course will explore the multidimensional 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 fragmented parts within his or her environment. R 99
EMERITUS HEBREW

HEBR 201A 1/2/0  
PRACTICAL HEBREW 1A (EI)  
Fundamentals of Hebrew for practical application, including reading, comprehension, speaking, and writing. Emphasis will be placed on developing conversational skills.  R A 3

HEBR 201B 1/2/0  
PRACTICAL HEBREW 1B (EI)  
Recommended Preparation: HEBR 201A  
Continues the fundamentals of Hebrew for practical application, including reading, comprehension, speaking, and writing. Emphasis will be placed on developing conversational skills.  R A 3

HEBR 202 1/2/0  
PRACTICAL HEBREW 2 (EI)  
Recommended Preparation: HEBR 201B  
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 1/2/0  
PRACTICAL HEBREW 3 (EI)  
Recommended Preparation: HEBR 202  
Concentration on vocabulary and speaking, with more complex grammatical constructions. Includes selected literature and situational practical applications.  R E 3

HEBR 204 1/2/0  
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 1/2/0  
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 1/2/0  
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 210 1/2/0  
CONVERSATIONAL HEBREW (EI)  
Designed for conservational skill development for more effective communication in Hebrew for practical application. Emphasis is on informal expression and conversation in Hebrew itself.  R E 3

HEBR 299 5-4/5-4/5-9  
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 1/3/0  
WESTERN CIVILIZATION TO 1648 (EI)  
A survey of Near Eastern and European 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 the Reformation.  R E 3

HIST 205 1/3/0  
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 1/2/0  
AMERICA AND THE 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 1/2/0  
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 1/3/0  
GREAT LIVES IN HISTORY (EI)  
A survey of great personalities that have made unique contributions which have influenced history.  R E 3

HIST 218 1/2/0  
LATIN AMERICAN HISTORY (EI)  
The political, economic, and social history of Latin America from preconquest 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 1/2/0  
TERRORISM AND 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 Organization, 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 1/2/0  
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 .5 or 1/1 or 2/0  
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 .5 or 1/1 or 2/0  
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 .5 or 1/1 or 2/0  
CALIFORNIA HISTORY: (3) STATEHOOD TO PRESENT (EI)  
A course developed to study California’s rise from a Spanish agrarian society to the present multicultural industrial state.  R D 3
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Hours</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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<td>HIST</td>
<td>240</td>
<td>English History and Culture (EI)</td>
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<td>HIST</td>
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<td>American Institutions (EI)</td>
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<td>HIST</td>
<td>260</td>
<td>Russian History: Culture and Arts (EI)</td>
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<tr>
<td>HIST</td>
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<td>Russia, Road to World Power (EI)</td>
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<tr>
<td>HIST</td>
<td>270</td>
<td>History and Culture of Asia (EI)</td>
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<td>HIST</td>
<td>275</td>
<td>Contemporary Middle East (EI)</td>
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<tr>
<td>HORT</td>
<td>200</td>
<td>Garden and Food Systems (EI)</td>
<td>1/2/0</td>
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<tr>
<td>HORT</td>
<td>208X</td>
<td>Floral Arrangements (EI)</td>
<td>0/1 or 1/1 or 2</td>
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<tr>
<td>HUM</td>
<td>202</td>
<td>Philosophy and World Literature (EI)</td>
<td>1/3/0</td>
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<tr>
<td>HUM</td>
<td>204</td>
<td>Culture of the Modern World: 1700–Present (EI)</td>
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<td>HUM</td>
<td>221</td>
<td>Individualism: The Search for Meaning (EI)</td>
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<tr>
<td>HUM</td>
<td>222</td>
<td>Gods, Clocks, and Visions (EI)</td>
<td>1/3/0</td>
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</tbody>
</table>
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, and organizing and writing articles. Includes the interpretation of significant news and the 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 students 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 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; and 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 to the objectives of older adults. R 99

EMERITUS MARINE 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 MILLWORK AND CABINETRY

MCT 210X 0/1/2
BASIC HAND TOOL 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 the 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 99

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 HAND TOOL 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 processes 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 271 1/2/2
SPECIAL PROJECTS IN MILLWORK AND CABINETMAKING (EI)
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
**Course Prefix** | **Course Number** | **Course Title** | **Lecture Hours Per Week** | **Lab Hours Per Week**  
--- | --- | --- | --- | ---  
ACCT 220 | 3/3/0 | Introduction to Financial Planning  

**MCT 275**  
**FURNITURE 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 99

**MCT 280**  
**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 3

**EMERITUS MEDIA TECHNOLOGY**  
**MT 115X**  
**SOUND RECORDING (EI)**  
Instruction and laboratory experience with audio equipment for recording, transfer, and reproduction of voice narration and musical and sound effects accompanied, particularly for use in production of slide programs. Topics to be covered include theory of sound for photography; 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**  
**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 20X**  
**FOR THE LOVE OF MUSIC (EI)**  
An introductory course in overall musicianship and guided music appreciation; survey of the various periods of music. The form of compositions heard; creative theory applicable to the music heard; makeup of a symphony orchestra, chorus, other combination; unraveling the mystery of a concert program; function of the conductor; music enhancement of living; instruments of the orchestra and their contribution.  
R 99

**MUS 21X**  
**RENASSANCE 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, Alessandro 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**  
**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**  
**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**  
**MUSIC OF OUR CENTURY (EI)**  
A study of the music, musical styles, and major composers of the 20th 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**  
**MUSIC HISTORY TO MOZART (EI)**  
A study of music of ancient cultures, Middle Ages (800-1400), Early Polyphonic, 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**  
**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; Neoclassicism; Expressionism; new sounds and new instruments.  
R 99

**MUS 29X**  
**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.  
R 99

**MUS 34X**  
**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**  
**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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>0/1 or 1/2</th>
<th>Section Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>MUS 54X</td>
<td></td>
<td>0/1 or 1/1</td>
<td>BEGINNING PIANO (EI)</td>
<td>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. Progress is made with note reading to scales, fingering, chord structures, and sight reading. This course is part of a skill-building sequence and students may repeat this course to gain expanded educational experience by supervised repetition.</td>
<td>R 99</td>
</tr>
<tr>
<td>MUS 55X</td>
<td>0/1 or 1/2</td>
<td>INTERMEDIATE PIANO (EI)</td>
<td>Recommended Preparation: MUS 54X</td>
<td>A course designed to encourage the advancement of those who wish to improve their skills. Includes theory fingering, interpretation techniques, sight reading, and repertoire development. Both popular and classical music will be offered.</td>
<td>R 99</td>
</tr>
<tr>
<td>MUS 56X</td>
<td>0/1 or 1/2</td>
<td>ADVANCED PIANO (EI)</td>
<td>Recommended Preparation: MUS 55X</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 performance are thoroughly analyzed and discussed as to style, interpretation, and technical problems.</td>
<td>R 99</td>
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<tr>
<td>MUS 57X</td>
<td>0/1 or 1/1</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 MUS 57X 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>R 99</td>
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<tr>
<td>MUS 80X</td>
<td>0/1 or 1/1</td>
<td>VOICE AND RHYTHMS (EI)</td>
<td>A class emphasizing vocal techniques, including tone production, breath control, and pronunciation, as well as music literature.</td>
<td>R 99</td>
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<tr>
<td>MUS 201</td>
<td>.5 or 1/1.5</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>R A 3</td>
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<tr>
<td>MUS 290X</td>
<td>0/1 or 1/5</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>R 99</td>
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<tr>
<td>MUS 296X</td>
<td>0/1 or 1/5</td>
<td>REHEARSE AND PERFORMANCE INSTRUMENTAL (EI)</td>
<td>Recommended Preparation: Previous instrumental training &amp; demonstrated proficiency</td>
<td>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>R 99</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>.5 or 1/1.5</td>
<td>MAIN TOPICS IN PHILOSOPHY (EI)</td>
<td>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.</td>
<td>R E 3</td>
<td></td>
</tr>
<tr>
<td>PHIL 202</td>
<td>1/3/0</td>
<td>EARLY WESTERN PHILOSOPHY (EI)</td>
<td>A survey of the major philosophers of the Western classical period, including pre-Socratic philosophers, Socrates, Plato, Aristotle, Epiricus, and Plotinus. The philosophies discussed will include idealism, realism, nationalism, Stoicism, and Neo-Platonism.</td>
<td>R E 3</td>
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<tr>
<td>PHIL 203</td>
<td>1/3/0</td>
<td>MODERN WESTERN PHILOSOPHERS (EI)</td>
<td>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.</td>
<td>R E 3</td>
<td></td>
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<tr>
<td>PHIL 205</td>
<td>.5 or 1/1.5</td>
<td>PHILOSOPHY OF HUMANISM (EI)</td>
<td>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.</td>
<td>R E 3</td>
<td></td>
</tr>
<tr>
<td>PHIL 212</td>
<td>1/3/0</td>
<td>PHILOSOPHY OF LOGIC (EI)</td>
<td>A preliminary survey of formal, symbolic, and practical logic. The main emphasis in this course will be on practical logic. This will involve analysis of 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.</td>
<td>R E 3</td>
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<tr>
<td>PHIL 214</td>
<td>1/3/0</td>
<td>PHILOSOPHY OF RELIGION (EI)</td>
<td>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; and the problems of evil and its various kinds.</td>
<td>R E 3</td>
<td></td>
</tr>
<tr>
<td>PHIL 215</td>
<td>.5 or 1/1.5</td>
<td>COMPARATIVE RELIGIONS: (1) A SURVEY (EI)</td>
<td>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.</td>
<td>R D 3</td>
<td></td>
</tr>
<tr>
<td>PHIL 215</td>
<td>.5 or 1/1.5</td>
<td>COMPARATIVE RELIGIONS: (2) THE WEST (EI)</td>
<td>A comparative study of groups and sects in the contemporary world that derive from major world religions East and West.</td>
<td>R D 3</td>
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<tr>
<td>PHIL 215</td>
<td>.5 or 1/1.5</td>
<td>COMPARATIVE RELIGIONS: (3) THE EAST (EI)</td>
<td>A comparative study of primitive and major religions in the East, from the Indus Valley in India to great river valleys of China, from the Ainus through contemporary Japan and island cultures of the Pacific Basin.</td>
<td>R D 3</td>
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<tr>
<td>PHIL 215</td>
<td>.5 or 1/1.5</td>
<td>COMPARATIVE RELIGIONS: (4) GROUPS AND SECTS TODAY (EI)</td>
<td>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.</td>
<td>R D 3</td>
<td></td>
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</tbody>
</table>
PHIL 210 1/3/0

PHILOSOPHY: ETHICS (EI)
This course presents the basic distinction between theoretical philosophy and practical philosophy. 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 211 1/2/0

JUDEO-CHRISTIANITY/OLD TESTAMENT TO RENAISSANCE (EI)

PHIL 220 1/3/0

INTRODUCTION TO FINANCIAL PLANNING
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 thoughts 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 221 1/2/0

JUDEO-CHRISTIANITY/OLD TESTAMENT TO RENAISSANCE (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 1/2/0

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 Koan 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 1/3/0

HISTORY OF AMERICAN PHILOSOPHY, 1620–1860 (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 1/3/0

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 1.5-4, 5-4, 5-9

SPECIAL TOPICS: PHILOSOPHY (EI)
The Special Topics course is a group 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

PHOT 30XA 0.5 or 1.5/1 or 1.5

SLIDE FILM COMMUNICATION, BEGINNING (EI)
Recommended Preparation: PHOT 30XA
Development and organization of color slide presentations, including travel, photo essay, and instructional shows. Emphasizes selection of slides, organization utilizing sequences, writing narration, and presentation. (Formerly CA 30X.)

PHOT 30XB 0.5 or 11 or 2

SLIDE FILM COMMUNICATION, INTERMEDIATE (EI)
Recommended Preparation: PHOT 30XA
Preparation and presentation of full slide shows emphasizing various techniques, different approaches, and additional experience in writing and delivering narrations. Additional forms of slide presentations such as photo essays, documentaries, personal experience, and how-tos, blending of concept, slide selection, and narration to produce a unified smooth-flowing show will also be included. (Formerly CA 31X.)

PHOT 30XC 0.5 or 1/1 or 2

SLIDE FILM COMMUNICATION, ADVANCED (EI)
Recommended Preparation: PHOT 30XB
Preparation, presentation, and critiquing of full slide show using advanced skills and techniques. Emphasis on special productions. Theme documentary and first-person experiences. Each student will demonstrate his/her ability to prepare and present shows and to prepare written and oral critiques on other students’ shows. Presentations will be developed for use in community service programs. (Formerly CA 32X.)

PHOT 40X 0.5 or 1/1 or 2

SLIDE SHOW, SCRIPT, AND PRESENTATION (EI)
Recommended Preparation: PHOT 30XB
Covers all phases and techniques involved in the production of advanced visual/audio presentations: photo essays, documentaries, how-tos, and travel shows. Includes planning, photographing, selecting slides, writing narration and preparing and photographing graphics; recording commentary, music, sound effects and cues; and methods of presentation including synchronization, single and multi-projection. (Formerly CA 40X.)

PHOT 50XA 0/5 or 1/1 or 2

PHOTOGRAPHY, BEGINNING (EI)
General view of slide photography, equipment and techniques and cameras and their care. Study of the important elements of composition and creative aspects of photography: aperture, speed, and depth of field. (Formerly CA 50X)

PHOT 50XB 0/5 or 1/1 or 2

PHOTOGRAPHY, INTERMEDIATE (EI)
Recommended Preparation: PHOT 50XA
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. (Formerly CA 55X.)

PHOT 50XC 0/5 or 1/1 or 2

PHOTOGRAPHY, ADVANCED (EI)
Recommended Preparation: PHOT 50XB
Photography at an advanced-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 and color harmony will be discussed. (Formerly CA 56X.)

Course Prefix Course Number Title Units Lecture Hours Per Week Lab Hours Per Week

ACCT 220 Introduction to Financial Planning 3/3/0
PHOT 58XA 0/1/2
COLOR SLIDE PHOTOGRAPHY, BEGINNING
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. (Formerly CA 58X.)

PHOT 58XB 0/1/2
COLOR SLIDE PHOTOGRAPHY, ADVANCED (EI)
Recommended Preparation: PHOT 58XA
An advanced-level course in image making with color transparency (slide) film. Assignments cover both technical and aesthetic concerns. 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. (Formerly CA 59XA)

PHOT 59XA 0/.5 or 1/1 or 2
COLOR PRINTING, BEGINNING (EI)
Recommended Preparation: PHOT 50XA
Techniques for making color prints from color slides and/or color negatives. Operation of an enlarger and related darkroom equipment, processing prints in a tube processor, and selection of filters. Finishing prints ready for presentation, including mounting and retouching. (Formerly CA 59X.)

PHOT 59XB 0/.5 or 1/1 or 2
COLOR PRINTING, ADVANCED (EI)
Recommended Preparation: PHOT 50XA
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. (Formerly CA 60X.)

PHOT 61X 0/.5 or 1/1 or 2
COLOR SLIDE MANIPULATION (EI)
Recommended Preparation: PHOT 50XB
Includes slide production and slide enhancement by a variety of established and innovative techniques, including copying, cropping, bas relief, diazo-chrones, 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. (Formerly CA 61X.)

PHOT 190X 0/.5 or 1/1 or 2
SPECIAL PROBLEMS IN PHOTOGRAPHY (EI)
Discussion and demonstration of selected problems and techniques encountered in photography in theory and in practice. Course will include characteristics of camera, lenses, light sensors, and film. Other topics include exposure control, illumination, micro- and macro-photography, and slide copying. (Formerly CA 190X.)

EMERITUS PHYSICAL EDUCATION

PE 1X 0 or .5/0/1 or 1.5 or 2 or 3
AEROBIC FITNESS FOR MATURE ADULTS (EI)
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. R 99

PE 2X 0/0/1 or 1.5 or 2 or 3 or 4
PERSONALIZED FITNESS (EI)
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. R 99

PE 3X 0/0/1 or 1.5 or 2 or 3 or 4 or 6
PERSONALIZED AEROBIC FITNESS (EI)
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. R 99

PE 4X 0/0/.75 or 1 or 1.5 or 2 or 3
PHYSICAL FITNESS WITH SPECIALIZED EQUIPMENT (EI)
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. R 99

PE 6X 0/0/1 or 1.5 or 2 or 3 or 4
PHYSICAL FITNESS (EI)
Instruction and practice for older adults in the techniques for developing and maintaining physical fitness, emphasizing strength, flexibility, aerobic power, and neuromuscular integration. R 99

PE 14X 0/0/1 or 1.5 or 2 or 3
BODY RHYTHMICS (EI)
Body rhythms 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. R 99

PE 14XA 0/0/1 or 1.5 or 32
EXERCISE TO MUSIC A-D (EI)
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. R 99

PE 29X 0/25-1.5, 25-1.5
TAI CHI CH’UAN (EI)
This course will present Tai Chi Ch’uan, an ancient Chinese exercise. Instruction will include movements from the 108 forms of Tai Chi Ch’uan 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’uan, as well as the teaching of the techniques and sequence of forms. R 99

PE 35XA 0/0/1 or 1.5 or 2 or 3 or 4
CHAIR EXERCISES FOR THE MATURE ADULT, BEGINNING (EI)
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. R 99

PE 35XB 0/0/1 or 1.5 or 2 or 3 or 4
CHAIR EXERCISES FOR THE MATURE ADULT, INTERMEDIATE (EI)
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. R 99

PE 35XC 0/0/1 or 1.5 or 2 or 3 or 4
CHAIR EXERCISES FOR THE MATURE ADULT, ADVANCED (EI)
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. R 99
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 physiological 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 physiological 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 with intermediate fitness skills and/or with weight-bearing problems. Students work at their own level. R 99

PE 36XC 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 physiological 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 with intermediate to advanced fitness skills 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 43 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 nonswimming forms of rescue, will also be stressed. R 99

PE 44X 0/0/1 or 1.5 or 2 or 3 or 4
AQUATIC FITNESS THROUGH RHYTHM (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 0/5/1,5 or 1 or 2 or 3 or 4
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 58XA 0/0/1 or 1.5 or 2 or 3 or 4
SWIM AND SLIM (EI)
This course is designed to improve techniques of swimmers and nonswimmers. Emphasis will be placed on endurance training for improved cardiovascular fitness and weight and figure control. R 99

PE 59XA 0/0/2
BEGINNING SKILLS AND TECHNIQUES OF SYNCHRONIZED SWIMMING A-D (EI)
This course is designed to teach the 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 84X 0/0/1 or 1.5 or 2 or 3
PHYSICAL FITNESS—YOGA (EI)
Instruction and practice will include passive yoga exercises especially adapted to senior citizen; stretching, relaxing and breathing; and working together in rhythm, as directed by teacher. R 99

PE 90X 0/1/1
PERSONAL SAFETY (EI)
An introduction to the techniques of basic self-defense. Lecture, warm-ups, demonstration, and practice of the basic skills used in effective, easy self-defense. Field trips may be required. R 99

EMERITUS PE
SPECIAL EDUCATION
PESE 101X 0/0/1 or 2 or 3 or 4
PHYSICAL FITNESS/BACK (EI)
Methods for the prevention and care of back problems in later adulthood. Instruction in special exercises, relaxation training, and lifestyle changes to prevent back problems. R 99

EMERITUS PE
SPECIAL SERVICES
PESS 1X 0/0/1 or 2 or 3 or 4
MILD EXERCISE FOR FITNESS (EI)
This course consists of three major components: 1) strengthening exercises; 2) cardiovascular exercises; 3) stretching-range-of-motion and flexibility exercises. It is designed specifically for the older adult with a low fitness level. R 99

PESS 2X 0/0/.75 or 1.5 or 3
MILD EXERCISE FOR FITNESS/WATER (EI)
The course consists of three major components: 1) hydrotherapy exercise; 2) cardiovascular conditioning; 3) modified swimming techniques. Each student will work on an individualized program designed to meet their needs. R 99

EMERITUS POLITICAL SCIENCE
PS 204 .5 or 1/1 or 2/0
INTRODUCTION TO POLITICAL SCIENCE (EI)
A political survey of the integration of American political, economic, and social institutions. Emphasizes the constitution, political theories, structures, and processes the historical development of the American political system; and the development of American economic institutions. R E 3

PS 205 .5 or 1/1 or 2/0
UNITED STATES GOVERNMENT AND POLITICS (EI)
Overview of the structure and principles of the United States government; the balance of power; major domestic and foreign policy issues. R E 3

PS 210 .5 or 1/1 or 2/0
UNITED STATES POLITICAL ISSUES (EI)
Exploration of major United States political issues, the political party system, the role of the three branches of government, and the power of the news media and special-interest groups. R E 3
THE UNIVERSITY OF CALIFORNIA

SPECIAL TOPICS: POLITICAL SCIENCE

PS 212
COMPARATIVE GOVERNMENTS (EI)
The course includes an examination of the nature of government and its legitimate, and sometimes illegitimate, functions, with particular emphasis on democracy and dictatorship. The political systems of the USA, Great Britain, the Soviet Union, and China will be discussed. R E 3

PS 214
CURRENT ISSUES IN GOVERNMENT (EI)
Exploration of current issues and events on global, national, and local levels. Problem areas include crime, economics, social service loads, environment, terrorism, and conflicts. The content of PS 214 differs each time it is offered. R E 3

PS 215
CALIFORNIA POLITICAL ISSUES (EI)
Exploration of major political issues, the political parties, the role of state governmental branches, and the effects of the news media and lobby groups in the State of California. R E 3

PS 217
UNITED STATES–LATIN AMERICAN RELATIONS (EI)
Analysis of United States and Latin American relations; comparative governments and political systems; major issues affecting relations. R E 3

PS 220
HEALTH AND PUBLIC POLICY (EI)
Exploration of major contemporary health issues and environmental issues affecting health; the role of politics in formulating public policy. R E 3

PS 240
AFRICA TODAY (EI)
A survey of the geography and the cultural and social institutions in African nations today, with emphasis on political issues of importance to the United States. R E 3

PS 245
UNITED STATES POLITICAL AND SOCIAL SYSTEMS (EI)
A survey of the political and social systems in the United States with emphasis on their interrelationship and impact on economics and life in America today. R E 3

PS 299
SPECIAL TOPICS: POLITICAL SCIENCE
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 political science is thematic in nature, and each seminar within the course differs from other offerings in the same course. R E 3

EMERITUS PSYCHOLOGY

PSYC 210
COMMUNICATION IN INTERRELATIONS (EI)
A survey of the channels of communication with emphasis upon methods for improving interrelationships through effective communication with individuals and groups. R E 3

EMERITUS SPANISH

SPAN 201A
PRACTICAL SPANISH 1A (EI)
Fundamentals of Spanish for practical application, including reading, comprehension, speaking, and writing. Emphasis will be placed on development of conversational skills. R A 3

SPAN 201B
PRACTICAL SPANISH 1B (EI)
Recommended Preparation: SPAN 201A
Continuing the fundamentals of Spanish for practical application, including reading, comprehension, speaking, and writing. Emphasis will be placed on development of conversational skills. R A 3

SPAN 202
PRACTICAL SPANISH 2 (EI)
Recommended Preparation: SPAN 201B
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. R E 3

SPAN 203
PRACTICAL SPANISH 3 (EI)
Recommended Preparation: SPAN 202
Concentrates on vocabulary and speaking with more, complex grammatical construction. Includes selected literature. R E 3

SPAN 204
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. R E 3

SPAN 206
PRACTICAL CONVERSATIONAL SPANISH (EI)
Recommended Preparation: SPAN 204
Designed for conversational skill development for more-effective communication in Spanish for practical application. Emphasis will be placed on situational dialogue. R E 3

SPAN 210
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. R E 3

SPAN 215
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 principal literary movements to modern times. All literary genres will be represented, including poetry, and fictional and nonfictional prose and drama. Critique techniques will be taught as well. R E 3

SPAN 220
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. R D 3

SPAN 220
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. R D 3

SPAN 220
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. R D 3

SPAN 220
SPANISH LITERATURE AND CULTURE 4 (EI)
Survey of 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. R D 3

EMERITUS SPECIAL SERVICES

SPS 145X
LIPREADING BEGINNING (EI)
This course enables students to develop and practice lipreading skills necessary for social functioning. The course will present information designed to help the student better understand his or her own hearing loss. R 99
<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>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**SPS 146X**
LIPREADING INTERMEDIATE (EI)
The intermediate lipreading course will be an extension of the introductory course, enabling students to apply the lipreading skills they have learned as well as expand their visual communication skills. R 99

**EMERITUS SPEECH**

| SP 204 | INTERPERSONAL COMMUNICATION (EI) | 1/3/0 | Introduction to strategies and behaviors in all aspects of the communication process, including interpersonal communication, perception, listening skills, and verbal and nonverbal communication. R E 3 |
| SP 205 | BEGINNING PUBLIC SPEAKING (EI) | 1/3/0 | Survey of the basics of speaking in group situations; preparation and presentation of various kinds of speeches, including public speaking and oral interpretations. Course will include preparation, speaking practice, and critique of speeches. R A 3 |
| SP 207 | INTERMEDIATE PUBLIC SPEAKING (EI) | 1/3/0 | Recommended Preparation: SP 205. Speaking techniques for special occasions, including debating. Special emphasis will be given to developing leadership ability. Separate courses in a skill-building sequence. R A 3 |

**SP 210**
SPEAKING BEFORE GROUPS (EI)
Recommended Preparation: SP 207 or equivalent
Preparation and presentation of information before groups, from small groups to public forums, with emphasis upon building self-confidence.

**EMERITUS THEATRE**

| TA 2X | BEGINNING SCENE STUDY (EI) | 0/.5 or 1/.5 or 1 | This course concentrates on scene study, characterization, and ensemble performance working toward a realization of method of approach in acting. R 99 |
| TA 3X | ADVANCED SCENE STUDY (EI) | 0/.5 or 1/.5 or 1 | 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 AND PERFORMANCE (EI) | 0/0/1.5 or 3 | A class emphasizing the preparation of productions for public performance, including acting, and 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) | .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) | .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) | .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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